



**FINAL INTERNSHIP HANDBOOK**  
**Office of Clinical Experiences**

**WESTERN MICHIGAN UNIVERSITY**

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# INTRODUCTION

## **CEHD Mission and Vision**

### **CEHD Mission**

Embracing WMU's goals to be learner centered, discovery driven, and globally engaged, the College of Education and Human Development is committed to:

- Developing exceptional education and human development professionals who positively impact our global society
- Advancing knowledge through teaching, scholarship, creative works, and service
- Enhancing the university and its stakeholders through transformative field experiences and collaborations

### **CEHD Vision**

Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs.

### **Office of Clinical Experiences Vision**

Be the consistent, efficient, transparent, cooperative, and innovative hub of all undergraduate clinical experiences for the College of Education and Human Development.

### **Western Michigan University Conceptual Framework for Teacher Education**

Western Michigan University's teacher education program, although dynamic in nature as it changes to reflect changes in the profession, is grounded in reflective practice as conceptualized by Korthhagen, et al. (2001). It is aligned with the Professional Standards for Michigan Teachers (2008); and, more recently, with the 2014 Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) and the framework for teaching outlined by Danielson (2013).

Organized around the following five elements, the framework supports a candidate in their development of:

- A strong knowledge base within their discipline and its foundations as well as strength in their professional dispositions and the MI-InTASC standards
- A commitment to inquiry through research and the study of foundational practice theories as well as through collaboration with cooperating teachers, schools, university partners, and other community resources
- The ability to apply thoughtful practice to the planning and development of actions that address the needs of their students (reflection for practice)
- The ability to examine and adjust their actions in relation to practice during teaching in order to meet the needs of students (reflection in practice)
- The ability to review and assess their own actions in relation to practice; considering the need for further development of skills, dispositions, and abilities to improve their future actions and student achievement (reflection on practice)

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## CONCEPTUAL FRAMEWORK LEARNING OUTCOMES

Program outcomes for teacher candidates, updated in 2018 in alignment with the conceptual framework and grounded reflective practice, are as follows:

### **The Learner and Learning**

Teacher candidates will:

- Understand how students learn and develop; recognizing patterns vary among individual students
- Design and implement developmentally appropriate and challenging learning experiences for all students
- Design inclusive learning experiences that incorporate knowledge of commonalities as well as the needs of individual learners from diverse backgrounds
- Create a safe and positive learning environment marked by respect and responsibility

### **Content**

Teacher candidates will:

- Demonstrate understanding of the central concepts, tools of inquiry, and structures of their discipline(s)
- Create learning experiences in which content is accurate, accessible, and meaningful for students
- Guide students to apply content knowledge, interdisciplinary connections, and critical thinking skills to address real world issues and perspectives relevant to their lives

### **Instructional Practice**

Teacher candidates will:

- Use, design, and adapt multiple methods of assessment that authentically measure the progress of students towards learning outcomes
- Use assessment and feedback to engage students in their own growth and development
- Create sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress
- Create instructional plans that meet school curriculum and state standards
- Use a variety of instructional strategies to enhance students' deep understanding of content
- Integrate technology into teaching and learning in an appropriate and meaningful way

### **Professional Responsibility**

Teacher Candidates will:

- Engage in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each student
- Demonstrate appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity
- Use evidence to continually evaluate and adapt practice to meet the needs of each student
- Collaborate with professional peers, university and community partners, and other stakeholders to ensure student growth, their own development, and the advancement of the profession

## DEFINITIONS

At Western Michigan University (WMU), we employ a team approach to provide an effective and supportive environment for the development of teacher candidates. Some commonly utilized terms are:

***Clinical Experience:*** A full-time, semester long professional laboratory and practicum where candidates will focus on teaching and learning in a classroom. Clinical experience is both a learning experience and a time when the candidate's professional competencies will be evaluated.

***Clinical Instructor (CI):*** A university faculty member or part-time instructor who facilitates the weekly seminar course, has overall responsibility for the coordination of a cluster site, and who collaborates with the clinical experiences specialist, building cooperating teacher, cooperating teacher, and other school and university personnel.

***Cluster Site:*** A school site serving diverse student populations in which a group of teacher candidates is placed to participate full-time in studying, practicing, and reflecting about the teaching profession under the guidance of cooperating teachers.

***Cooperating Teacher (CT):*** A teacher who guides the practice of teacher candidates through modeling, co-planning, and co-teaching. They observe, evaluate, and provide feedback to teacher candidates regarding their instructional practice and assist them in their reflection on teaching and learning.

***Building Cooperating Teacher (BCT):*** A tenured teacher at a cluster site who participates in intensive cooperating teacher preparation at the university and who coordinates and facilitates the work at the cluster site with cooperating teachers and clinical instructors. The BCT leader is the person who will assist teacher candidates and cooperating teachers with problems or concerns when the clinical instructor is not available.

***Office of Clinical Experiences:*** Support staff for teacher candidates, clinical instructors, and building cooperating teachers. The clinical experiences specialist communicates with appropriate personnel, maintains standards for program completion, and provides resources when necessary.

***School Site Personnel:*** Employed by the school district, school personnel include administrators and staff who provide leadership and support for the host site. District and building administrators include superintendents, principals, vice principals, deans, and curriculum coordinators. The school staff includes teachers, administrative assistants, student services and academic support staff, custodians, or other site personnel. School administrators and teachers participate in the assignment of teacher candidates.

***Teacher Candidates (TC):*** A program candidate who has completed the academic requirements of their program and is prepared to apply their knowledge of educational theory and research in terms of human growth and development; the impact of urban poverty on teaching and learning; the nature of classroom organization and leadership; and the development and implementation of curricula to respond to the needs of all students. The candidate will assume an increasing degree of responsibility for planning and instruction under the supervision of a qualified cooperating teacher and clinical instructor.

## Part I. PREPARING FOR THE FINAL INTERNSHIP

### About the Internship

During this semester, candidates will apply what they have learned throughout their program and previous clinical experiences; continue to develop valuable insight into the work of teaching; and gain practical classroom experience in preparation for entrance into the teaching profession. As a representative of Western Michigan University (WMU), the work of teacher candidates in the classroom will also serve as a representation of the candidate's program and its preparation of excellent teachers.

As candidates begin this final internship, there are certain responsibilities and procedures that are expected. This handbook has been created to help the candidate, cooperating teachers, and clinical instructors to understand and prepare for these expectations. Candidates should refer to this handbook throughout the semester and use the resources available to on the Office of Clinical Experiences (OCE) website. Candidates should also note that this *handbook highlights only the minimum expectations for the internship*. Host schools, cooperating teachers, and clinical instructors may modify expectations depending on the needs of their students or program. Likewise, they may assign additional requirements. Candidate's should therefore *adhere to the syllabus provided by their clinical instructor for the seminar and clarify internship expectations with both the clinical instructor and the cooperating teacher*.

Cooperating teachers, clinical instructors, the Office of Clinical Experiences will collaborate with and support candidates, but it is a candidate's dedication of time; attention to students' needs; willingness to ask questions; assess; and apply feedback about teaching and learning; and focus on continued development in their content area that will ensure a successful internship.

Candidates are encouraged to contact the Office of Clinical Experiences with questions or concerns regarding this handbook or the final internship experience via phone or email at (269) 387-3474 or [oce-info@wmich.edu](mailto:oce-info@wmich.edu). The OCE is located at 2302 Sangren Hall.

### Application Process

Applications for final internship are due approximately one year prior to internship.

- Fall Internship Applications are due around November 15 of the preceding fall.
- Spring Internship Applications are due around March 15 of the preceding spring.

Intern Application Workshops are offered throughout the semester to assist in completing all application requirements. If a teacher candidate cannot attend an application workshop, they are responsible for contacting the Office of Clinical Experiences *at least 30 days* prior to the appropriate application deadline for application forms and internship information.

### Placement Disclosure

#### ***Regarding schools previously attended or where relatives are employed or enrolled***

When completing the application for the final internship, teacher candidates are required to disclose information regarding any schools they have previously attended as well as information regarding relatives employed in or attending any school district where placement could occur.

The term “relative” includes parents, spouse, children, step-children, siblings, aunts, uncles and/or in-laws. Under most circumstances, teacher candidates will not be placed in districts where relatives are employed. Failure to provide this information may jeopardize continuation in that placement or the program.

### **Internship Eligibility and Clearance Process**

The following eligibility requirements must be met prior to the internship. The candidate must:

- Be admitted to the professional education sequence.
- Complete all required course work (students may not be enrolled in any other course during intern teaching).
  - World Language Candidates only – OPI score of *advanced low* or higher (per program) must be on file.
- Maintain a cumulative grade point average of 3.0 (or as required by catalog year).
- Maintain a grade point average of 3.0 (or as required by catalog year) in the professional education sequence and no grade lower than a "CB" in any professional education course.
- Complete methods course(s) in major and minor with a minimum grade of "CB" (or as required by course catalog).

The candidate must also:

- Accept responsibility for their own health insurance coverage for the duration of the internship and must sign a liability waiver at time of application.
- Submit proof of sub permit to the Office of Clinical Experiences at [oce-info@wmich.edu](mailto:oce-info@wmich.edu) and complete any other background checks as required by the school district.
  - Note: Early childhood and special education programs may have different background check requirements.
- Have no Academic Holds on their student account prior to registration.
- Must be cleared for internship by the academic advisor for their major.
- Must attend intern orientation in the semester prior to internship.

Clearance Process First Review (at time of application)

- Applicants must meet required GPA in designated portions of the degree program established by the program/department of the teacher candidate’s major.
- All prerequisite coursework and examinations as designated by the program/department of the teacher candidate’s major must be completed or in progress.
  - World Language Candidates must be registered to complete or have successfully completed OPI exam.
- Completion of work to address “incomplete” grades must be in progress.
- If applicable, conviction disclosures are submitted to Academic and Professional Standards Committee for additional review.
- Applications (Applicants) will be notified of initial application status at the time of first review.

Clearance Process Second Review (following posting of final grades for the semester prior to internship)

- Program requirements are met for GPA.
- All prerequisite coursework and required examinations are successfully completed.
  - World Language Candidates only – OPI score of *advanced low* or higher (per program) must be on file.
- Any coursework with “incomplete” grades has been successfully completed.
- If applicable, conviction disclosures are submitted to Academic and Professional Standards Committee for review.
- District background checks and sub permit is submitted.

- Applicant has no HOLDS on registration.
- Applications will be notified if registration is denied due to eligibility issue.

### **Ineligibility/Postponing Final Internship**

If a teacher candidate is deemed ineligible, the Office of Clinical Experiences will notify student as soon as possible and make recommendations for next steps. If teacher candidates must postpone/change their final internship plans, it is imperative that the Office of Clinical Experiences is contacted immediately.

### **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, Portage, 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.

### **Request for Replacement**

Requests for a different placement are considered on a case-by-case basis and by contacting the Office of Clinical Experiences. Requests for replacement will be denied when the teacher candidate:

- Desired a preferred placement (district, grade level, etc.) and did not receive it (see Placement Guidelines and Diversity of Placement above)
- Does not agree with the cooperating teacher's pedagogy
- Does not like the physical space of the placement
- Has not communicated concerns with 1) the cooperating teacher, 2) the clinical instructor, and finally 3) the Office of Clinical Experiences

### **Duration of Final Internship**

All teacher education candidates complete an internship at the end of their academic program.

- Elementary or secondary candidates: one semester (12 credit hours)
- Early childhood candidates: one semester (12 credit hour)
- Special education candidates: two semesters (24-28 credit hours)
- Art K-12 candidates: two semesters (24 credit hours)
- Physical education and health K-12 candidates: one semester (12 credit hours)
- Music K-12 candidates: one semester (12 credits)

For more information about specific programs and clinical experience requirements, see program links available through the Office of Clinical Experiences: <https://wmich.edu/clinicalexperiences/teacher-candidate>

### Other Recommendations

To be prepared for certification after internship, teacher candidates should:

- Prepare for and successfully complete required exams for certification
- Submit Graduation Audit request to the WMU registrar

### Teaching Certification Exams

- **MTTC**
  - Candidates should familiarize themselves with the MTTC, know which subject area tests are required for certification, and take steps to prepare for the exam.
  - Candidates are strongly encouraged to take the MTTC subject area practice tests available on the MTTC test preparation webpages.
  - Once MTTC practice tests are completed and areas in need of improvement are identified, teacher candidates should contact their CEHD advisor who will direct them to the appropriate resources for assistance or support in a specific area.
  - Once a candidate has prepared for and successfully completed their subject area practice tests, the candidate should register to take the appropriate MTTC subject area tests.
  - It is recommended that candidates successfully pass the MTTC prior to the internship as they cannot be certified without successful completion of the subject area tests.
- **OPI – World Language Candidates Only**
  - World Language teacher candidates cannot complete an internship in Spanish, French, or German without a score of *Advanced Low*.
  - Candidates should familiarize themselves with OPI and prepare for the exam. Know what to expect.
  - When ready, the candidate should register to take the OPI Assessment.

### Graduation Audit – Undergraduate Students Only

- Complete and submit your graduation audit request to the registrar.
- Review your graduation audit in comparison with your DegreeWorks. Make sure that you have successfully completed all required coursework and have met the GPA requirements for your program. Note any discrepancies. Contact your advisor for assistance.

## PART II. PROFESSIONAL DISPOSITIONS

### Expectations of Professionalism

As pre-professionals, teacher candidates must adhere to ethical and legal guidelines, demonstrate appropriate dispositions, and remember that students and their development are the center of teaching.

Teacher candidates are expected to:
Use accurate and effective written, oral, and non-verbal communication.
Exhibit initiative and enthusiasm for teaching.
Commit time and energy to the continuing process of learning.
Strive for quality and completeness.
Be consistently prepared and organized.
Demonstrate punctuality and responsibility.
Dress and groom appropriately for the setting.
Practice honesty and integrity in actions and decisions.
Respect and uphold ethical behavior and maintain confidentiality.
Willingly and appropriately adjust schedules and routines when needed.
Listen and respect other points of view.

### Professionalism and Technology

Teacher candidates have a responsibility to students as examples of how to behave responsibly, both personally and professionally, when it comes to technology. As a teacher candidate's professional image and reputation as well as the image and reputation of their students and schools will be directly related to their example, it is essential that they be mindful always of that responsibility. *Teacher candidates must adhere to their cluster site's guidelines and policies for technology use.* Below are WMU guidelines for technology use by teacher candidates.

#### Cell Phone Usage

Teacher candidates will:

- Not access/use cell phone in classrooms or hallways when students or staff are present except in cases of professional purpose and with the express permission of the cooperating teacher, clinical instructor, and/or school administrator.
- Manage personal calls or business privately and only during a prep period, before/after school, or during lunch hour.
- Not exchange phone numbers with or use cell phones to contact students or parents.
- Seek permission to communicate via text with clinical instructor or cooperating teacher and, if permitted to text CS/CT, use appropriate grammar, spelling, tone, etc.

- Be mindful of appropriate grammar, spelling, tone, etc. if using cell phone to email.
- Consider the appropriateness of ringtone, music, and, where applicable, voicemail messages, in relation to audience; i.e. students, parents, administrators, cooperating teachers, or future employers.
- Ensure that phone is placed on silent mode when in the classroom.
- Ensure permission to use cell phone camera for WMU projects is permitted by the cooperating teacher and/or school administrator.
- Ensure that 'media clearance/release' form is on file for all students in any classroom where recording of any kind, by cell phone camera or other means, for WMU projects.

### **Computers and Internet use on School Grounds**

Teacher candidates will:

- Understand that classroom computers and school internet services are for school purposes only.
- Not use the school's internet for any purpose other than lesson planning or professional communication related to the classroom or school.
- Not use school computers to write personal, non-teaching related emails.
- Not share passwords for school computers that are in place for securing information/usage for professional personnel.
- Download any unauthorized software without the permission of the cooperating teacher or school's technology support staff.

### **Social Media Activity**

Teacher candidates will:

- Not accept students as friends on personal social networking sites.
- Decline any student-initiated requests.
- Not initiate online friendships with students.
- Not discuss students or publicly criticize school policies or personnel.
- Consider what is posted to their accounts, either by the candidate themselves or by friends/followers, in terms of what might be viewable by students, parents, administrators, cooperating teachers, or future employers and how any previous and future pictures, comments, etc. might affect professional image.
- Consider who has access to their social media accounts and review security and privacy settings to ensure appropriate protections are in place.

### **Video Recording and Photo Documentation**

Teacher candidates will:

- Not record any school event or classroom, school personnel or student without express written permission from that individual (and/or their parent/guardian) or appropriate administrative office for the recording.
- Not publicly or privately share, post, or otherwise use any video recording of students, staff, or school for any purpose outside of their WMU seminar requirements.
- Ensure that any, and all, recordings of students, staff, or school are kept secure and confidential.
- Understand that capturing or sharing of any photo or recording of a school event or classroom, school personnel or student without permission and outside of WMU seminar requirements may result in adverse action including termination of the candidate's student teaching assignment, termination from the program, or rejection of the candidate's application for licensure with the Michigan Board of Education.

## Evaluation of Professional Responsibility

The chart below highlights aspects of Professional Responsibility outlined in INTASC and how each is measured in the mid-term and final evaluations of teacher candidates.

Element of Professional Responsibility	What does this look like if a teacher candidate is <i>effective</i> ?	What does this look like if a teacher candidate is <i>ineffective</i> ?
<i>The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner.</i>	<ul style="list-style-type: none"> <li>• Consults research literature and colleagues to support self-development as a learner and a teacher.</li> <li>• Participates in professional development opportunities beyond those required.</li> <li>• Regularly and accurately assesses effectiveness of instructional choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignores literature or other resources that could enhance self-development as a learner and teacher.</li> <li>• Avoids participation in professional development opportunities.</li> <li>• Considers instructional choices but draws incorrect conclusions about their effectiveness.</li> </ul>
<i>The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity.</i>	<ul style="list-style-type: none"> <li>• Displays respect, sensitivity, honesty, and fairness to students and other professionals.</li> <li>• Abides by law, professional ethics, and school policies in areas such as discipline, confidential information, and physical and emotional safety of students.</li> <li>• Presents facts without distortion, bias, or prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays dishonesty or is disrespectful to students or other professionals.</li> <li>• Does not discipline according to law, professional ethics or school policies in areas such as discipline, confidential information, and physical and emotional safety of students.</li> <li>• Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner.</li> </ul>
<i>The teacher candidate engages in ongoing professional learning, uses evidence to continually evaluate his or her practice and adapts practice to meet the needs of each learner.</i>	<ul style="list-style-type: none"> <li>• Undertakes independent research and analysis of assessment data to inform creation of instructional activities to support student learning.</li> <li>• Welcomes observation and incorporates feedback to improve professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little interest in finding ways to better support student learning.</li> <li>• Ignores observation feedback or openly resists suggestions for improving professional practice.</li> </ul>
<i>The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession.</i>	<ul style="list-style-type: none"> <li>• Plans collaboratively with cooperating teacher and other classroom personnel.</li> <li>• Maintains collaborative and professional relationships focused on working together to improve instruction and student success.</li> <li>• Communicates with students and/or their families about students' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans independently of cooperating teacher and other classroom instruction and other classroom personnel.</li> <li>• Develops negative relationships with colleagues and/or lacks awareness of professional boundaries.</li> <li>• Fails to communicate with students or families regarding students' progress.</li> </ul>

## PART III. SEMINAR AND INTERNSHIP EXPECTATIONS

The following information is general in nature. *Clinical instructors will provide candidates with a complete syllabus that will be tailored to their cluster site and will include additional grading information as well as policies unique to the candidate’s site and seminar.*

### Seminar and Internship Grading

Intern Teaching (4700, 4710, 4740, 4750) is graded on a Credit/No Credit basis. Credit (C) is determined by the growth and progress of the teacher candidate throughout their internship experience. Candidates will be evaluated at the midterm and end of the semester as effective, developing, or ineffective in relation to InTASC and WMU’s Evaluation Tool. Interns receiving one or more INEFFECTIVE ratings on the final evaluation may be given a grade of No Credit (NC).

The Seminar in Education (4100) is a graded experience (see Course Grades and Grading System in the Undergraduate Catalog at [http://catalog.wmich.edu/content.php?catoid=16&navoid=548#cour\\_grad\\_and](http://catalog.wmich.edu/content.php?catoid=16&navoid=548#cour_grad_and)). As a professional education course, students must receive a grade of “C” or better in the Seminar in Education course to receive credit. Within the seminar course, credit is granted for work that receives a grade of “C” or better. No credit will be given for coursework that receives a grade below that of a “C”.

An Incomplete (I) is a temporary grade requested by the intern when illness, necessary absence, or other reasons beyond the control of the student prevent completion of the requirements of the internship. The "I" is granted for students whose submitted work is of acceptable quality, but who are unable to meet course objectives within the semester. Note: Incompletes (I) cannot be granted for the internship course and cannot be granted as a substitute for no credit (NC).

### Seminar Expectations

- Participate in all seminar meetings with WMU clinical instructors
- Successfully complete all assignments as outlined by the clinical instructor in the course syllabus
- Complete a midterm and final self-reflective evaluation
- Regularly debrief with cooperating teacher regarding daily observations
- Review mid-term and final evaluations with cooperating teacher
- Complete the MDE Student Survey

<b>Seminar Assignments and General Descriptions</b>	
<b>Journals</b>	To develop a teacher candidate’s skills as a reflective practitioner, they will be asked to journal about their internship experience. In the journal, candidates are expected to discuss their previous week in the classroom and/or respond to specific prompts. Candidates may also use this journal to communicate any questions or concerns they have.
<b>Exit Portfolio</b>	Completed and uploaded to Tk20 by the teacher candidate, this major assignment requires candidates to demonstrate competency in each of the ten InTASC Standards; posting a minimum of two artifacts, with reflections, for each of the ten standards.
<b>Impact on Student Learning (ISL)</b>	Completed and uploaded to Tk20 by the teacher candidate, this major assignment requires candidates to demonstrate their ability to foster learning for all students during the teaching process. Portions of the ISL may be included in the Exit Portfolio as examples of <i>Content Knowledge, Content Application, or Planning for Instruction</i> .

<b>Philosophy of Education</b>	This is a short statement of a candidate's philosophy of education. This should be no more than one page long and demonstrate the development of the candidate's perspective. It should therefore be "fresh", not a resubmission a previous statement. This document may also be included in the candidate's Exit Portfolio as an example of <i>Professional Learning and Ethical Practice</i> .
<b>Parent/Guardian Communication</b>	This is documentation of a candidate's communication with parents/guardians. It may be an introductory letter, newsletter, blog, summary of parent-teacher conference, etc. and can be included in the Exit Portfolio as an example of <i>Learning Environments, Communications, or Leadership and Collaboration</i> depending on the communication approach selected.
<b>GoReact Video Assignment</b>	This is a recording of a candidate's work in the classroom and includes a reflection. The reflection from the GoReact assignment may be included in the Exit Portfolio, but <i>section will vary</i> depending on approach to GoReact assignment.
<b>Classroom Management Plan</b>	This is a description of a teacher candidate's ideal classroom and their approach to classroom management. This might include plans for meeting the behavioral needs of individuals and groups, seating charts, expectations and consequences, management procedures, and a discussion of how these plans work together to provide comfort, order, and safety for all students. This may be used in the Exit Portfolio as an example of <i>Learning Environments or Learner Differences</i> .
<b>Resume and Cover Letter</b>	These items need to be completed prior to the required candidate professional development <i>Career-Building Professional Development Day</i> which will be hosted by the Office of Clinical Experiences and Career and Student Employment Services. It is recommended that candidates seek feedback on these documents from their cooperating teacher.
<b>MDE Survey</b>	This is a brief online survey from the Michigan Department of education that is sent directly to the candidate's email from the state. This survey must be completed at the end of the internship. <i>Credit for the course will not be granted until survey completion is confirmed.</i>
<b>Observations</b>	The clinical instructor will conduct three formal observations of the teacher candidate throughout the semester and upload notes to Tk20. Prior to all formal observations, the teacher candidate will provide a copy of the complete observation lesson plan (including any handouts or worksheets). The clinical instructor will complete a post-observation conference with the teacher candidate after each lesson. Throughout the semester the cooperating teacher will also be regularly observing and supplying feedback to the teacher candidate. An OCE specialist and/or the clinical instructor may also make additional informal visits the classroom.
<b>Mid-Term and Final Self- Evaluations</b>	Twice during the semester, a teacher candidate will complete a self-reflective evaluation of their teaching practice. After completing each self-evaluation, the candidate will discuss their assessment in relation to the assessments of the mid-term and final evaluations completed by their cooperating teacher. These documents will then be submitted for review by the clinical instructor via Tk20.  At the time of the mid-term and final evaluation, teacher candidates should also request assistance from their cooperating teachers in reviewing content-specific evaluations for their program. Forms (addendums to the final evaluation) include questions related to specific standards for each content area and are available via clinical instructors or online through Tk20. These will be completed by the clinical instructor and are an important part of the final evaluation process.

### Teacher Candidate Responsibilities: Checklists

Throughout the internship, teacher candidates are expected to be clear and intentional in their communication with students and parents, their cooperating teacher, their clinical instructor, and the Office of Clinical Experiences. They are expected to take initiative in their own development and the development of their students by asking questions, seeking feedback, and working with their cooperating teacher to co-plan and co-teach.

The following checklists highlight the minimum expectations for teacher candidates as they first assist and later lead the classroom. These checklists can be used to guide communication between the candidate and their cooperating teacher.

**Teacher Candidate (TC) Checklist: Within the first days of the internship**

<input type="checkbox"/> Request information from your cooperating teacher (CT).	<ul style="list-style-type: none"> <li>✓ Class roster and seating arrangement (if applicable)</li> <li>✓ Class Schedule</li> <li>✓ Behavior plan</li> <li>✓ Emergency plan</li> <li>✓ Student and Faculty handbooks</li> <li>✓ Grade level/Course curriculum resources</li> <li>✓ Copies of student and teacher textbooks and other instructional material</li> <li>✓ Access to available technology</li> <li>✓ Any other procedural information pertaining to the classroom or building</li> </ul>
<input type="checkbox"/> Identify and organize a work space in your cooperating teacher’s classroom.	<p>Work with your CT to ensure you have a space that allows you to observe both your CT and your students.</p>
<input type="checkbox"/> Clarify expectations for start and end times at your school.	<p>Teacher candidates are expected to be on site whenever school is in session for the duration of the internship and to adhere to the hourly expectations of the school day as determined by the school’s teacher contract.</p>
<input type="checkbox"/> Introduce yourself to school administrators, faculty, and staff.	<p>Arrange a tour of the building to include the location of the main offices, library, and computer labs; book, supply, and equipment rooms; and student records, attendance, counseling, special education and other student service offices. Make sure to ask about procedures for making or requesting copies and supplies.</p>
<input type="checkbox"/> Ask your cooperating teacher about their classroom and the building in more detail.	<ul style="list-style-type: none"> <li>✓ Classroom routines</li> <li>✓ Communication expectations</li> <li>✓ Classroom management plans</li> <li>✓ Building-wide policies for daily routines</li> <li>✓ Building communication</li> <li>✓ Building-wide discipline</li> <li>✓ Emergency procedures.</li> </ul>
<input type="checkbox"/> Ask your cooperating teacher questions related to their teaching and your teaching.	<ul style="list-style-type: none"> <li>✓ What are the objectives and goals for student learning that are planned for the semester?</li> <li>✓ What prior knowledge do the students possess (previous courses and experiences)?</li> <li>✓ What lessons are planned already? Request to review them together. Be attentive to format. Consider where you might be able to offer some assistance early on, or where you might plan to start planning for and teaching part of the lesson (think small group or mini lesson).</li> <li>✓ When might you expect me to be ready to take over certain part of a lesson or the writing and presentation of a complete lesson?</li> <li>✓ When will I be expected to take on multiple lessons for an extended duration of time (lead weeks)? See “Recommended Schedule for Internship” under <i>Resources and Training Modules</i> on the Office of Clinical Experiences webpage.</li> </ul>
<input type="checkbox"/> Plan to introduce yourself to your students and parents.	<ul style="list-style-type: none"> <li>✓ What will your communication say about you, your ideas, or your expectations?</li> </ul>



	<ul style="list-style-type: none"> <li>✓ What artifacts will you share with students and parents and in what forms; i.e. a creative document, a letter/email, a poster, a piece of artwork?</li> <li>✓ Consider what you might ask students to share with you and how; i.e. artifacts, interest/concerns questionnaire, etc.</li> <li>✓ Be sure to submit for approval any artifact or communication plan with your cooperating teacher prior to presentation.</li> </ul>
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**Teacher Candidate (TC) Checklist: Throughout the internship, *from day one***

<input type="checkbox"/> Communicate any concerns about your internship experience with your cooperating teacher, clinical instructor, and the Office of Clinical Experiences.	Assist your mentors in supporting you. Be proactive in your communication by asking questions, sharing concerns, and seeking resources.
<input type="checkbox"/> Be professional.	Make sure that you arrive on time, prepared, and ready to contribute; that your attire suits your building dress code; that you are mindful of confidentiality always; and that you communicate with your cooperating teacher.
<input type="checkbox"/> Attend seminar with your WMU clinical instructor.	Use your seminar as an opportunity to develop your lessons and practice with the support of your clinical instructor and peers.
<input type="checkbox"/> Discuss with your cooperating teacher the school’s special education program, referral, evaluation, IEP processes, and Response to Intervention (RTI).	Request opportunities to observe faculty who work with these students and processes. Also, request an opportunity to review information on the student record management systems.
<input type="checkbox"/> Be attentive to building communications.	Attend department, team, and faculty meetings, professional development opportunities, parent/teacher conferences, and other school sponsored events.
<input type="checkbox"/> Work with your cooperating teacher to review and plan weekly lessons.	Examine your cooperating teacher’s lesson plan procedure and use it as a model for all lessons you present for approval. Also, review the school’s system for documentation of these plans. Meet with your cooperating teacher regularly to co-plan, co-teach, and prepare for the transition to self-planning and lead teaching in the final weeks of your internship.
<input type="checkbox"/> Check your lesson plan for important elements before you submit for approval.	<ul style="list-style-type: none"> <li>✓ Specific and measurable goals and objective</li> <li>✓ Content to be covered and materials to be used</li> <li>✓ Methods and plan for presenting lesson with consideration of pacing</li> <li>✓ Assessment strategies</li> <li>✓ Plan for differentiated instruction</li> </ul>
<input type="checkbox"/> Regularly observe and debrief with your cooperating teacher regarding your contributions to the classroom, co-taught lessons, and your presentation of whole class lessons or individualized instruction.	Request frequent and ongoing feedback to develop your content and classroom skills as well as your skills of self-analysis. At the mid-term and in your final weeks, be sure to review your self-evaluation in comparison with your cooperating teacher’s evaluation. Discuss any discrepancies, highlight opportunities for improvement. See “Questions for Lesson Planning and Reflection” under <i>Resources and Training Modules</i> on the Office of Clinical Experiences webpage.
<input type="checkbox"/> Ask questions daily that improve your understanding of content, planning, preparation, instruction strategies, and classroom management as well as the data	Attempt to practice recommended strategies. Collect data. Seek feedback. Share ideas.

that can assist you in identifying areas of concern.	
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<b>Teacher Candidate (TC) Checklist: Within the final weeks of the internship</b>	
<input type="checkbox"/> Work with your cooperating teacher to resolve your units/lessons and prepare students for your departure.	Plan for transitioning out of the classroom. You will have developed lessons as well as relationships that will benefit from thoughtful conclusion.
<input type="checkbox"/> Complete your Exit Portfolio through Tk20.	Finalize the artifacts and reflections you will use to demonstrate the InTASC standards and share with future employers as examples of your work.
<input type="checkbox"/> Complete MDE online program evaluation.	You will receive an email from MDE. Completion of this survey is required to receive credit for the seminar.
<input type="checkbox"/> Consider writing a thank you letter to your cooperating teacher, students, and parents.	Be sure to have your cooperating teacher approve any communications you intend to share with student and parents.

**Candidate Success and Plan for Improvement**

If at any time a candidate requires focused attention in any given standard, particularly if reflected in the mid-term evaluation, a plan for improvement will be initiated by the clinical instructor. With the support of the cooperating teacher and the Office of Clinical Experiences, the clinical instructor and the teacher candidate will develop a Plan for Improvement. This plan will outline specific steps for the candidate as they work to improve their skills and practice in the designated areas.

The Plan for Improvement is intended to provide written guidance and a clear timeline for improvement for teacher candidates who are not progressing in one or more areas. This written guidance is necessary to provide ample opportunity and advocacy for those teacher candidates who need additional assistance in elevating their professional practice to an effective level in all evaluation areas.

**Extension of Final Internship**

If a candidate cannot meet the guidance provided in the Plan for Improvement in a timely manner, the internship may be extended for an amount of time decided on by the candidate, cooperating teacher, and Office of Clinical Experiences. This is decided on case-by-case basis.

**Failure of Final Internship**

If a candidate cannot meet the guidance provided in the Plan for Improvement and/or is not progressing towards a successful end to the internship, the internship may end with a failing grade. The candidate can reapply for a new placement, but acceptance of the application will be decided on a case-by-case basis by the Director of Teacher Education and Office of Clinical Experiences.

## PART IV. INTERNSHIP AND UNIVERSITY POLICIES

### Employment and Other Commitments

Due to the demands of the internship experience, teacher candidates are advised not to be employed or otherwise committed during the final internship. Likewise, while other opportunities may arise (such as coaching or leading extracurricular activities), these activities must not detract from the candidate’s professionalism and performance in the classroom.

Relative to outside commitments, teacher candidates must:

- Inform their clinical instructor and cooperating teacher of their involvement or intention to be involved in any outside work or activities.
- Understand that absences, lack of preparation, or performance issues related to these outside activities are unacceptable and will not be accommodated.

### Coursework Limitations

Due to the demands of the internship experience, teacher candidates may not be enrolled in any other coursework during the semester of the final internship except with the express permission from the teacher candidate’s program. This permission can only be granted through submission of a Request for Appeal. Appeal forms can be found under Forms on the Office of Clinical Experience website.

### Attendance and Punctuality

Relative to any absence, teacher candidates must:

- Communicate *in writing* and *verify receipt of that communication via email with*
  - Cooperating teacher
  - Clinical instructor
  - Office of Clinical Experiences- [oce\\_info@wmich.edu](mailto:oce_info@wmich.edu)
- Ensure that the cooperating teacher is notified prior to absence via phone call to teacher or school office.
- Ensure that lesson plans and materials are available for the cooperating teacher’s use.

<b>Internship Attendance Policies</b>	
<b>Daily Attendance</b>	During the final internship, teacher candidates are expected to commit full time to the cooperating teacher's contracted hours and the cluster site school's calendar from day one of the school's semester through the university's final exam week and ends on the Thursday prior to graduation.
<b>Late Arrival or Early Departure</b>	Candidates will not be excused early or allowed to report late due to work schedules or personal business during the internship semester. <i>Any late arrival or early departure by the candidate during the school day or required event may be considered an absence.</i>
<b>Required Events and Activities Outside of School Hours</b>	Teacher candidates are required to attend staff-development sessions, parent-teacher conferences, open-house events, faculty meetings, and other extracurricular activities deemed appropriate by the cooperating teacher. For events that meet outside of school hours, candidates are expected to adjust their schedule to allow for their participation.

<b>Holidays and WMU/Site Schedule Differences</b>	If the cluster site school calendar deviates from that of the university (i.e., beginnings of the school semester, spring break, and holidays), candidates will follow the school calendar unless otherwise informed by the Office of Clinical Experiences. Teacher candidates are expected to follow the holiday schedule of the assigned school.
<b>Inclement Weather</b>	If school is closed due to weather or similar emergencies, the teacher candidate should follow the attendance policy required of the cluster site's professional staff. They should also report the closure to the Office of Clinical Experiences via email
<b>Personal Religious Holidays</b>	If, due to personal religious affiliations, a teacher candidate will be absent on a regularly scheduled school day, the candidate must make special arrangements in advance with their cooperating teacher and clinical instructor. The absence must also be reported by the candidate to the Office of Clinical Experiences via email.
<b>Illness/Emergency</b>	If illness or personal circumstances cause candidate to be absent, the candidate is required to contact their cooperating teacher ahead of time, preferably the night before or early in the morning. They are also required to make sure that lesson plans, activities, materials, etc. are available for use by the cooperating teacher. The absence must also be reported by the candidate to their clinical instructor and the Office of Clinical Experiences via email.
<b>3 or More Absences</b>	3 or more absences may result in failure of the internship. Depending on the circumstances of those absences, however, it may be possible for the candidate to arrange to extend their internship. Any such plan will be subject to review and approval by the Director of Clinical Experiences and in agreement with the cooperating teacher and clinical instructor.

### Substitute Teaching

During the semester of clinical experience, WMU teacher candidates engaged in clinical experience may serve as substitute teachers only under the following conditions\*/\*\*:

- The teacher candidate may only substitute after successful observation by their cooperating teacher or clinical instructor and in agreement with the principal, cooperating teacher, and clinical instructor regarding readiness to take on the responsibility. Substitute Readiness forms can be found under Forms on the Office of Clinical Experience website.
- The teacher candidate must be registered with and approved by the district, ISD, or sponsoring agency as a substitute teacher.
- The teacher candidate may only substitute for their cooperating teacher.
- The teacher candidate may only substitute when their cooperating teacher is absent from the classroom due to illness, personal business, or professional development, which has been deemed inappropriate or cost prohibitive for teacher candidate attendance.
- The teacher candidate may substitute for their cooperating teacher *no more than ten days* unless further days are approved by the Office of Clinical Experiences in advance.
- The teacher candidate shall be paid at the prevailing per-day rate for substitute teachers when working in that capacity.

*\*Teacher Candidates under a Plan for Improvement cannot substitute teach.*

*\*\*WMU may, in its sole discretion, determine that a teacher candidate is not eligible to substitute teach and may deny a request by a district and/or ISD to utilize a given teacher candidate as a substitute teacher.*

### **Long-Term Substitute Teaching and Early Release**

During the semester of Clinical Experience, WMU teacher candidates engaged in clinical experience may serve as long-term substitute teachers only under the following conditions\*/\*\*:

- The request for early release or long-term subbing must be initiated by the building principal and posed directly to the Office of Clinical Experiences. Teacher candidates may not solicit long-term substitute or full-time teaching positions during the time of their internship.
- The teacher candidate must be registered with and approved by the district, ISD, or sponsoring agency as a substitute teacher.
- The long-term substitution/early release position must be in the teacher candidate's teachable major/minor.
- Teacher candidates seeking early release must complete the Early Release Appeal Form and be approved for release in agreement with the cooperating teacher, principal, and clinical instructor. Early Release Appeal forms can be found under Forms on the Office of Clinical Experience website.
- The early release position is limited to fifteen days prior to the end of a semester. Further limitations may apply depending on candidate's prior attendance or substitute teaching days. These will be evaluated before an early release date is decided.
- The teacher candidate seeking early release must have successfully participated in and completed all requirements for seminar, and have appropriate items on file for certification including:
  - Midterm and final evaluations. Completed by the cooperating teacher and clinical instructor, these evaluations must indicate the candidate's effective demonstration of and/or adequate progress in all areas. Specifically, the candidate must exhibit strong classroom management skills.
  - Seminar assignments. All must be complete, uploaded to Tk20 where appropriate, and of high quality.
  - MTTC subject area tests. Passing scores in the subject area of the long-term position must be on file with the university.

It is recommended that release requests are limited to positions within the same building assigned for the internship, however, special requests will be considered on a case-by case basis. Likewise, it is recommended that the teacher candidate request support from the school in identifying a mentor within the building who might offer support and assistance in managing issues that may arise during the duration of the position.

*\*Teacher candidates under a Plan for Improvement cannot apply for Early Release or Long-Term Subbing*

*\*\*WMU may, in its sole discretion, decide that a teacher candidate is not an appropriate candidate to long term substitute teach and may direct a district and/or ISD not to utilize a given teacher candidate as a substitute teacher.*

### **Transportation of Students**

*Teacher candidates are not to transport students in their own vehicle, or any vehicle, for any reason. If asked to do so by a student or any other person, the teacher candidate will inform their clinical instructor and cooperating teacher immediately. If asked to do so by a cooperating teacher or an administrator, the teacher candidate will inform the clinical instructor and Office of Clinical Experiences immediately.*

## University Policies

**Racial and Ethnic Harmony:** Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it. All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff to diverse backgrounds and origins. In this environment there is no room for derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like.

Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

**Sexual Harassment and Violence:** Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

**Academic Integrity:** You are responsible for making yourself aware of and understanding the policies and procedures in the WMU Undergraduate Catalog (pages 86-92) that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuses. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your professor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Disability Services for Students:** Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to the work in this course. If you have a documented disability and wish to discuss reasonable academic accommodations, please contact your instructor in a timely fashion at the beginning of the semester. You may also contact the Office of Disability Services for Students at 269-387-2116 (or at [wmich.edu/disabilityservices](http://wmich.edu/disabilityservices)).

**Religious Observance:** The University is a diverse, multicultural enterprise and—as a community—we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. For details on this policy, see the following website: <https://wmich.edu/registrar/calendars/interfaith>.

## PART V. MENTORING A TEACHER CANDIDATE

### About Cooperative Teaching

During the internship semester, in collaboration with the candidate's clinical instructor, building cooperating teachers, and the Office of Clinical Experiences and cooperating teachers will offer what teacher candidate's need most:

- *Opportunity*- a safe place to observe, ask questions, develop skills, practice new strategies, and make mistakes
- *Expertise and insight*- a shared and collaborative space filled with support, encouragement, feedback, and acknowledgement of another teacher professional in the room
- *Resources and materials*- a practical, tangible place to start

In return, cooperating teachers are offered the opportunity reflect on their own practice, participate in professional development regarding current practices involved in the mentoring of new teachers, and contribute to the teaching and learning of students beyond their classroom or school. Likewise, through co-planning and co-teaching with their teacher candidates, cooperating teachers not only help to prepare teacher candidates for success in their own classrooms, but they increase the opportunities for the success of their own students through opportunities for more individualized instruction.

Cooperating teachers are selected based on:

- Experience; four years in the endorsement area in which the teacher candidate will be assigned.
- Teaching excellence; rated as an "effective" or "highly effective" teacher for the last two years.
- Endorsement of district and/or building administrator.

But more importantly, cooperating teachers are selected because of their:

- Willingness to discuss your approach to planning and assessment, share instructional ideas and materials, and work collaboratively with intern on lesson plan development.
- Willingness to co-teach and create opportunities for the teacher candidate to work with individual students, small groups, and the class to scaffold the candidate's independence in teaching.
- Willingness to engage in regular one-on-one coaching of teacher candidates, encouraging inquiry and reflection specific to their actions and practice regarding lesson planning, instruction, and classroom management.
- Willingness to work in partnership with teacher candidates, WMU clinical instructors and faculty, and the Office of Clinical Experiences to ensure an effective and positive experience for all stakeholders.
- Professional attitude and disposition (positive, enthusiastic, open to new ideas, non-judgmental).
- Commitment to the role of mentor rather than evaluator.
- Commitment to developing the coaching and mentoring skills necessary to effectively provide instructional support to pre-service adult learners.
- Awareness of and respect for multiple perspectives on and approaches to teaching and learning.
- Awareness of and respect for individual academic, social, and cultural differences.

Cooperating teachers are encouraged to contact the Office of Clinical Experiences (OCE) with questions or concerns regarding this handbook or the final internship experience via phone or email at (269) 387-3474 or [oce-info@wmich.edu](mailto:oce-info@wmich.edu). The OCE is located in 2302 Sangren Hall.

## Cooperating Teacher Responsibilities: Checklists

The following checklists highlight the general responsibilities of cooperating teachers in the support of teacher candidates and in collaboration with the clinical instructor and Office of Clinical Experiences.

<b>Cooperating Teacher (CT) Checklist: Initial Responsibilities</b>	
<input type="checkbox"/> Provide essential information to your teacher candidate.	<ul style="list-style-type: none"> <li>✓ Class roster and seating arrangement (if applicable)</li> <li>✓ Class Schedule</li> <li>✓ Behavior plan</li> <li>✓ Emergency plan</li> <li>✓ Student and Faculty handbooks</li> <li>✓ Grade level/Course curriculum resources</li> <li>✓ Copies of student and teacher textbooks and other instructional material</li> <li>✓ Access to available technology</li> <li>✓ Any other procedural information pertaining to the classroom or building</li> </ul>
<input type="checkbox"/> Identify and organize a work space in the classroom for your teacher candidate.	<p>Ensure that the space allows your candidate to observe both you and your students.</p>
<input type="checkbox"/> Clarify expectations for start and end times at your school.	<p>Candidates are expected to be on site whenever school is in session for the duration of the internship and to adhere to the hourly expectations of the school day as determined by the school's teacher contract.</p>
<input type="checkbox"/> Introduce your teacher candidate to school administrators, faculty, and staff.	<p>Arrange a tour of the building to include the location of the main offices, library, and computer labs; book, supply, and equipment rooms; and student records, attendance, counseling, special education and other student service offices. Make sure to review procedures regarding making or requesting copies and supplies.</p>
<input type="checkbox"/> Conduct orientation for your teacher candidate where you review classroom and building procedures.	<ul style="list-style-type: none"> <li>✓ Classroom routines</li> <li>✓ Communication expectations</li> <li>✓ Classroom management plans</li> <li>✓ Building-wide policies for daily routines</li> <li>✓ Building communication</li> <li>✓ Building-wide discipline</li> <li>✓ Emergency procedures.</li> </ul>
<input type="checkbox"/> Review with your teacher candidate your semester overview and plan for students as well as your plan for working collaboratively with the candidate to release responsibility for planning and instruction.	<ul style="list-style-type: none"> <li>✓ What are the objectives and goals for student learning that are planned for the semester? What prior knowledge do the students possess (previous courses and experiences)?</li> <li>✓ Where you might the candidate be able to offer some assistance with classroom procedures or the planning and implementation of a small group or mini lesson?</li> <li>✓ Consider plan for collaboration throughout the semester. See Suggested Schedule for Internship.</li> </ul>
<input type="checkbox"/> Assist the teacher candidate in an introduction to your students and parents.	<p>Discuss ways the candidate might get to know students while also making introductions. Have candidate submit any artifact or communication plan for approval prior to sharing with students or parents.</p>



### Cooperating Teacher (CT) Checklist: Ongoing Responsibilities

<input type="checkbox"/> Communicate any concerns about your teacher candidate's professionalism or performance with the clinical instructor and/or the Office of Clinical Experiences.	Share any concerns involving attendance, timeliness, communication, confidentiality, preparation, or dress. Identify areas of planning, instruction, or management where additional resources and support or an improvement plan may be beneficial.
<input type="checkbox"/> Attend scheduled meetings with the candidate's WMU clinical instructor.	On at least three occasions during the semester, you will meet to prepare for the candidate as well as to discuss the midterm and final evaluations. Depending on need, however, some instructors and cooperating teachers meet more regularly.
<input type="checkbox"/> Include teacher candidate on/in relevant building communication and events.	Candidates are expected to attend department, team, and faculty meetings, professional development opportunities, parent/teacher conferences, and other school sponsored events as appropriate.
<input type="checkbox"/> Discuss with your teacher candidate the school's special education program, referral, evaluation, IEP processes, and Response to Intervention (RTI).	Identify opportunities for the candidate to observe faculty who work with these students and processes. Also, assist candidate in reviewing information on the student record management systems as appropriate.
<input type="checkbox"/> Work with your teacher candidate to review and plan weekly lessons.	Provide copy of model lesson plan; discuss your procedure for planning; and preview the school's system for documentation of these plans. Meet regularly to co-plan, co-teach, and guide your candidate toward self-planning and lead teaching in the final weeks of the internship.
<input type="checkbox"/> Review your teacher candidate's lesson plan for essential elements.	<ul style="list-style-type: none"> <li>✓ Specific and measurable goals and objective</li> <li>✓ Content to be covered and materials to be used</li> <li>✓ Methods and plan for presenting lesson with consideration of pacing</li> <li>✓ Assessment strategies</li> <li>✓ Plan for differentiated instruction</li> </ul>
<input type="checkbox"/> Regularly observe and debrief with your teacher candidate regarding planning, instruction, and classroom management as well as their contributions to the classroom and co-taught lessons.	Provide frequent and ongoing feedback to develop your candidate's content and classroom skills as well as their skills of self-analysis. See "Questions for Lesson Planning and Reflection" under <i>Resources and Training Modules</i> on the Office of Clinical Experiences webpage.
<input type="checkbox"/> Assist your teacher candidate in the identification and collection of essential data regarding student learning and behavior.	Guide candidate to use behavior and assessment data to examine, reflect on, and prepare for student learning and instruction.
<input type="checkbox"/> Support the development of confidence and creativity in planning and instructional practice.	Share your ideas about content development, planning, preparation, instructional strategies, and classroom management. Suggest strategies for the candidate to consider and practice as well as ways to improve preparation, pacing, etc.
<input type="checkbox"/> Complete the Mid-term Evaluation of your teacher candidate.	Form is available on Tk20.
<input type="checkbox"/> Review with your teacher candidate the Mid-term Evaluation and your candidate's Mid-term Self-Reflection.	Identify areas of strength as well as areas in need of further development. Recommend resources. Work with the clinical instructor and the candidate to develop an improvement plan if necessary.

<b>Cooperating Teacher (CT) Checklist: Final Responsibilities</b>	
<input type="checkbox"/> Assist your candidate in the conclusion of their internship experience.	Work with the candidate to plan for their transition out of the classroom.
<input type="checkbox"/> Complete the Final Evaluation of your teacher candidate.	Form is available on Tk20.
<input type="checkbox"/> Review with your teacher candidate the Final Evaluation and your candidate's Final Self-Reflection.	Identify any discrepancies. Make recommendations for further development. Offer encouragement.
<input type="checkbox"/> Complete MDE online program evaluation.	You will receive an email from MDE. Completion of this survey is required to receive credit for the seminar.
<input type="checkbox"/> Consider writing a letter of recommendation for your teacher candidate.	Do not feel obligated to write a letter. Discuss with your teacher candidate some highlights they might share with an administrator about their teaching.

### **Graduated Release and Co-Teaching**

Co-teaching with teacher candidates is very effective in scaffolding their development and confidence in assuming the increased responsibility for planning and instruction. The idea of graduated release and lead weeks thus gives way to a more collaborative process wherein the cooperating teacher remains in the room and remains involved with the instruction of lessons throughout the internship initially leading and later assisting depending on the level of preparedness and confidence of the teacher candidate.

### **Suggested Schedule for Internship**

Highlighting recommended activities and co-teaching strategies as well as considerations for the phases of responsibility, the following schedule encourages increased responsibility for planning and instruction on the part of the teacher candidate while also ensuring collaboration with the cooperating teacher. *This scheduled is, however, just one example of a workable schedule for collaboration between a teacher candidate and a cooperating teacher.* Whether it works as is, requires adjustment, or needs to be completely reconsidered is very much dependent on the class schedule and subject area being taught, and certainly the teacher candidate's confidence and preparation. For this reason, *cooperating teachers and teacher candidates are welcome and encouraged to develop their own schedules based on what works best for their students and their classroom.*

<b>Week/Phase</b>	<b>Percentage of Responsibility for Planning and Instruction</b>	<b>Recommended Activity</b>	<b>Recommended Co-teaching Strategies</b>
<b>Week 1: Orientation Phase</b>	Cooperating Teacher 100%	<ul style="list-style-type: none"> <li>➤ Candidate observes the classroom, assists, and takes on routine tasks as appropriate.</li> <li>➤ Candidate introduces self to class and begins to familiarize self with building staff, administration, procedures, and resources.</li> <li>➤ Cooperating teacher reviews internship expectations including preferred lesson format, class procedures, materials, and resources.</li> <li>➤ Cooperating teacher shares relevant student information; IEPs, RTIs, health information, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ One Teach/ One Assist</li> <li>➤ One Teach/ One Observe</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Cooperating teacher may arrange for candidate to observe or participate in activities in other classrooms or areas of the school.</li> </ul>	
<b>Weeks 2-4:</b>  <b>Shared Responsibility / Early Phase</b>	Cooperating Teacher 90%-75%  Teacher Candidate 10%-25%	<ul style="list-style-type: none"> <li>➤ Candidate continues to observe, assist, and take on routine tasks as appropriate.</li> <li>➤ Cooperating teacher shares lesson plans, goals, and objectives and works with the candidate to identify opportunities for candidate to assist in planning and instruction.</li> <li>➤ CT/TC begin co-teaching responsibility.</li> <li>➤ CT/TC collaborate and plan for weeks 3-5 and candidate's assumption of responsibilities as appropriate.</li> <li>➤ CT/TC discuss the Impact on Student Learning (ISL) seminar assignment in order to assist candidate in the identification of a possible unit or series of related lessons they might use.</li> <li>➤ Cooperating teacher informally observes candidate, encourages candidate self-reflection and offers feedback through regular debrief.</li> <li>➤ Cooperating teacher may arrange for candidate to observe or participate in activities in other classrooms or areas of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ One Teach / One Assist</li> <li>➤ One Teach / One Observe</li> <li>➤ Parallel Teaching</li> <li>➤ Alternative (Differentiated) Teaching</li> </ul>
<b>Weeks 5-7:</b>  <b>Shared Responsibility / Mid Phase</b>	Cooperating Teacher 75%-50%  Teacher Candidate 25%-50%	<ul style="list-style-type: none"> <li>➤ Candidate continues to observe, assist, and manage routine tasks as appropriate.</li> <li>➤ CT/TC collaborate and plan for weeks 6-8 and candidate's increasing assumption of responsibilities as appropriate.</li> <li>➤ CT/TC continue to create opportunities to co-teach.</li> <li>➤ Candidate presents written plans and seeks feedback prior to the presentation of any small group interventions, mini-lessons, lessons or unit plans in cooperating teacher's preferred format for approval prior to any teaching.</li> <li>➤ Cooperating teacher continues to observe candidate, encourage candidate self-reflection and offer feedback through regular debrief.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Station Teaching</li> <li>➤ Team-teaching</li> <li>➤ Parallel Teaching</li> <li>➤ Supplemental Teaching</li> <li>➤ Alternative (Differentiated) Teaching</li> </ul>
<b>MIDTERM Evaluation</b>	MIDTERM	<ul style="list-style-type: none"> <li>➤ Collaborating teacher completes the Midterm Evaluation on Tk20.</li> <li>➤ Candidate completes the Midterm Self-Reflection on Tk20.</li> <li>➤ CT/TC meet to review and discuss the evaluation and reflection and make plans for addressing any areas of concern or unobserved requirements.</li> </ul>	MIDTERM
<b>Weeks 8-11:</b>  <b>Shared Responsibility / Late Phase</b>	Teacher Candidate 50%-75%  Cooperating Teacher 50%-25%	<ul style="list-style-type: none"> <li>➤ Candidate continues to manage routine tasks as appropriate.</li> <li>➤ CT/TC collaborate and plan for weeks 9-13 and candidate's transition to lead teaching in weeks 12-13.</li> <li>➤ CT/TC continue to create opportunities to co-teach with candidate transitioning to lead teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Station Teaching</li> <li>➤ Team-teaching</li> <li>➤ Parallel Teaching</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Candidate presents written plans and seeks feedback prior to the presentation of any lessons or unit plans in cooperating teacher's preferred format for approval prior to any teaching.</li> <li>➤ Cooperating teacher continues to observe candidate, encourage candidate self-reflection and offer feedback through regular debrief.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Supplemental Teaching</li> <li>➤ Alternative (Differentiated Teaching)</li> </ul>
<b>Weeks 12-13:</b>  <b>Lead Responsibility Phase</b>	Teacher Candidate 75-90%  Cooperating Teacher 25%-10%	<ul style="list-style-type: none"> <li>➤ Candidate continues to manage routine tasks as appropriate.</li> <li>➤ CT/TC work together to create opportunities to co-teach with candidate as lead teacher.</li> <li>➤ Candidate reflects and develops previously approved lesson plans, seeks regular feedback, and adapts lessons based on cooperating teacher's recommendation.</li> <li>➤ Cooperating teacher continues to observe candidate, encourage candidate self-reflection and offer feedback through regular debrief.</li> </ul>	<ul style="list-style-type: none"> <li>➤ One Teach / One Observe</li> </ul>
<b>FINAL Evaluation</b>	FINAL	<ul style="list-style-type: none"> <li>➤ Collaborating teacher completes the Final Evaluation on Tk20.</li> <li>➤ Candidate completes the Final Self-Reflection on Tk20.</li> <li>➤ CT/TC meet to review and discuss the evaluation and reflection.</li> </ul>	FINAL
<b>Weeks 14-16:</b>  <b>Conclusion Phase</b>	Teacher Candidate 90%-10%  Cooperating Teacher 10%-90%	<ul style="list-style-type: none"> <li>➤ Candidate continues to manage routine tasks as appropriate.</li> <li>➤ Collaborating teacher gradually resumes primary responsibility for instruction.</li> <li>➤ Cooperating teacher may arrange for candidate to observe or participate in activities in other classrooms or areas of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ One Teach / One Assist</li> <li>➤ One Teach, One Observe</li> <li>➤ Alternative (Differentiated) Teaching</li> </ul>

### Co-teaching

Co-teaching is defined as "two teachers (a clinical teacher and a teacher candidate) working together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space" (Bacharach, Heck & Dank, 2004).

Benefits for teacher candidates and their students:

- P-12 students are offered increased opportunities to get help when and how they need it.
- Students can be grouped and lessons presented in ways that are not possible with just one teacher.
- Teacher candidates work collaboratively with cooperating teacher to plan, implement, and adapt instruction.
- Cooperating teacher remains in the classroom allowing for the modeling of teaching strategies as well as immediate feedback and continuous mentoring.

Adapted from *A New Student Teaching Model for Pairing Interns with Clinical Teachers* by Teresa Washut Heck and Dr. Nancy Bacharach (2013).

<b>Co-teaching Models</b>	<b>What it Looks Like: Teacher and Candidate Roles</b>
<b>One Teach, One Observe</b>	<ul style="list-style-type: none"> <li>•One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.</li> <li>•Observation focuses on specific behaviors.</li> <li>•Both the teacher candidate and the cooperating teacher may take on either role.</li> </ul>
<b>One Teach, One Assist</b>	<ul style="list-style-type: none"> <li>•One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.</li> </ul>
<b>Station Teaching</b>	<ul style="list-style-type: none"> <li>•Instructional content is divided between stations. Some are independent or student-led, others are teacher-facilitated.</li> <li>•Students are divided into small groups.</li> <li>•Each teacher instructs one of the stations as groups spend a designated amount of time at each station.</li> </ul>
<b>Parallel Teaching</b>	<ul style="list-style-type: none"> <li>•Class is divided, with each teacher instructing half the students.</li> <li>•Both teachers are addressing the same instructional material, using the same instructional strategies and materials.</li> <li>•The greatest benefit to this method is the reduction of the student-to-teacher ratio.</li> </ul>
<b>Alternative/Differentiated Teaching</b>	<ul style="list-style-type: none"> <li>•Class is divided. Group number is determined by student need.</li> <li>•Two approaches to teaching the same information.</li> <li>•The learning outcome is the same for all students; however, the avenue for getting there is different.</li> </ul>
<b>Supplemental/Small Group Teaching</b>	<ul style="list-style-type: none"> <li>•One teacher works with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated</li> </ul>
<b>Team Teaching</b>	<ul style="list-style-type: none"> <li>•Incorporates an invisible flow of instruction with no prescribed division of authority.</li> <li>•Both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader.</li> <li>•Both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</li> </ul>

## PART VI. Clinical Instruction and Seminar

### About Clinical Instruction

The clinical instructor is a university faculty member whose primary responsibilities include not only the coordination seminar, but also the facilitation of relationships and relationship building among the teacher candidates, cooperating teachers, building cooperating teachers, school administration and staff, and university departments and personnel involved in the teacher preparation program.

Note: In cluster sites where there is not a cooperating teacher coach, responsibilities of the cooperating teacher coach will be assumed by the clinical instructor.

Because the development and support of reflective practitioners involves both a high degree of personal interconnectedness and openness of communication, clinical instructors must have the knowledge of and interpersonal skills for guiding teacher candidates and working collaboratively and effectively with members of the cluster site as a liaison in the partnership.

Clinical instructors are selected based on their:

- Experience as successful professional educators at elementary, secondary and/or college or university levels
- Experience as leaders in educational institutions or programs involving the development of adult learners
- Experience with and knowledge of teacher education curricula and the expectations of various content areas
- Ability to establish and maintain effective relationships with cooperating teachers, school staff and administrators, and university partners
- Knowledge of current educational research as it relates to teaching and learning in elementary and secondary schools, professional clinical experiences, and teacher education
- Willingness to participate in regular professional development and research activities related to the assessment and improvement of the clinical experience
- Commitment to further development of the knowledge and skills necessary to offer resources and support to cooperating teachers and teacher candidates

Clinical instructors are encouraged to contact the Office of Clinical Experiences (OCE) with questions or concerns regarding this handbook or the final internship experience via phone or email at (269) 387-3474 or [oce-info@wmich.edu](mailto:oce-info@wmich.edu). The OCE is located in 2302 Sangren Hall.

### Clinical Instructor Responsibilities: Checklists

The following checklists highlight the general responsibilities of clinical instructors in the support of teacher candidates and their cooperating teachers in collaboration with the clinical instructor and Office of Clinical Experiences.

<b>Clinical Instructor (CI) Checklist: Initial Responsibilities</b>	
<input type="checkbox"/> Complete Blanket Travel Authorization.	Each semester, to be eligible for mileage reimbursement, all clinical instructors must complete the Blanket Travel Authorization available through PeopleSoft on their faculty/staff GoWMU Portal page.
<input type="checkbox"/> Attend Intern Orientation and/or other training and professional development days as indicated by contract.	At the beginning of each semester, teacher candidates are required to attend an orientation to ask questions and prepare for the expectations of the internship. Clinical instructors are encouraged to attend as an opportunity to begin to develop the seminar relationship. Likewise, throughout the semester it may be beneficial for clinical instructors to take part in training and professional development focused on improving the internship experience.
<input type="checkbox"/> Meet with cooperating teacher early in the internship semester to review policies and expectations and to respond to any questions or concerns.	Cooperating teachers have the most questions about: <ul style="list-style-type: none"> <li>• Candidate workload and supporting candidate assignments</li> <li>• Policies and procedures related to attendance</li> <li>• Resources available/procedures in place for assisting candidates who require more development in an area.</li> <li>• Responsibilities for CTs and TCs</li> <li>• Transitioning planning and instruction from TC to CT. See Suggested Schedule for Internship and Co-teaching</li> <li>• Best practice for observation, evaluation, and debriefing</li> <li>• Navigating Tk20</li> </ul>

<b>Clinical Instructor (CI) Checklist: Ongoing Responsibilities</b>	
<input type="checkbox"/> Participate in the School/University Partnership Team (SUPT).	Held monthly in the College of Education and Human Development (CEHD), these meetings allow for clinical instructors to work with University and school-district personnel to refine, implement, and evaluate the clinical experience and teacher preparation program
<input type="checkbox"/> Facilitate seminar discussions.	<ul style="list-style-type: none"> <li>✓ Review expectations and requirements for internship</li> <li>✓ Introduce seminar assignments</li> <li>✓ Discuss topics impacting teacher candidates in the classroom</li> <li>✓ Encourage candidate self-evaluation and reflection as well as the sharing, evaluation, and reflection on the experiences of their peers</li> </ul>
<input type="checkbox"/> Administer required seminar assignments, maintain records and data on the progress of the teacher candidate throughout the semester.	Candidates, as part of seminar will be required to complete the following: parent/guardian introduction letter, the reflection journal, the philosophy of education, the classroom management plan, the GoReact video, the Impact of Student Learning project, the resume and cover letter, the Michigan Department of Education survey, and the Exit Portfolio.
<input type="checkbox"/> Consider participating in or facilitating additional opportunities for teacher candidate development.	<ul style="list-style-type: none"> <li>✓ Participate in the annual WMU Educator Job Fair Write Reference letters, when appropriate, upon request of a teacher candidates</li> <li>✓ Act as a telephone reference.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Familiarize Teacher Candidates with relevant community services, i.e., K/RESA.</li> <li>✓ Provide a mock interview experience during the semester.</li> <li>✓ Provide speakers to deal with issues relating to special needs students</li> </ul>
<input type="checkbox"/> Work with candidates to prepare lessons for observation. Complete <i>a minimum of five observations and debriefing sessions</i> with each teacher candidate.	<ul style="list-style-type: none"> <li>✓ Complete and offer feedback on at least <u>three formal observations</u>; recording and uploading notes into Tk20.</li> <li>✓ Complete and offer feedback on at least <u>two informal observations</u>.</li> </ul>
<input type="checkbox"/> Communicate performance concerns with the candidate, cooperating teacher, and/or the Office of Clinical Experiences as appropriate.	Refer candidates and cooperating teachers to Resources on the OCE website. Also, consider encouraging candidates to use GoReact, TeachLive, Bug in the Ear, or Swivel to assist in development of instructional skills.
<input type="checkbox"/> Assist teacher candidates and cooperating teachers in the completion of their mid-term evaluations.	Meet with the teacher candidate and cooperating teacher to review evaluations. Together, any discrepancies, ineffective ratings, or other areas of concern should be examined to establish goals and objectives for the second half of the semester.
<input type="checkbox"/> Complete mid-term evaluation via Tk20 and review with your teacher candidates. Be certain to address areas of concern.	Meet with candidates to review progress. Develop Plan for Improvement for any candidate who has received a rating of <i>"ineffective"</i> in any area of the mid-term evaluation.
<input type="checkbox"/> Initiate Plan for Improvement if necessary.	<i>Required for any teacher candidate who has received a rating of "ineffective" in any area of the mid-term evaluation</i> , clinical instructors will collaborate with the teacher candidates, cooperating teacher and, if appropriate, the building cooperating teacher, to develop a written plan for improvement and additional observations. To ensure that any appropriate resources are made available to assist candidate and/or cooperating teacher, the plan must be forwarded to the WMU Office of Clinical Experiences.
<input type="checkbox"/> Assist teacher candidates and cooperating teachers with identifying resources to improve their collaboration.	Meet with cooperating teachers, and, when possible, collaborate with the building cooperating teacher, to enhance knowledge and skills related to mentoring/coaching teacher candidates. See <a href="#">Mentor Modules</a> .
<input type="checkbox"/> Submit mileage reimbursement requests at the end of the month	Mileage Requests must include the following: <ul style="list-style-type: none"> <li>• <i>Signed/completed</i> Travel Expense Voucher</li> <li>• <i>Signed/completed</i> Clinical Experiences Travel Log</li> <li>• Google Maps printout (as mileage verification) of the route for which you are requesting reimbursement</li> </ul>

<b>Clinical Instructor (CI) Checklist: Final Responsibilities</b>	
<input type="checkbox"/> Work with the cluster site's building cooperating teacher, cooperating teachers, and appropriate administrator to coordinate placements for the upcoming semester's candidates.	During the semester, a list of candidates for the next semester will be shared with clinical instructors. Clinical instructors should review candidate information, identify effective matches, and arrange interviews as necessary to confirm placements. These placements should be shared with the Office of Clinical Experiences as soon as possible.
<input type="checkbox"/> Plan and facilitate orientation for the next semester's teacher candidates and ensure that candidate understands expectations for internship.	To introduce and connect the new cooperating teachers to the next semester's teacher candidates, <i>in the final weeks of the semester</i> , clinical instructors should:



	<ul style="list-style-type: none"> <li>✓ Ensure that the next semester’s teacher candidates are in contact with their cooperating teachers.</li> <li>✓ Recommend that the candidate arrange a time to visit the school and classroom and begin communicating with cooperating teachers prior to their internship (generally, prior to the end of the school year for fall, and in November/December for spring internships).</li> <li>✓ Notify candidates in writing of start date and schedule expectations for internship.</li> <li>✓ Share copy of handbook.</li> </ul>
<input type="checkbox"/> Send list of next semester CT and TC internship matches to OCE clinical specialist.	Confirm CT/TC internship matches with principal. Email names and contact information for candidates and teachers to OCE per date listed on appointment contract.
<input type="checkbox"/> Complete final evaluation via Tk20 and review with your teacher candidates.	Assist candidates in the professional conclusion of their internship.
<input type="checkbox"/> Ensure completion of all required items, including the MDE survey. Submit final grades for both internship and seminar.	<ul style="list-style-type: none"> <li>✓ Verify with the Office of Clinical Experiences that your teacher candidates have completed the MDE survey prior to submitting final grades.</li> <li>✓ Record final grades on the designated University website.</li> <li>✓ Note: Any incomplete must be approved by the Director of Clinical Experiences.</li> </ul>

### Syllabus Guidelines for ED 4100: Seminar in Education

Below is a list of required syllabus elements for all ED 4100 courses. Each of the following elements is required and must be included on the course syllabus, however, *the format and language included below are not required*. Rather, they should serve as guidelines for the development of the syllabus. A sample syllabus is available on OneDrive or Google Drive for use by clinical instructors.

Required Elements for Syllabus	Recommended Inclusions, Language, and/or Considerations
Instructor Contact Information	Clinical Instructor’s Name Phone Number WMU Email Address Class Meeting Time/Location Preferred communication method and/or hours of availability
Course Name and Description	<i>Adapted from WMU Undergraduate Catalog:</i> ED 4100—Seminar in Education—2 credits The seminar will be directly related to the teacher candidates' classroom experiences. In this course, candidates are expected to take professional responsibility and practice professional ethics while participating in discussion and assignments focused on deliberate reflection about teaching and student learning. While focusing on each candidate's classroom experiences, this seminar will: Further practical understanding of effective teaching Refine techniques of establishing learning environments Develop effective strategies of curriculum design

	Support continued development of the candidate's unique teaching style Support the ongoing creation of the candidate's Teaching (Exit) Portfolio
Required Materials	If there is a text that is relevant to an instructor's seminar plan, it can require that teacher candidates purchase it for the course. However, <i>when assigning readings or assignments outside of what is required, it is recommended that instructors be considerate of candidates' budgetary and time constraints during the internship semester.</i> The seminar is a two-credit course and coursework should reflect this.
Tk20	The College of Education and Human Development uses the Tk20 data management system. Tutorials and the help desk are available at <a href="https://wmich.edu/teachercertification/data-reporting/tk20">https://wmich.edu/teachercertification/data-reporting/tk20</a> The following evaluations/assignments will be uploaded to Tk20: Midterm Evaluation Final Evaluation Exit Portfolio Impact on Student Learning Cooperating teachers will also upload the professional disposition forms and evaluations once they have met with teacher candidates to review and discuss the candidate's self-reflection and evaluation at the mid-term and end of the semester.
Course Objective	All teacher candidates will be expected to either meet expectations for an entry level teacher as defined by the ten InTASC Standards or be progressing toward expectations by the end of the internship experience.
Internship Policies	Clinical instructors can refer to the Final Internship Handbook for the most current policies. Clinical instructors may have additional expectations, but should align with the policies provided by the Office of Clinical Experiences.
Required Course Assignments and Due Dates:  <input type="checkbox"/> Journals <input type="checkbox"/> Exit Portfolio <input type="checkbox"/> Impact on Student Learning <input type="checkbox"/> Philosophy of Education <input type="checkbox"/> Parent Guardian Communication <input type="checkbox"/> GoReact Assignment <input type="checkbox"/> Classroom Management Plan <input type="checkbox"/> Resume and Cover Letter <input type="checkbox"/> MDE Survey	<input checked="" type="checkbox"/> <b>Journals-</b> Due _____ (monthly/weekly/bi-weekly) To develop skills as a reflective practitioner, candidates should be asked to journal about their internship experience. In the journal, candidates might discuss their previous week in the classroom and/or respond to specific prompts. The journal might also offer a place to share questions or concerns. <input checked="" type="checkbox"/> <b>Exit Portfolio-</b> DUE _____ This is a major assignment that is uploaded to Tk20 and demonstrates competency in each of the ten InTASC Standards. Candidates must post a minimum of two artifacts, with reflections, for each of the ten standards. <input checked="" type="checkbox"/> <b>Impact on Student Learning-</b> DUE _____ This is a major assignment that is uploaded to Tk20 and demonstrates a candidate's ability to foster learning for all students during the teaching process. Portions of this may be included in the Exit Portfolio ( <i>Content Knowledge, Content Application, or Planning for Instruction</i> ). <input checked="" type="checkbox"/> <b>Philosophy of Education-</b> DUE _____ This is a short statement of the candidate's philosophy of education. This should be no more than one page long and should be "fresh", not a resubmission of one previously submitted in another class. Candidates should consider how their perspective has changed or developed. This may be included in the Exit Portfolio ( <i>Professional Learning and Ethical Practice</i> ). <input checked="" type="checkbox"/> <b>Parent/Guardian Communication-</b> DUE _____ This is documentation of a candidate's communication with parents/guardians. It could be an introductory letter, newsletter, blog, summary of parent-teacher conference, etc. This may be included in the Exit Portfolio ( <i>Learning Environments, Communications, or Leadership and Collaboration</i> ). <input checked="" type="checkbox"/> <b>GoReact Assignment-</b> DUE _____

	<p>This is a recording of a candidate’s work in the classroom and includes a reflection. The reflection from the GoReact assignment may be included in the Exit Portfolio (<i>section varies based on assignment</i>).</p> <p>✓ <b>Classroom Management Plan-</b> DUE _____  This is a description of what candidates would like their ideal classroom to look like. This could include seating charts, a section of rules/consequences, a plan of procedures, or other items of order relevant to providing comfort, order, and safety for students. This may be included in the Exit Portfolio (<i>Learning Environments or Learner Differences</i>).</p> <p>✓ <b>Resume and Cover Letter-</b> DUE _____  This needs to be completed prior to your Career-Building Professional Development Day with Career and Student Employment services. It is recommended that candidates seek feedback on these documents from their cooperating teacher and/or your school's department chair or principal.</p> <p>✓ <b>MDE Survey-</b> DUE _____  This is a short online survey from the Michigan Department of education that is sent to a candidate’s email. The survey must be completed at the end of the internship to earn credit for the course.</p>
Course Grading Scale	<p>A = 94% or above  BA = 88% - 93%  B = 83% - 87%  CB = 77% - 82%  C = 72% - 76%</p> <p>Note: <i>A grade below a C is not considered passing in the Professional Education sequence of classes.</i></p>
Seminar Grading Policy	<p>The policy for grading is at the discretion of the clinical instructor, allowing for flexibility in determining assignment weight, submission dates, late work policy, and expectations for revisions. However, with the variety of artifacts required by the portfolio, WMU recognizes the level of work required to complete the ISL and Exit Portfolio. For this reason, it is recommended that these assignments be weighted more heavily than others.</p>
<p>A tentative calendar, inclusive of:</p> <p><input type="checkbox"/> Meeting dates and times  <input type="checkbox"/> Topics to be discussed  <input type="checkbox"/> Assignment due dates</p>	<p>It is expected that the required course assignments will be addressed during seminar. Other seminar topics, guest speakers, mock interview, or field trips can be derived from the 10 INTASC standards and may include planning for instruction, assessment, establishing learning environments, children with special needs, culture and diversity, working with parents, community resources for students, technology tools, co-teaching, etc.</p>
<p>University Policies:</p> <p><input type="checkbox"/> Racial and Ethnic Harmon  <input type="checkbox"/> Sexual Harassment and Violence  <input type="checkbox"/> Academic Integrity  <input type="checkbox"/> Disability Services for Students  <input type="checkbox"/> Religious Observance</p>	<p>Policies are included in the final section of this handbook and are also available online at <a href="http://wmich.edu">wmich.edu</a>. Language of University policies must not be altered.</p>
Additional Requirements	<p>Clinical instructors are encouraged to add information and/or experiences to benefit the teacher candidate’s seminar, but should ensure that any additional requirements or expectations align with those provided by the Office of Clinical Experiences. Consider:</p> <ul style="list-style-type: none"> <li>• Internship Site Information</li> <li>• Teacher Candidate and Cooperating Teacher Matches for the Internship Site</li> <li>• Instructor's Expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Seminar Attendance Policy</li> <li>• Professional Dispositions</li> <li>• Attachments describing Exit Portfolio and ISL in more detail with rubrics</li> <li>• Attachment with all InTASC Standards</li> <li>• Conceptual Framework</li> <li>• Observation Details</li> <li>• Midterm and Final Evaluation Details</li> </ul>
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## Travel Authorizations

Clinical instructors are eligible for travel reimbursement, however, all requests for reimbursement require the following to be completed prior to request.

1. Submit a “blanket travel authorization” for observations/SUPT at the beginning of the school year. Note: Travel completed outside of the “blanket travel authorization” will not be reimbursed. The authorization must be on file so that WMU knows who is traveling, for what purpose, and for what department.
  - This authorization must be completed through My Self Service on the WMU Faculty Home Page.
  - Clinical instructors will receive an email regarding instructions for completing the “blanket travel authorization”.
2. Provided the “blanket travel authorization” is on file/approved, the clinical instructor will need to submit the following documentation **every thirty days** to request mileage reimbursement.
  - Copy of the original “blanket travel authorization”
  - WMU Travel Expense Voucher complete with mileage.
    - Voucher is located under Forms on the Office of Clinical Experiences webpage.
    - Rate and fund/cost information will be shared via email with clinical instructors each year.
    - Mileage should be calculated from home to travel location unless otherwise specified by the Director of Clinical Experiences.
    - Voucher must be signed to be valid.
  - OCE Official Travel Log
    - Voucher is located under Forms on the Office of Clinical Experiences webpage.
  - Google map directions to verify mileage.
    - Map should verify mileage from home to location unless otherwise specified by the Director of Clinical Experiences.