

From The Internship Handbook pgs. 7-8

Placement Guidelines

The Office of Clinical Experiences will determine all placements. Teacher candidates are encouraged to share their preference for a geographic location, but these preferences are not binding. The assignment of school location, grade level, as well as the location of the seminar are made based on candidate preference and program; diversity of placement across clinical experiences; clinical supervisory load; and the availability of placements within an area or cluster site.

Placement Areas

Battle Creek Metropolitan Area (BCK)

Berrien County (BRC)

Detroit Metropolitan Area (DET)

Germany (GER) - *special education teacher candidates only*

Grand Rapids Metropolitan Area (GRP)

Kalamazoo Public Schools (KPS)

Kalamazoo Area Schools (KZM) - *includes Allegan, Bangor, Delton-Comstock, Galesburg-Augusta, Gobles, Gull Lake, Lawton, Mattawan, Otsego, Parchment, Paw Paw, Plainwell, Schoolcraft, Vicksburg*

New Zealand (NZ)-*elementary education teacher candidates only*

Transportation

Transportation to and from the final internship and related events is the sole responsibility of the teacher candidate. Generally, placements are limited to a distance within a 50 mi radius of the main campus except in cases where candidate has requested and been approved for an internship in an outside cluster site.

As some candidates may be expected to drive up to one hour each way for their internship or might benefit from housing closer to their internship site, it is essential that any housing considerations or transportation issues/concerns related to location preferences be clearly articulated on the application form.

Diversity of Placement

Undergraduate candidates are expected to participate in clinical field experiences which offer exposure to diverse school settings. Most candidates are offered this exposure through the field experiences offered in their required coursework, but, as with certain programs these opportunities are limited, it may be beneficial for the candidate to seek out additional experiences in diverse settings. *The Office of Clinical Experiences is available to assist candidates in reviewing their experience and can assist in identifying additional opportunities.*

What does "diverse setting/placement" mean?

When candidates are evaluated on their ability to meet the needs of all students, it is with the understanding that the candidate understands and can be inclusive of the needs of diverse populations. Diversity which includes attributes of *age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation and socio-economic status.*

Factors for candidates to consider when considering the diversity of their internship and professional experiences could include the following:

- Enrollment of English Language Learners (ELL) in the school
- Enrollment of students of color in the school
- Enrollment of students from low income families in the school (characterized by percentage of students enrolled in free/reduced lunch programs)
- Enrollment of students with disabilities enrolled in the school (characterized by percentage of students on IEPs)
- Geographic location of the school (urban, rural, suburban, etc.)
- Course level, particularly regarding academic level (secondary only - IB, AP, or honors versus resource, pull-out)
- Building level (Elementary / middle / high / alternative)

What resources exist to help teacher candidates identify diverse placement settings?

The Office of Clinical Experiences maintains current diversity information on cluster sites and other partner schools in the state. This information is obtained from the [The National Center for Education Statistics \(NCES\)](#) and The Michigan Department of Education's [MI School Data](#). These sites are public. NCES offers demographic data on districts and schools both locally and nationally. The MDE site has additional information regarding enrollment and assessment of specific groups. School administrators and cooperating teachers are another good resource for information regarding diversity at the building level or of the classroom population.