

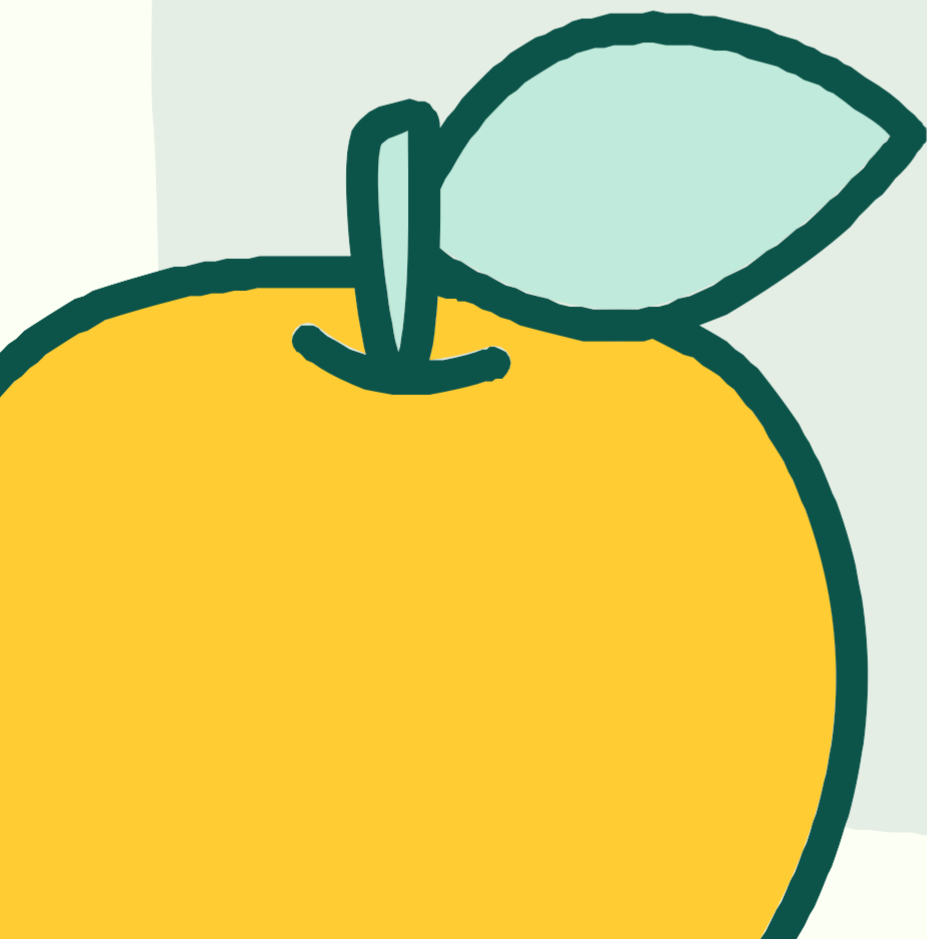


WAYNE STATE

College of Education

TEACHER EDUCATION

CLINICAL EXPERIENCES
HANDBOOK



Clinical Experiences Handbook

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Welcome

Wayne State University College of Education Teacher Education Educational Partnerships and Experiences

The Office of Educational Partnerships and Experiences (EDP&E) is pleased to have your participation in a teacher education clinical experience. We are excited to have the opportunity to work with you.

The Clinical Experiences Handbook will help you have a successful clinical experience. Please carefully read the information in this handbook and follow through on the suggestions from your cooperating teacher and university supervisor. In doing so, you will be well prepared to meet the challenges of growing as a professional educator. A successful clinical experience is critical in preparing aspiring teachers to become highly effective full-time classroom teachers. You will have the opportunity to gain practical hands-on experiences in diverse, dynamic placements in urban classroom environments. The experiences will include developing instructional strategies, assessment practices, and classroom management skills to ensure positive student outcomes.

Our goal is to empower you to achieve your teacher voice and professional excellence! I sincerely hope your clinical experience will allow you to learn all you can about this gratifying profession. I hope your journey is exciting, challenging, and enjoyable! I am confident that you will find your clinical experiences satisfying and rewarding.

All the best,

Dr. Linda Hicks
Director, Educational Partnerships and Experiences

College of Education Mission and Vision

Our Mission: What We Do

We prepare teachers, counselors, coaches, health educators, healthcare workers, principals, learning designers, exercise scientists, sports administrators, and education and health researchers to be engaged citizens and leading professionals who work toward equity, excellence, and well-being.

Our Vision: What We Aspire To

We will be a highly respected college of education known for advancing equity, excellence, and well-being through our holistic student success model and its emphasis on community-based collaborative work for the public good.

Contact Information

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Partnership Districts

We are pleased to partner with various area school districts. Partner districts are vital to the development and success of the TED teacher education programs, and we are grateful for their collaboration. Please see a complete list of our [partner districts on our webpage](#).

Clinical Placement Information

Placement Procedures

Teacher candidates are not permitted to coordinate their own placements. They may not contact a school district, school administrator, teacher, or other staff member concerning a request for his/her/their placement. The Office of Educational Partnerships and Experiences (EdP&E) makes all clinical placement arrangements in collaboration with WSU COE programs and the partnership school district's central administration and/or human resource division.

EdP&E makes clinical placements based on multiple factors, including:

- existing partnerships with school districts and individual schools within the district's availability to take interns in a given semester
- matching of interns to cooperating teacher certification area(s)
- providing experiences in a diverse variety of settings
- matching of interns to the university supervisor
- other logistical factors

As part of the clinical experience application, teacher candidates complete an online application to share preferences for placements in our partnership schools/districts with the awareness that MDE requires teacher candidates to have diverse clinical experiences *across grade levels and with students of diverse strengths and needs*. To prepare teacher candidates for meeting the state's minimum requirements and in alignment with our Urban Educator mission, EdP&E is intentional in securing placements in school settings across partner districts' urban learning contexts that exist in Detroit, Metro Detroit, and the Greater Detroit area.

Given the above factors upon which placements are based, candidates are not guaranteed to *be placed in any specific school/district or within a particular distance from their residences*. Teacher candidates are responsible for transportation to/from their clinical placements.

When confirmed with our partner school districts, candidates will be emailed their specific placements.

Conflict of Interest Policy

Teacher Candidates may not seek a placement in districts or schools where a conflict of interest exists. Potential conflicts of interest may pertain to, but are not limited to, the following:

- Teacher candidate graduated from the school district
- Teacher candidate is working for the school or district in which placement is secured (except for the On-the-Job Agreement)
- A family member works for the school district in which placement is secured.

Transportation

The teacher candidate is solely responsible for transportation to and from the clinical placement. Generally, placements are limited to a 25-mile radius of the main campus. Any transportation issues/concerns related to location preferences should be clearly articulated on the clinical application form. EdP&E will try to meet the needs of the candidate, but requests are not guaranteed.

Diverse Placements

Candidate placements are in locations where they can learn to teach diverse students in diverse settings, as required by the Michigan Department of Education. “Diversity In alignment with national accreditation expectations and to build candidate competence and marketability, it is expected that all programs provide a sequential set of supported opportunities to work with, reflect upon, and support the needs of a diverse student population. A clinically based teacher preparation program should be designed so that candidates complete an intentional, meaningful series of diverse, cohesive clinical experiences integrated with the preparation curriculum. These should occur in multiple settings that provide teacher candidates opportunities to work with learners who represent the cultural, linguistic, and socioeconomic diversity of Michigan’s diverse communities, including students who come from underrepresented or marginalized populations” (Michigan Department of Education, Clinical Experiences, August 28, 2018).

Requirements for Clinical Courses

Attendance Requirements for Teacher Candidates

Teacher candidates are expected to attend their placement each day assigned and follow the expectations for arrival and departure times outlined in the appropriate clinical experience handbooks. Candidates may not deviate from the established schedule without prior permission. Candidates should refer to the appropriate clinical handbook for specific, additional expectations regarding requirements for arrival and departure time, maintaining a schedule with the CT, etc. Candidates do not need to make up missed days due to calamity days and school holidays that occur on their scheduled day.

Tardiness and absenteeism disrupt the classroom and may result in an unsatisfactory grade.

- At most, **two** (2) total absences are permissible during the 15-week semester.
- Tardiness and/or absenteeism beyond two (2) days are grounds for a failing grade for the clinical experience.
- Exceptions to this policy may be made on a case-by-case basis by the Director for extenuating circumstances, such as medical emergencies.

Candidates should contact their CT *and* supervisor to report absences or tardies before the start of the school day. Supervisors should report absences to the Director of EdP&E.

- If a candidate is absent for any reason, he/she/they must *make up the time missed* to meet the required days for the clinical experience. This may mean extending clinical experience after the

end of the WSU semester; however, it is only permissible with written permission from the director.

- If a candidate misses two days or more, even when the candidate intends to make up the days, he/she/they are required to set up an appointment to meet with the director.
- Even when the candidate expects to make up the days, more than two absences will lead to an unsatisfactory grade. Exceptions are made for extraordinary circumstances and are at the discretion of the Director of EdP&E.

Weekly Attendance Log

- Candidates are responsible for documenting *weekly attendance* using the attendance log.
- Attendance logs are due on Fridays by 11:59 p.m.
- Candidates will ask their CT to sign their completed log *every two weeks* to confirm the information.
- Candidates will scan the signed log and post it in the appropriate assignment folder in their Canvas course.
- The supervisor will review the posted logs every two weeks.
- Candidates will submit their FINAL attendance log, with the CT signature, on the *last Friday* of the 15-week semester.

University Breaks and Holidays

Teacher Candidates in courses prior to student teaching will follow the Wayne State University calendar for all breaks and holidays. All candidates must make up dates missed due to WSU and/or school district breaks.

Clinical Courses Summary

Course Description

This course is a school-based clinical experience for students interested in becoming teachers. This experience includes, but is not limited to, relevant classroom observations, collaborating with a cooperating teacher in a PK through Grade 12 school setting, and working with individual and small groups of students.

TED 2205/6205 Foundations Requirements

Observe Cooperating Teacher (CT), receive direction from CT to assist in the classroom

Attend required 4 monthly in person class meeting

Placement Requirements

- 1 day a week for 3 hours for the entire 15-weeks of the semester
- The days/time must be consistent

Observe and receive direction from CT to assist in the classroom

Attend required four (4) monthly in person class meeting

Follow WSU for holidays and break.

How to Have a Successful Clinical Experience

Expectations

- Review the syllabus and handbook to ensure you understand expectations for your clinical course.
- Please review the assessment tools that will be used to assess your performance to know what is expected of you.
- Please send a *professional* email to your cooperating teacher (CT) to introduce yourself.
 - Share your personal contact information.
 - Consider sharing your resume or writing an "About Me" introduction.
 - Include what you are excited about learning. Ask about school policies and procedures that you should be aware of.
 - Please ask someone to proofread your email before you send the email to your CT
- If required, complete the emergency medical form and give to your supervisor and your CT.
- Set a day/time that you can meet with your CT weekly.
- Meet with CT early to discuss how you can become involved in the classroom. The more engaged you are with your CT and students, the more you will develop as an educator!
- Talk with your CT in advance about any specific course or program requirements you have.
- When the semester ends, send a thank you note to all who helped you during your clinical experience.

Tips

- Get to know the school and school district by reviewing the website.
- Drive around the neighborhood before your first day so that you can become acclimated to the community's culture and climate.
- Network with the staff and with other candidates that may be in your building.
- Introduce yourself to the building administrator. Kindly ask an administrator if they would be available to observe you teaching a lesson and give you feedback.
- Let your CT know that you are there to learn a variety of teaching methods and that you are trying to develop your teaching style.
- Remember, you are the teacher! You are not the students' friend or even coach. A teacher plays a unique and important role. Proudly and professionally fulfill that role!
- Go with your CT everywhere! Sit in on parent/teacher conferences and see if it is okay to observe a child study team in action.

- Don't be afraid to integrate some of your own teaching techniques or classroom management skills. Your cooperating teacher might just learn a new technique from you!
- Try to get student input about your lessons. If you aren't sure how your lesson went, ask one or two students what they thought. Sometimes, they have wonderful suggestions!
- Since you don't have much experience organizing lessons according to class time, having too much planned is better than having the students sitting there with nothing to do.
- Buddy up with other student teachers in your school to share resources and ideas.
- As the teacher, you should attend after-school events, concerts, plays, science fairs, etc. as often as possible.

Professional Attire

Professional dress for educators is typically business and/or business casual. Teacher Candidates' appearances are expected to reflect respect for their students, colleagues, families, and the teaching profession.

Co-Teaching Models

The teaching internship model is co-planning and co-teaching. Utilizing this model during student teaching allows for collaboration in the classroom, actively engaging students for extended periods of time and increasing students' opportunities to get help when and how they need it. Planning and teaching together support the diverse academic and social-emotional needs of all students.

6 Models of Co-Teaching

- One Teach, One Observe: One teacher presents the lesson while the other teacher observes and assists students as needed.
- One Teach, One Prompt: One teacher presents the lesson while the other teacher comments and encourages students to ask questions.
- Parallel Teaching: Both teachers present the same lesson to different groups of students within the same classroom.
- Alternate Teaching: Teachers present the same lesson to different groups of students within the same classroom; however, the material is presented in various ways based on the needs of the students.
- Station Teaching: Teachers present different lessons and students rotate to each teacher.
- Co-Teaching: Teachers work together to present the same lesson and are equally involved in the instruction.

CO-TEACHING IS...	CO-TEACHING IS NOT...
<ul style="list-style-type: none"> ▪ Two teachers (Mentor Teacher and student teacher) sharing the responsibilities of teaching students and leading them to success. ▪ Two teachers sharing an opportunity to 	<ul style="list-style-type: none"> ▪ One person teaching one subject followed by another who teaches a different subject. ▪ One person teaching one subject while another person prepares instructional

<p>incorporate co-teaching pedagogy, grouping students in ways that are not possible with just one teacher.</p> <ul style="list-style-type: none"> Two teachers actively engaged in the classroom, enhancing the quality of learning for PreK-12 students. 	<p>materials at the copy machine or corrects student papers in the teachers' lounge.</p> <ul style="list-style-type: none"> One person teaching while the other sits and watches. One person's ideas prevailing regarding what will be taught and how it will be taught. One person simply assigned to act as a tutor.
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Assessments

Candidate Pre-Service Assessment of Student Teaching

The Candidate Pre-Service Assessment of Student Teaching (CPAST) serves as a mid-term and final evaluation of the candidate's pedagogy and dispositions over the course of the student teaching experience. The CPAST process includes the following steps at mid-terms and final points of the semester.

- CT, supervisor, and candidate each complete a C-PAST evaluation form and use it in a collaborative discussion regarding the candidate's progress.
- The candidate actively participates in the conference, discussing progress and performance.
 - Ensures that each team member's perspective is considered when evaluating the student teacher using the CPAST Form.
 - Each person will score the CPAST individually and bring that to the meeting.
 - CT, supervisor, and candidate discuss progress made by the mid-term and by the final points.
 - During the conference, the supervisor will facilitate the discussion to establish consensus scoring and goals, as needed.
 - At the end of the conference, the group will reach a consensus score.

CPAST Expected Level of Progress

- Mid-Semester: Candidates are expected to attain an average score of 1.0.
 - If a candidate receives a '*does not meet expectations*' in any criterion, a Student Support Plan will be developed and implemented to support the candidate in meeting the expected level of progress.
- End-of-Semester: Candidates are expected to attain an average score of 2.0.
 - If a candidate receives a '*does not meet expectations*' in any criterion, he/she/they will not have met satisfactory progress.

Professionalism and Dispositions

The College of Education requires candidates to be professionals with sound judgment, ethical behavior, trustworthiness, confidentiality, and responsibility and to uphold the highest professional

ideals. These expectations are outlined in the Candidate Statement of Commitment to Professional Dispositions (CSCPD) and align with the Michigan Professional Educators Code of Ethics, both of which are outlined in the documents below.

- [Candidate Statement of Commitment to Professional Dispositions \(CSCPD\) \(pdf\)](#)
- [Michigan Code of Educational Ethics \(pdf\)](#)

The College of Education candidates are expected to uphold these standards and expectations in all aspects of their professional coursework, clinical work, interactions with education colleagues, and interactions with Birth- grade 12 students and families.

Student Support Plan

The purpose of the TED Student Support Plan is to formalize a support plan for candidates who need targeted goals and support to be successful in their academic program. Before this support plan is utilized, the following steps should be taken. This is true for all course instructors and supervisors.

- Meet with the candidate as soon as concerns are recognized and help the student develop ideas and recommendations to support his/her/their success.
- As needed, have follow-up meeting(s) with the student.
- Continue to monitor progress and provide feedback on successes and continued areas of growth.
- If progress is not exhibited, speak with the candidate's advisor and share the concerns. Ask the advisor for any assistance in supporting the candidate. Continue to monitor progress.
- If the candidate is still struggling, notify the program coordinator of the concerns and seek advice on supporting the candidate.
- If the candidate continues to struggle, it might be time to implement a Student Support Plan.
- If you are concerned about a candidate's mental health, health, etc., please contact the director of EdP&E and/or [Counseling and Psychological Services \(CAPS\)](#)
- Note: in cases of egregious behaviors, notify the EdP&E director, advisor, program coordinator, & TED Assistant Dean immediately.

Student Support Plan Procedures

- The initiator of the Student Support Plan is responsible for the following
 - Please see [Appendix C](#) for additional information regarding processes for supporting students.
 - Set up a meeting with the student and the advisor to discuss the purpose of the support plan, the continued areas for growth, and the specified goals/timelines. Share specific examples of struggles and recognize any areas that improved over time. If the support plan includes continued concerns related to field experiences, ensure that the Director of EdP&E is invited to the meeting. NOTE: The advisor attends as an advocate for the student.
 - Ensure that all members on the distribution list receive a copy of the signed Student Support Plan at the conclusion of the meeting.
 - Provide a copy of this completed and signed form to Academic Services for inclusion in the student file.

- Report any concern related to academic integrity to the [Dean of Students Office](#) so that documentation on the student may be maintained.

Addressing Teacher Candidate Concerns

Although we do our best to avoid problematic situations, teacher candidates do encounter problems in clinical experiences. If you encounter difficulty during the program, it is often the best policy to first speak with the faculty member, instructor, supervisor, etc., with whom you are having trouble. If a teacher candidate has a concern about a clinical experience, depending on the nature of the situation, the candidate is expected to follow the protocol outlined below:

- Discuss the issue with your cooperating teacher in the placement where the problem is occurring.
- Discuss the issue with your university supervisor to discuss the issue. Even if you speak to the cooperating teacher first, you will want to consult with your supervisor to make them aware of the issue.
- Contact the Director of EdP&E if you need additional assistance beyond your cooperating teacher and university supervisor.
- If concerns are not fully addressed after following each step above, the teacher candidate may contact the Assistant Dean of Teacher Education.

Addressing Significant School Events that May Impact Teaching Candidates

Regrettably, traumatic incidents occur in communities (including schools) that may negatively impact the students, school culture, and climate where WSU teacher candidates are serving. Examples include natural disasters, crimes, the death of a school community member, etc. We are committed to supporting our teacher candidates during these difficult situations.

If any such incidents should occur that have the potential to negatively impact the PreK-12 students, staff, and/or teacher candidates in the building, the intern should immediately notify their University Supervisor. The Supervisor will report the incident to the EdP&E Director. If necessary, the Director will connect with the appropriate persons in the Teacher Education Division and Counseling and Psychological Services (CAPS).

Glossary of Acronyms and Terms

Clinical Placement- A clinical placement is a structured, supervised classroom teaching experience in a teacher education program in which the candidate practices the skills being learned and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class. Successful completion of the clinical placements is used to meet the requirements for certification.

Cooperating Teacher (CT)- The individual from a PK-12 environment who mentors a teacher candidate during clinical experiences. CTs connect with the University Supervisor to determine the objectives and method of candidate assessment for the field experience and to identify opportunities for specific

experiences. The CT provides ongoing formative feedback to the candidate throughout the experience when appropriate.

Educators Preparation Provider (EPP)- The Educator Preparation Program (EPP) are programs approved to offer teacher preparation in Michigan.

Teacher Candidate- A person who has been admitted to a teacher education program and is completing coursework prior to student teaching and teacher certification.

University Supervisor (supervisor)- The individual from a teacher preparation program who supervises and/or mentors a candidate during clinical experiences. University Supervisors maintain a working relationship with the PK-12 school and CT that includes providing specific course and fieldwork information, co-planning curriculum activities for the candidate with the mentor, and acquiring mentor feedback for the candidate and the program. The supervisor also provides candidates with clear objectives for the field experience that are cohesively connected to the course curriculum.

Weekly Attendance Log—The weekly attendance log documents Candidate contact hours that include experiences working directly with students in instructional settings within the content and/or grade band of preparation. These hours can consist of planning for classroom instruction with CTs or other teachers.

Appendix A

Student Support Plan Procedures

- The initiator of the Student Support Plan is responsible for the following
 - Complete Parts 1, 2, and 3.
 - Set up a meeting with the student and the advisor to discuss the purpose of the support plan, the continued areas for growth, and the specified goals/timelines. Share specific examples of struggles and recognize any areas that improved over time. If the support plan includes continued concerns related to field experiences, ensure that the Director of EdP&E is invited to the meeting. NOTE: The advisor attends as an advocate for the student.
 - Ensure that all members on the distribution list receive a copy of the signed Student Support Plan at the conclusion of the meeting.
 - Provide a copy of this completed and signed form to Academic Services for inclusion in the student file.
 - Report any concern related to academic integrity to the [Dean of Students Office](#) so that documentation on the student may be maintained.
- Faculty/staff may submit a request to the Academic Services Division to find out if additional Student Support Plans are on file for this same student.

Student Name		Access ID	
Date of Conference		Program	
Initiator of Conference		<input type="checkbox"/>	Undergraduate
Faculty/Staff Present		<input type="checkbox"/>	Graduate

1. **Information.** Provide information on all communication (email, conversations, etc.) and support provided to this student prior to the implementation of this Student Support Plan. Include information about who has been involved in the communications as well.

2. **Areas(s) for Growth** (e.g., effective communication with others; tardiness/absenteeism; consistent struggles in program courses and/or field experiences, etc.) Ensure to align the Area(s) of Growth with the Action Steps in Part 3). Area(s) of Growth should be descriptive rather than interpretive.

3. **Action Steps.** Add/Remove rows as needed.

	Specific Action Steps & Measurable Outcomes	Due Date	Met/Unmet
1			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
2			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
3			<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Agreement: By signing your name below, you are signifying your agreement with this Student Support Plan. A student who chooses not to sign the document indicates a refusal to accept these Action Steps. As such, the student will not be able to continue in the program. Provide an Explanation in Section 5.

Student refuses to accept these Action Steps.

Student accepts these Action Steps.

Role	Signature	Date
Teacher Candidate		
Conference Initiator		
Program Coordinator		
TED Assistant Dean		
Advisor		
Cooperating Teacher (if field concern)		
Supervisor (if field concern)		
EdP&E Director (if field concern)		

Additional Information. Please add any additional information if/as needed, including an explanation if the student chooses not to sign this form and to agree to the action steps.

Distribution: A copy of this signed form should be provided to the following:

• Student	• Program Coordinator
• Initiator of Conference	• Department Assistant Dean
• All faculty/administration/staff present	• COE Division of Academic Advising

Continued Concerns. Continued concerns and/or failure to meet action steps may result in one or more of the following:

• Course enrollment restriction	• Professional Assessment and/or counseling
• Field experience restriction	• Recommendation for dismissal from the program and/or college