

# CHAPTER 1

# PRIOR TO STUDENT TEACHING

At Central Michigan University, teacher and administrator practitioners in schools are vitally important partners on the teacher education team. This partnership is essential to the successful preparation of teachers.

## **A Broad-Based General Education**

Students in the teacher education program at Central Michigan University are required to complete 40 semester hours of credit in the “University Program”. The University Program has four basic categories: Humanities (Human Events, Ideas and the Arts); Natural Sciences (Descriptive Sciences and Quantitative and Mathematical Sciences); Social Sciences (Behavioral Sciences and Studies in Social Structures); and Integrative and Area Studies (Integrative and Interdisciplinary Studies and Studies in Diverse Cultures). There are specific courses within these programs that are required for various emphases in the teacher education program.

Beyond the University Program requirements, students are required to demonstrate written and oral communication competencies and competency in mathematics prior to admission to teacher education. These may be satisfied by completion of courses or by passing specific examinations.

## **Admission to Teacher Education**

Central Michigan University has developed a procedure for regulating the quality and the quantity of students admitted to teacher education. Please see the Teacher Education Handbook for requirements concerning admission into the Teacher Education Program. The handbook is available for download at [www.ehs.cmich.edu/css](http://www.ehs.cmich.edu/css)

## **Academic Education in Specific Disciplines**

Secondary education students are required to complete a major and a minor, usually in two different disciplines. (There are several areas of study such as music, business education and industrial education, which require both a major and a minor in the subject field.) Elementary education students may complete a major and a minor, but they also have the option of earning minors in three subject fields.

Additionally, students are required to complete a core of professional education courses. Students must maintain a 2.7 GPA or higher in all professional education and departmental methods courses.

## **Midtier (Pre-student teaching field experience)**

The Midtier experience is the second of three field components in the teacher education program. Each education student will be partnered with a PK-12 classroom teacher in a local school for a ten week, thirty-classroom hour commitment. Students commuting to the university will be allowed to complete their Midtier in a school district close to their home. A Midtier student cannot be placed in a district he or she attended. The Midtier coordinator will distribute necessary information and forms to each Midtier student during the first week of their university Midtier class. PK-12 field assignments and additional information will be available on Blackboard close to the start of the semester. Elementary education students will enroll in their Midtier course during the first set of cohorts. Secondary students should sign up for their Midtier course within their major content area during their first or second set of cohorts. Students cannot obtain their Midtier course until they have been admitted into the Teacher Education Program. For additional information, visit the CSS website: [www.ehs.cmich.edu](http://www.ehs.cmich.edu).

## **The Student Teaching Experience**

The student teaching field experience, in most cases, is the final semester of the Central Michigan University teacher education program. Its primary purpose is to transfer the theory of the teacher preparation program into experiences in a real classroom and school environment. Certain factors may come into play when determining the student’s placement such as major/minor content area, school districts with agreements, tenured teachers, etc. Please consult with the assigned University Coordinator with any questions. All professional education courses must be completed successfully prior to student teaching. All students must also meet the following eligibility requirements in order to be approved for student teaching:

- Overall CMU GPA of 2.70 or better;
- 2.70 or better GPA in all teachable majors and/or minors;
- Completion of all professional education courses with a C+ or better;
- Completion of all methods courses with a C+ or better;
- Interview with assigned University Coordinator and visit host school;
- Successfully meet all background check criteria.

## Registering for the Student Teaching Courses

Students will register for EDU 432 and EDU 458. Students pursuing a certificate in elementary or secondary education without a special education endorsement will register for 3 credits of EDU 432 and 10 credits of EDU 458. Students who are pursuing a special education endorsement will register for 3 credits of EDU 432 and 6 credits of EDU 458.

## Student Teaching Assignments

The Teacher Education and Professional Department (TEPD) Chairperson, or designee, will coordinate and monitor assignment of all faculty and student teachers. **Special Education student teachers will be placed in their special education teaching assignment by the Special Education Department.** Please contact that department with questions concerning those placements.

## Assigning Student Teachers to Centers

Planning for student teaching begins a full semester prior to the expected student teaching semester. Students attend a general meeting to begin the planning process. When students submit their student teaching application, they must identify three centers for their student teaching assignment. If there are special circumstances, such as eligibility for ADA accommodations, single parent, parent, or established residency of 10+ years, they must write a description indicating their situation in the appropriate space on the student teaching application. Students whose answers, as judged by the department's Coordinating Council, establish their needs according to the above criteria will be considered first for assignment to a center.

Because Central Michigan University has more students than can be placed for student teaching in or near Mt. Pleasant, other student teaching centers have been developed in various parts of the state. These centers, located throughout the Lower Peninsula, facilitate opportunities for placements in multicultural and best practice settings. This means that student teachers may be assigned to schools away from their homes.

All student appeals related to student teaching placements will be addressed by the University Coordinator, TEPD Department Chair, or designee (Director of Student Teaching), after the student has interviewed with their assigned coordinator and completed their scheduled visitation at the school. Forms for student appeals related to the student teaching assignment and assignment to a student teaching centers are located in the "Handbook and Forms" section of the *Student Teaching Handbook* or on the website: [www.tepd.cmich.edu](http://www.tepd.cmich.edu) under "Student Teaching Experiences" and then "Forms." Each step in the appeal process must be completed before proceeding to the next.

Student teachers, after making application for student teaching (EDU 432 and EDU 458), will be assigned a University Coordinator to oversee their student teaching experience. Student teachers will be assigned to their University Coordinator by the TEPD Department Chair, or designee (Director of Student Teaching). In addition to supervision by a University Coordinator, secondary student teachers may be visited and observed by subject matter specialists from the departments housing their major(s).

## Placement of Student Teachers in Schools

As the beginning step in the placement process, University Coordinators interview student teachers assigned to their centers. The coordinator then begins the placement process.

Student teachers who are elementary certification candidates may have one eight-week placement in an early elementary grade and another in an upper elementary grade. Some elementary student teachers might be placed for sixteen weeks at one grade level or in an elementary grade for eight weeks and middle school for eight weeks. Students completing early childhood and middle school endorsements along with their elementary provisional certification programs may have special placement considerations.

Student teachers who are secondary certification candidates may be placed in their major and minor for eight weeks, or in their major or minor for 16 weeks. Often, one of these placements will be in a senior high and the other in a middle school. In some cases, secondary students may receive half-day placements in their major for 16 weeks with the second half of the day being assigned in their minor. Much depends on the nature of the school programs and the needs of each individual. Student teachers majoring in art, music, health, industrial education or physical education may request both a secondary and elementary experience as they will be receiving K-12 endorsements on their certificates. Students with the goal of earning vocational endorsements may be placed for 16 weeks in their area of concentration.

Placements are secured by the University Coordinator in cooperation with the school superintendent or his/her designee. Items listed below make up CMU's placement policy:

- Student teachers can not pursue their own placements;
- Student teachers will not be placed in the high school from which they graduated;
- Student teachers will not be placed in schools where relatives attend or are a part of the staff;
- Student teachers, when placed in their assignment, will follow the school district calendar, not CMU's.

## Visitation /Interview Day

The interview between the student teacher, their potential cooperating teacher(s) and principal(s) is a critically important procedure. The cooperating teacher(s) and principal(s) must feel that the student teacher will work well in the assignment, and the student teacher must feel comfortable with the assignment for the placement to be finalized. Student teaching is such an important learning experience that compatibility between those who will be working together is essential. **No placement is considered final until after the prospective cooperating teacher, principal and student teacher have completed the visitation/interview day.**

As part of the interview process the student teacher and the cooperating teacher may discuss education issues including but not limited to:

1. Classroom management and discipline;
2. Subject matter to be taught while the student teacher is in the classroom;
3. Texts, supplementary materials and teaching methods used in the classroom;
4. Basic information about the school rules and procedures;
5. The school calendar;
6. Special skills or interests which will enhance the student teacher's performance;
7. The student teacher should also use this day to become familiar with the school community, such as: handbooks, parking, faculty workroom, media center, and office personnel.

Cooperating teachers need to know that the student teacher will follow the school calendar and time schedule, just as though he/she were a member of the faculty. Student teachers are also expected to abide by all school and district rules. The student teaching semester is the University semester unless there is a reason to extend the time. Cooperating teachers are entitled to take three semester hours of CMU credit on a tuition reimbursement basis as an honorarium for working with a student teacher. The Tuition Refund information may be found on the TEPD website: [www.tepd.cmich.edu](http://www.tepd.cmich.edu). Click on the "Centers and Services" link and then on "Tuition Refunds."

## The Michigan (MTTC) Subject Area Tests

The Michigan legislature passed an amendment to Public Act 451 in 1986 calling for all teaching candidates to pass subject matter tests **BEFORE** being recommended for a teaching certificate. The MTTC system was developed to carry out this law. Central Michigan University will **NOT** recommend a student for a teaching certificate until the student has passed the necessary subject area tests. Vouchers for students showing a need for financial assistance may be available. Information is available in the CSS Office, EHS 421, (989)774-3309.

Additional information regarding MTTC testing is available in the "Teacher Education Student Handbook" ([www.ehs.cmich.edu/css](http://www.ehs.cmich.edu/css)) and at the CSS Office, EHS 421, (989)774-3309. You may also check the MTTC website: [www.mttc.nesinc.com](http://www.mttc.nesinc.com) for more information.

## Student Teachers as Substitute Teachers

After the first five (5) weeks of student teaching, student teachers may substitute teach for pay for a maximum of five (5) days for every eight (8) weeks of student teaching experience in their assigned classroom. The student teacher must receive prior approval from the

- Building administrator,
- Cooperating teacher, and
- University Coordinator.

**The substitute teaching form (page 54 of this handbook) must be completed and submitted to the student teacher's University Coordinator before the approval to substitute teach is valid.**

The cooperating teacher and the University Coordinator must both agree that the student teacher has made sufficient progress related to the goals and objectives of EDU 432 and EDU 458 to assume substitute teaching responsibilities.

If the cooperating teacher is absent from the building for short periods of time, the student teacher may assume responsibility for the classroom. In this situation, it is the responsibility of the cooperating teacher to arrange with other qualified teachers or administrators to provide assistance and supervision, as needed, to the student teacher.

For all questions concerning substitute teaching, please contact the student teaching office at 989-774-4411.