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Overview

The Department of Music Education offers SMTD students the following teacher certification degrees:

Undergraduate Programs

• Choral Music Education (MEC)
• Instrumental Music Education (MEI)
• Organ Performance Curriculum B
• Jazz Studies Curriculum B
• Piano Performance Curriculum B
• Strings Performance Curriculum B
• Voice Performance Curriculum B
• Wind and Percussion Instruments Curriculum C

Graduate Program

• Master of Music (M.M.) with Teacher Certification

Undergraduate certification students take courses in music education during the freshman and sophomore years. All undergraduate students are required to take The Art of Teaching (MUSED 111), and Technology for Music Educators (MUSED 121). Other requirements vary depending on the degree program. Students complete a formal review process near the end of their second year for acceptance to the School of Education Teacher Certification Program.

Graduate students enrolled in the Master of Music with Teacher Certification Program choose between the instrumental track or the choral track. Due to the compressed nature of the Master’s Degree, graduate students complete the aforementioned formal review during their first semester of study or prior to beginning the degree program.

Transfer students are required to consult with the Department of Music Education Chair to determine the timing for coursework and the formal review.

Successful passing of the formal review results in acceptance to the Teacher Certification Program, permission to enroll in 300-level advanced methods courses (MUSED 340, 341, 342, 349, 370, 371, 372), professional education courses (EDUC 392, 391, 402), and student teaching & seminar (MUSED 345-348 or MUSED 375-378).

Upon successful completion of the Teacher Certification Program, students are recommended to the State of Michigan for teacher certification.
Work Experience Requirement

Sixty hours of work experience with youth is required for acceptance to the Teacher Education Program. Undergraduate students should fulfill this requirement during their freshman and sophomore years. Graduate students may complete this requirement prior to beginning the program or during their first year in the program. Spring and summer work experiences are often used to fulfill this requirement.

Examples of roles that can fulfill the 60-hour requirement include:

- Recreation leader, coach, teacher or counselor at a summer camp
- Preschool, elementary, secondary teacher or assistant in a school (teaching lessons, sectionals)
- Assisting or directing at school music festivals (solo and ensemble, large group festival, etc), community organizations (youth orch, band, church choir, jazz, general music class in a private school, non-profit organization or community music center), or U-M outreach project.

The Documentation of Work Experience form (Appendix A) should be completed by the student, and signed by the student's work supervisor, then returned to the Music Education Office. Consult with your music education faculty advisor if you have questions about this requirement.

Formal Review for Acceptance to Teacher Certification Program

Undergraduate students in their second year of the program (first year for graduate students) apply for admission to the Teacher Certification Program. Students must submit the following application materials to the Department of Music Education Office by early January of their sophomore year:

- Documentation of 60 hours of work experience
- Two recommendations from current or previous faculty
- Completion of background check through CertifiedBackground.com
- Completion of Blood Borne Pathogens on-line Training Module
- Obtain a passing grade on the MTTC Professional Readiness Exam

These forms can be found in Appendix A.

Michigan Test for Teacher Certification Professional Readiness Exam (MTTC PRE)

Prior to acceptance into the Teacher Certification Program, all students must earn a passing score on the three subtests (reading, writing, math) of the MTTC PRE. Information about taking the PRE can be found at http://www.mttc.nesinc.com/
Alternative Pass Measures for the PRE: It may be possible to substitute ACT and/or Michigan Merit Exam (MME) scores for one or more sections of the Professional Readiness Exam (PRE).

ACT scores equivalencies are:
Mathematics 22
Reading 22
English+Writing (EW) 24

MME score equivalencies are:
Mathematics 1116
Reading 1108
Writing 1129

Scores at or above these levels will exempt students from completing one or more parts of the PRE. ACT scores must be validated by the School of Education Teacher Education Program Administrator. Students should not assume they are exempt from completing the PRE unless they have received formal written notification from the School of Education.

NOTE: Scores must be dated 1989 or later to be valid. At this time, the state of Michigan does not recognize SAT, GRE, or other tests as alternative pass measures.

Interview for Admission into the Teacher Certification Program

All students who apply for admission to the Teacher Certification Program will be interviewed by music education faculty in February in their sophomore year. The interview allows faculty to evaluate the student’s progress and commitment to the music education profession.

Criteria for Admission to the Teacher Certification Program:
A minimum GPA of 2.50 overall, as well as in the teaching major(s)
Completion of MUSICOL 139, 140, 239
Current enrollment or completion of MUSICOL 240
Completion of THEORY 139/149, 140/150, 239/249 or JAZZ 220
Current enrollment or completion of THEORY 240/250 or JAZZ 221
Performance: Current enrollment in 4th semester of performance course sequence for primary instrument or voice
Satisfactory completion of MUSED 111 and 121
Completion of Piano 112 (instrumental track) or Piano 113 (vocal track)
Current enrollment in Piano 114 or higher (vocal track)
Satisfactory completion of all secondary instrument courses per specific degree program (201, 202, 203, 205, 207, 320*)
Satisfactory progress in ensemble: 4th semester of ensemble participation
Satisfactory completion of PSYCH 111 and ENG 124 or 125
Evidence of professional dispositions such as communication skills, work habits, dependability, and leadership
Satisfactory academic and non-academic conduct as outlined in the SMTD Handbook.
Passing scores on all three subtests (reading, writing, math) of the MTTC PRE

Students who have not met all of the above requirements may be denied admission or admitted provisionally to the Teacher Certification Program.

* Some students in the instrumental track may need to take MUSED 320 in the junior year due to a sophomore year scheduling conflict.

**Course Requirements to Complete Prior to Student Teaching**

The prerequisite for student teaching is successful completion of all required MUSED coursework, all required EDUC courses, and all required Theory, Musicology, Conducting, Ensemble and Piano courses. Students are strongly encouraged to complete ALL course requirements for their degree program prior to student teaching.

Students must complete all EDUC courses with a grade of B- or better and have a GPA of 2.50 overall, and in their teaching major(s) to eligible for student teaching.

**State Requirements to Complete Prior to Student Teaching**

Upon acceptance into the Teacher Certification Program students begin their preparation for student teaching. Students must meet with a certification officer in the School of Education after successful completion of their interview (To schedule this meeting please go to [http://booknow.so/umsoe](http://booknow.so/umsoe))

By state law, students must earn a passing score on all three subtests (reading, writing, math) of the MTTC PRE before they may begin student teaching.

Students must earn a passing score on the MTTC Music Education Test (099) prior to receiving certification. We strongly recommend taking this test prior to student teaching.

**Student Teaching Placements**

The student teaching program includes one semester, either fall or winter term, working full-time in a public school setting. Placements for student teaching begin two semesters prior to student teaching and are finalized one semester prior to student teaching. Music education faculty members in the specialty areas for which placements are sought (choral, instrumental, and general) meet with students to discuss their placements, schedule on-site visits, and ultimately approve the assignments of students to schools and teachers.
One semester prior to the student teaching placement, the following must be submitted to the Music Education Office:

a. Student Teaching Application Form
b. Resume and Cover Letter
c. Criminal Background Affidavit
d. Valid certification in First Aid and Child / Adult CPR
e. Secondary Undergraduate Student Teaching Application (turn in to School of Education)

These forms can be found in Appendix B.

Student Teaching Semester

During the student teaching semester, student teachers are required to attend the weekly student teaching seminar on the UM campus. The purposes of the seminar are to assist students in making the transition from student teacher to professional teacher. Participation in the Professional Learning Seminar provided by the School of Education is also required.

The student teaching experience is informed by guidelines developed collaboratively between the Department of Music Education and the School of Education. Progress is measured by the student’s mentor teacher, field supervisors assigned to periodically observe the student teacher, and the student teaching seminar instructor. See Appendix C for student teaching guidelines and evaluation forms.

Excused absences from seminar or field placement are limited to:

- Illness
- Family or personal emergency
- Religious holiday (must be arranged at the beginning of the term, or at least two weeks in advance)
- Professional development opportunity or essential after-school events (e.g., evening concerts). These must be arranged at the beginning of the term, or at least two weeks in advance and approved by ST seminar faculty).

Obtaining the Teaching Certificate

Upon successful completion of student teaching, students are eligible to apply for a K-12 Michigan Teacher’s Certificate. Refer to the Final Certification Audit Instructions in Appendix D, complete all forms, and apply for the certificate. Completed forms may be returned via email (te.program@umich.edu), fax (734-647-9158) or hard copy (Room 3010 in School of Education). Students with questions may make an advising appointment with a School of Education Certification Officer: http://soeadvising.setster.com
Appendix A — Forms to Complete Prior to Applying to the Teacher Certification Program: Work Experience Form, 2 Letters of Recommendation, and Login Information for Criminal Background Check & Blood Borne Pathogens On-line Training Module
Student's Name: _________________________________________

I wish to have access to this report; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

__________________________________________________________________________

I waive my rights of access to this report and request that it be incorporated into my Teacher Education file in the Music Education Department.

__________________________________________________________________________

To be completed by Supervisor

Work experience with groups of children and young people is considered essential as part of the professional education of prospective teachers. We ask you to indicate the kinds of experience the applicant has had, the length of time involved, and the degree of success attained. Any additional comments will be appreciated.

Dates of experience: __________________________to __________________________

Frequency and length of each visit: _____________________________________

What were the ages and characteristics of the individuals in the group? __________________

__________________________________________________________________________

How many individuals were in the group? __________________________

In what kind of activities was the applicant involved? __________________

__________________________________________________________________________

Approximately how many hours of actual work with young people were included during this experience? __________________

How successful was the applicant in working with young people? __________________

__________________________________________________________________________

Please use the reverse side of this form for additional comments that may be helpful to the Teacher Education Committee.

________________________________________

Signature

Position

Institution/Agency

Date of Report

Address

City/State/Zip

Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 2005 Baits Drive, Ann Arbor MI 48109-2085
Letter of Recommendation

Please complete this section

Student’s Name: _________________________________________ (PLEASE PRINT)
I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

Name (please print) __________________________ Signature ______ Date __________

I waive my rights of access to this letter of recommendation and request that it be incorporated into my Teacher Education file in the Music Education Department.

Name (please print) __________________________ Signature ______ Date __________

Please give your frank and confidential assessment of the student as a potential school music teacher/conductor. Your recommendation will serve to support this student’s application for Admission to Teacher Certification program in Music Education.

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Signature __________________________ Date ______ Organization & Position __________________________

Address

Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 2005 Baits Drive, Ann Arbor MI 48109-2085
**Letter of Recommendation**

**Please complete this section**

**Student’s Name:** _________________________________________  
(PLEASE PRINT)

I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my Teacher Education file in the Music Education Department.

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<th>Signature</th>
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<td>Dependability</td>
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</table>

**Signature___________________________   __________   ______________________________**

**Date**

**Organization & Position**

**Address**

Please return completed form to: Music Education Office, School of Music, Theatre & Dance, University of Michigan, 2005 Baits Drive, Ann Arbor MI  48109-2085
STUDENT INSTRUCTIONS FOR UNIVERSITY OF MICHIGAN
SOE – MUSIC EDUCATION

About CertifiedProfile

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school.

Order Summary

➢ Required Personal Information
  ○ In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

➢ Payment Information
  ○ At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and enter package code: UE66
You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support at 888-914-7279 or email studentservices@certifiedprofile.com

888.666.7788
studentservices@certifiedprofile.com
Please be sure to have your speakers turned on. TYPE www.gcntraining.com into your browser’s address bar and Press Enter

CLICKING will take you to the PRE-LOGIN CHECKLIST
(ROLLOVER why? next to the icon to learn what the icons mean)

If you have not created an account with GCN, select: I have NOT yet created an account
Press Next >>

If you have already created an account with GCN, select: I already have an account
Press Next >>

Enter your Organization ID:
Press Submit

Enter your Preferred Personal ID
Press Submit

Enter your Personal ID
Press Submit

Your Preferred Personal ID is your University of Michigan Uniqname.

Complete the Personal Information. (* indicates Required Fields)
Press Submit

The Welcome Page

Bloodborne Pathogens
0% Completed
(View)

The tutorials available to you are listed to the left. Choose a tutorial by pressing VIEW

Verify your information. Press START TUTORIAL or CONTINUE TUTORIAL (if available)

The tutorial will begin with an Instructions slide that will explain the many buttons on this page.

Once the Next button appears you may move on to the next slide.

After you complete a tutorial, return to the Main Menu to Print your Certificate of Completion*
*SAVE SOME PAPER -- Wait until you complete the last of your tutorials before printing your Certificate. They’re all printed on a single page.
Appendix B—Forms to Complete Prior to Student Teaching: Student Teaching Application Form, Sample Resume, Cover Letter Form, Criminal Background Affidavit, Secondary Undergraduate Student Teaching Application, and Teacher Certification Checklist
Student Teaching Application Form

Name:___________________________________________________________

Music Education Program:

☐ MEC                     ☐ Jazz B
☐ Voice B                 ☐ Strings B
☐ MEI                     ☐ Piano B
☐ Winds C                 ☐ Other: ____________________

Term / Year of Student Teaching: ________________________________

Email Address: ________________________________________________

Current Address: _______________________________________________

City / State / Zip: _____________________________________________

Contact Phone Number: _________________________________________

Student Teacher Assignment

1. Elementary: _________________________________________________

2. Secondary: _________________________________________________
OBJECTIVE
To obtain a student teaching position that will allow me to explore the teaching of mathematics in a racially and ethnically diverse setting.

EDUCATION
University of Michigan                Ann Arbor, MI
Bachelor of Science in Mathematics    expected April 2008
GPA 3.515

CERTIFICATION
Provisional Secondary Certificate     expected April 2008
Lifeguard Training, Adult/Child CPR & First Aid     current

COURSEWORK
Academic Major: Mathematics          Academic Minor: History
Calculus I                     Renaissance and Medieval Europe
Calculus II                   European Civilization
Calculus III                   History of the Univ. of Michigan
Linear Algebra              The Vietnam War
Introduction to Modern Algebra       20th Century American Wars
Geometry for Teachers                    The Writing of the Constitution
Introduction to Probability
Mathematical Logic

RELEVANT EXPERIENCE
Fall 2007     Main Street High School                Ann Arbor, MI
9th & 11th Grade Pre-Student Teacher
▪ Developed and taught a 3-day whole-group geometry lesson
▪ Taught a variety of lessons; modeled by, co-planned with and co-taught with Cooperating Teacher
▪ Provided one-on-one tutoring during class and after school in Math Lab
▪ Observed student learning in whole class and group interactions

Winter 2007     Smith Middle School                Ann Arbor, MI
8th Grade Pre-Student Teacher
▪ Created and taught a “Pi Day” lesson
▪ Studied school culture and effectiveness of instructional strategies through observation and student interviews
▪ Shadowed one student to better understand a typical school day
▪ Worked with students in small groups and one-on-one in algebra classes

2005-2007      Holmes Juvenile Center                Ann Arbor, MI
Tutor
▪ Assisted students with homework completion in math, science, and English
▪ Developed and taught lessons related to study skills
Student Teacher Cover Letter Prompt

Describe yourself to a potential mentor teacher in a way that gives insights into who you are as a developing professional. What is important to you as a beginning teacher that would be helpful for a mentor teacher to know? Are there specific experiences from your coursework, fieldwork, or life experiences that influence the way you think about teaching and students? Describe these in a way that helps a prospective mentor to know something about you as a beginning teacher.
SCHOOL OF EDUCATION POLICY

The Michigan Legislature has stated, in Public Act 97 of the Public Acts of 1995, that “conviction of a crime...is considered to be reasonably and adversely related to the ability of the person to serve in an elementary or secondary school.”

Additionally, effective January 1, 2006, Public Acts 129 through 131 and 138 of the Public Acts of 2005 provide that public school districts, public school academies, and nonpublic schools shall not employ, in any capacity, an individual who has been convicted of a listed offense (i.e., a crime that requires registration as a sex offender). These laws further provide that a public school district, public school academy, or nonpublic school may employ an individual who has been convicted of a non-listed felony offense only if the superintendent/chief administrator and school board/governing body each specifically approve the employment or work assignment in writing.

Therefore, it is School of Education policy that if an applicant to, or a student in, a program leading to teacher certification (provisional certification, renewal of certificate, or professional certificate) has declared, or the School otherwise becomes aware of, a prior felony or misdemeanor conviction, one or more of the following may occur, depending upon the School’s review of the circumstances and the nature of the offense:

- The individual may be denied admission or asked to leave the program; or
- The individual may be permitted to continue in the teacher education program with the understanding that:
  - A school or district may refuse to allow the student access to its schools and/or classrooms for required field experiences, including student teaching;
  - The State of Michigan may refuse to issue the student a teaching certificate, despite his/her successful completion of the teacher education program; and/or
  - The State of Michigan may issue the student a teaching certificate upon successful completion of the program, but schools or school districts, considering a criminal conviction as part of an individual’s qualifications for teaching, may choose not to hire the individual, or may not be legally permitted to do so.

Name

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<tr>
<th>First</th>
<th>Middle</th>
<th>Last</th>
<th>UM ID Number</th>
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Have you ever been convicted of a misdemeanor? [ ] Yes [ ] No
Have you ever been convicted of a felony? [ ] Yes [ ] No
Have you ever had a teaching certificate denied/revoked? [ ] Yes [ ] No
Do you currently have any criminal charges pending against you? [ ] Yes [ ] No
(This question is asked so that we may follow-up with you regarding the outcome of the charges.)

If you responded “yes” to any of these questions, please submit a statement of explanation with this form.

You will also be asked to submit to the program one of the following documents outlining your conviction: Judgment of Sentence or Certified Register of Action. If you are later recommended by the program for teacher certification, the program will, as required by law, submit this information to the Michigan Department of Education. You are also required to notify the Teacher Education Program if you are convicted of a felony or misdemeanor at any time during your tenure in the program.

I affirm that the information I have provided on this form is complete and true, and understand and agree that I must notify the Teacher Education Program if I am convicted of a felony or misdemeanor at any time following my submission of this Criminal Background Affidavit.

Student Signature ___________________________ Date ___________________________
Secondary Undergraduate Student Teaching Application

This application must be completed by each student who expects to student teach in Winter Term 2016. It should be submitted to the Teacher Education Office, 1228 SEB, no later than Friday, September 25, 2015.

1. Name __________________________________________ Email ________________________________
   First    Middle    Last

2. Local Address________________________________________________________________________________________
   Number    Street    Apt.    Telephone________________
   City                                         State                       Zip Code                   Area Code

3. Permanent Address_________________________________________________ __________________________________
   Number     Street     Apt.     Telephone________________
   City                                                   State                 Zip Code                   Area Code

A. PLACEMENT PREFERENCE

Our first priority as an educator preparation institution is finding teachers with the knowledge, skills, and desire to serve as mentors to our student teachers. Our second priority is identifying public school classrooms in which student teachers can experience the richness and diversity of a wide range of students. As a rule, we avoid placement in the high school or district from which the student graduated or one in which relatives are employed.

We cannot guarantee a placement that meets your specific request, but every effort will be made to secure a high-quality placement that accommodates our priorities and yours. You may wish to indicate various kinds of preferences. You may prefer a specific teacher, school district, setting (e.g., urban, suburban, or rural), level (e.g., middle school or high school), or instructional methodology (e.g., a setting that stresses interdisciplinary work or technology). If you prefer a specific teacher, please list the teacher's name along with the preferred school. Please remember that priority is given to placing students in one of the several school districts with which we have a working relationship. These include, but are not limited to, the following school districts: Ann Arbor, Birmingham, Chelsea, Detroit, Dexter, Farmington, Huron Valley, Jackson, Livonia, Plymouth-Canton, Saline, Southfield, South Lyon, Walled Lake, West Bloomfield, and Ypsilanti.

NOTE: You may neither arrange nor confirm a placement with a teacher, principal, or district official without the prior approval of the Teacher Education Office. Please contact Kevin Hankinson if a district contacts you directly, before contacting the district or teacher. All placements must be handled through this office. Thank you in advance for your attention and cooperation in this matter.

Please list your placement preferences below. Include reasons for your preferences. See suggestions above.

1. ______________________________________________________________________________________________
2. ______________________________________________________________________________________________
3. ______________________________________________________________________________________________
4. ______________________________________________________________________________________________

Placements are in middle schools and high schools. If you have a preference, please list it here:_________________________

We cannot guarantee a placement that meets this specific request, but every effort will be made.

High school/district you attended:_________________________

School/District Name       City       State
B. PREVIOUS CLINICAL EXPERIENCES

Please list all previous clinical experiences:

**Practicum I:**

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<th>School</th>
<th>District</th>
<th>Mentor Teacher</th>
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**Practicum II:**

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C. ENDORSEMENT AREAS

Please indicate your certification endorsement major(s) and minor(s).

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<th>Major (Primary)</th>
<th>Major (Secondary, if applicable)</th>
<th>Minor (Primary)</th>
<th>Minor (Secondary, if applicable)</th>
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D. CRIMINAL BACKGROUND INFORMATION

The School of Education policy regarding criminal convictions and a criminal background affidavit form are enclosed. Return the completed affidavit with your student teaching application. The affidavit will become part of your student record and will be held in the Office of Student Affairs and Teacher Education Program in the School of Education. You must answer all questions listed. If the affidavit is not on file, you will not be eligible for student teaching.

I understand and agree to adhere to the policies contained in this application. The information I have submitted is accurate.

_______________________________  _________________________
Student Signature   Date

_______________________________
Student Printed Name
Teacher Certification Checklist

The following must be submitted to the Music Education Department Office one month prior to the Teacher Certification interview in February (See Appendix A):

____ Documentation of 60 hours of work experience
____ Two recommendations from existing and previous faculty
____ Criminal Background Check CertifiedBackground.com
____ Blood Borne Pathogens on-line Training module
____ Obtain a passing grade on the MTTC Professional Readiness Exam

To be Completed upon Admission to Teacher Certification Program

____ Meet with an academic advisor at the School of Education (To schedule this meeting please go to http://booknow.so/umsoe)

To be Completed One Semester Prior to Student Teaching (See Appendix B):

____ Student Teaching Application Form
____ Copy of Resume and Cover Letter
____ Criminal Background Affidavit form
____ Secondary Undergraduate Student Teaching Application (turn in to School of Education)
____ Obtain a valid certification in First Aid and Child / Adult CPR (turn in to School of Education)

To be Completed Prior to Student Teaching

____ Completion of all required MUSED coursework, all required EDUC courses, and all required Theory, Musicology, Conducting, Ensemble and Piano courses.
____ Obtain a passing grade on the MTTC Music Education (099) Tests.

To be Completed upon Successful Completion of Student Teaching (See Appendix D):

____ Final Certification Audit Form (turn in to School of Education)
____ Final Criminal Background Affidavit (turn in to School of Education)
____ Apply for your Certificate
Appendix C—Student Teaching Guidelines and Evaluation Forms: Guidelines and Standards for Student Teaching, Ethical Obligations of Teaching, Program Competencies, and Mentor Teacher Assessment Forms
GUIDELINES & STANDARDS FOR STUDENT TEACHING

Following are some guidelines to help you complete your student teaching successfully.

1. **Be informed.** You are going to work in a professional environment and you are expected to act according to the professional standards already in place in the school (e.g., code of dress, social interactions).

2. **Be prudent.** Maintain social distance with your students. Never, ever meet with a student alone in a classroom. Use an area where groups of professionals are present. You are not legally permitted to serve as a substitute for your Cooperating Teacher (CT).

3. **Be committed.** Student teaching is a full-time assignment. It is highly recommended that you discontinue extra activities (ensembles, clubs, jobs) during this semester.

4. **Be focused.** Your primary objective during your student teaching semester is to become immersed in the public school environment and focus on your teaching.

5. **Be punctual.** You are required to be present for the CT’s full teaching schedule, and you are strongly recommended to assist the teacher in extra-teaching activities, planning, etc. If you need to be absent from school due to illness or emergency, contact both your CT and your University Supervisor in advance. The CT and supervisor will keep record (date and reason) of all occasions for which you are late or absent.

6. **Be responsible.** As soon as you know your teaching schedule, contact your University Supervisors to schedule an observation. For each observation, have a copy of your lesson plan available for the supervisor. Also, make available your folder/notebook containing all your lesson plans, evaluations etc.

7. **Be prepared.** A well-planned lesson will set you up for a successful interaction with your class. Plan to prepare a written lesson/rehearsal plan before each planned teaching presentation. Share your plans and get feedback from your CT. Along with planning, you may also be called upon to teach “on the spot.” Be sure you have studied scores, practiced piano parts, reviewed lesson materials before the day begins so you are ready to jump in and help as needed.

8. **Be proactive.** Don’t wait for your CT to ask you to do something. Offer to help with such things as passing out/collection materials, setting up the room, tidying up after the class leaves, sing/play parts with sections, etc. Ask your CT for advice on lesson/rehearsal planning and for feedback on your teaching. Your CT will be a tremendous resource for you during your student teaching and beyond.

9. **Be organized.** Select an organizational system to help you file (and find) resources such as lesson/rehearsal plans, copies of music, literature lists, handbooks, worksheets, tests/quizzes, procedures, curriculum guides, etc.

10. **Be gracious.** Your CT is playing an important role in your development as a teacher. Show your appreciation during and after your have finished your assignment.

   *The faculty wishes you every success during your student teaching.*

   Good luck!
University of Michigan Department of Music Education
Ethical Obligations (EOs) of Teaching
(adapted from the School of Education Teacher Education Program Policy Handbook)

All teachers have three primary responsibilities: to provide the K-12 students with whom they work the opportunity to experience a high-quality, equitable education; to ensure the safety of the K-12 students in their care; and to be good stewards of the profession of teaching.

To ensure all student teachers understand, and always keep central, these responsibilities, the teacher education program has developed the following set of ethical obligations to which all interns in our program pledge to uphold.

1. To care for and demonstrate commitment to every student
2. To develop and continually work to improve instructional competence, and to strive to engage in professionally justified teaching practice at all times
3. To ensure equitable access to learning in one’s own classroom
4. To learn about and demonstrate awareness of and appreciation for cultural differences and social diversity, particularly as they are present in one’s classroom, and to draw on diversity as a resource in instruction
5. To demonstrate through concrete actions an awareness of the capacity of every individual to learn
6. To take responsibility for obstacles to student success and to work assiduously to ensure equitable access to learning opportunities
7. To understand and exercise carefully the power and authority of the teaching role
8. To treat students, colleagues, parents and caregivers, and community members with respect and generosity in all communications with and about them
9. To represent the ideas of the academic disciplines and subject matter that one teaches with integrity
Department of Music Education Teacher Certification Program Competencies
(adapted from the School of Education Secondary Teacher Education Program Competencies & Learning to Teach Growth Chart)

The competencies outlined below provide the framework for the Teacher Certification Program. The courses and fieldwork are designed to build capacities in these areas. These competencies are the basis for the evaluation of student teacher’s development toward becoming a professional teacher.

Competency 1 (Instruction Competency): Planning, organizing and implementing effective instructional practices and routines

Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture

Competency 3 (Professionalism Competency): Engaging in professional practices

Rating Levels

Secure: (Target by end of student teaching placement) The student teacher is “ready for hire.” The student teacher has knowledge of the practice and has independently designed, used, evaluated and modified it in the classroom; the student teacher has demonstrated the skill to strategically make decisions and explain their purpose and time of use.

Developing: (Target by middle of student teaching) The student teacher has knowledge of the practice, has successfully employed and evaluated it in guided contexts, and has demonstrated skill, confidence and initiative to plan and enact it in a classroom with mentor and field instructor oversight.

Beginning: (Target by beginning of student teaching) The student teacher can successfully implement the practice in a guided context, with a few students, and/or with extensive supervision, guidance or collaboration.

Unsatisfactory: The student teacher has repeatedly demonstrated lack of awareness, knowledge, and skill of the practice and its central features. The student teacher had the opportunity, but was unable to demonstrate the practice with students in the field or simulated settings.
Please complete the following form as a formative assessment as the semester progresses (e.g., for a 7-week placement, weeks 2-4). Use this same form as a summative assessment at the end of the placement. Check the indicator that most aptly describes the student teacher’s progress thus far in each strand. These competencies are developmental in nature, and we do not expect student teachers to have mastered each competency. Your feedback will provide guidance for the student teacher and the music education faculty in supporting this individual's growth as a teacher. Please check Not Applicable when appropriate.

<table>
<thead>
<tr>
<th>Competency 1: Planning, organizing and implementing effective instructional practices and routines</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planning and preparation</td>
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<tr>
<td>b. Addresses stated goals and objectives in instruction</td>
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<tr>
<td>c. Links to prior instruction</td>
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<td>d. Addresses important musical concepts during instruction</td>
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<tr>
<td>e. Selects and uses effective musical models and examples</td>
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<td>f. Provides clear and accurate directions and explanations</td>
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<td>g. Provides accurate answers to students’ questions</td>
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<tr>
<td>h. Monitors student learning and providing feedback that furthers learning</td>
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<tr>
<td>i. Maintains high expectations for learning and participation</td>
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<tr>
<td>j. Effectively sequences activities within a lesson</td>
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<tr>
<td>k. Provides appropriate and specific feedback to individual students</td>
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<tr>
<td>l. Makes use of questioning techniques that encourage higher-order thinking and deepen student understanding</td>
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<tr>
<td>m. Addresses the needs of all learners through differentiation</td>
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<tr>
<td>n. Creates lessons that contain suitable pacing, with time for closure.</td>
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<tr>
<td>o. Adjusts instruction in response to evidence of student understanding (or lack of it).</td>
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<tr>
<td>p. Designs a coherent sequence of lessons resulting in student learning</td>
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<tr>
<td>q. Works with support professionals (e.g. special education teachers, ESL teachers, psychologist, etc.) to increase learning opportunities for students</td>
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</tr>
</tbody>
</table>
Comments regarding planning, organizing and implementing effective instructional practices and routines:

Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes rapport with students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Organizes the classroom for instruction (e.g. room setup, accessibility of materials, participation routines, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>c. Develops a classroom climate in which learning is valued and ongoing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>d. Upholds fair, equitable, and respectful standards for conduct that encourage responsibility and that safeguard the physical, intellectual, and emotional well-being of all students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>e. Understands and helps support school policies (e.g. attendance, keeping track of tardiness, bathroom access)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>f. Understands and helps support with program administration (e.g. music library, copies, festivals/concerts, grading, progress reports, special education referrals, letters home, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>g. Communicates effectively with parents, guardians, and colleagues</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments regarding establishing and maintaining a productive and respectful classroom culture:

Areas of strength:

Areas for improvement:
### Competency 3 (Professionalism Competency): Engaging in professional practices

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Ready for Hire</th>
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</thead>
<tbody>
<tr>
<td>a. Acts ethically and with integrity</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>b. Manages situations of stress and conflict appropriately</td>
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<tr>
<td>c. Works to improve instructional competence</td>
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<tr>
<td>d. Ensures equitable access to learning in one’s own classroom</td>
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<tr>
<td>e. Understands and exercises carefully the authority of the teaching role</td>
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<tr>
<td>f. Treats students, colleagues, parents, with respect and generosity</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>g. Is considerate, punctual, and appropriate in appearance and conduct, in all interactions with students, mentors, families, and colleagues</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>h. Meets all professional obligations in a punctual, thorough, and diligent manner</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>i. Welcomes, accepts, and uses professional feedback on instructional practices</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>j. Attends to and is familiar with state and national subject area standards</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
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</table>

**Comments regarding professionalism:**

**Areas of strength:**

**Areas for improvement:**
Would you recommend this student teacher for certification? (Summative Assessment only): □ Yes  □ No
If no, please explain:

_________________________________________________________________________________________

Cooperating Teacher’s Signature  ___________________________  Date

_________________________________________________________________________________________

Student Teacher’s Signature  ___________________________  Date

I do _____ do not _____ authorize release of this report to potential employers.

Student Teacher (Print Name) ___________________________

Signature: ____________________________________________
Appendix D — Final Audit Documents: *Final Certification Audit Instructions, Final Certification Audit Checklist, and Applying for the Certification Instructions*
FINAL CERTIFICATION AUDIT - Instructions

If you wish to be recommended for your Provisional Certificate, complete these items by:

- **Audit Forms** - complete and return the attached forms via email (te.program@umich.edu), fax (734-647-9158), or hand delivery (Room 3010):
  - Final Certification Audit Checklist
  - Criminal Background Affidavit

- **Adult & Child CPR and First Aid** - complete training through an approved provider and submit copies of the front and back of signed card(s). Cards must be valid through:
  - September 30 if you are finishing in the Summer 2014 term
  An approved provider list is available online at:
  [http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf](http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf)

- **MTTC** - take and pass exams in all areas in which you plan to be certified

- **OPI/OPIc** - take exam and earn a score of ‘At least Advanced Low’ for each World Language in which you plan to be certified

- **Coursework**
  - UM Coursework - earn passing grades in all courses required for certification (and degree, if applicable)
  - Non-UM Coursework - submit official transcripts for approved coursework showing a grade of C or higher
  - Substitutions or waivers must be documented in writing

- **Register in MOECS** - apply for your teaching certificate in MOECS (the Michigan Online Educator Certification System).
  - Instructions can be found in the attached document titled ‘Apply for your Certificate (MOECS) Instructions’.
  - Complete steps 1-3.
  - Read steps 4-6 to understand how to receive your teaching certificate.

- **Resolve your account balance**
  - Check Wolverine Access to verify all tuition and fees are paid in full and that you have a $0 account balance (see [http://www.finance.umich.edu/finops/student](http://www.finance.umich.edu/finops/student)). Financial holds must be cleared before being recommended for certification.

**Note future requirements** - Renewing your provisional certificate or advancing to the professional certificate must occur upon the expiration of the initial certification. This can be done through one or more of the following: successful teaching experience, graduate-level coursework, Continuing Education Clock Hours (SCECHs), and/or District Provided Professional Development (DPPD) hours. Rules and requirements are available from the MDE at [http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf](http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf).
FINAL CERTIFICATION AUDIT - Checklist

Please read each statement carefully, then circle your response.

YES  NO  I understand that I must apply for graduation in Wolverine Access in order for my degree to be conferred.

YES  NO  I understand that I must complete Adult & Child CPR and First Aid training through an approved provider and submit copies of the front and back of my signed card(s). Cards must be valid through:
- January 31 if I am finishing in the Fall term
- June 30 if I am finishing in the Winter term
- September 30 if I am finishing in the Summer term
http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf

YES  NO  I understand that I must apply for my provisional teaching certificate in the MOECS system. I have received the ‘Apply for your Certificate (MOECS) Instructions’ instructions, and will complete steps 1-3. I have read steps 4-6 to understand how I will receive my teaching certificate.

YES  NO  I understand that my provisional teaching certificate is valid for 6 years, and that will expire on June 30th of the sixth year.

YES  NO  I understand that I will need to either renew my provisional certificate or advance to the professional certificate upon the expiration of my initial certification. This can be done through one or more of the following: successful teaching experience, graduate-level coursework, Continuing Education Clock Hours (SCECHs), and/or District Provided Professional Development (DPPD) hours. Rules and requirements are available from the MDE at http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf.

Print Name: __________________________________________________________________________

Signature: __________________________________________________________________________

Permanent Email: ___________________________________________ Date: ____________________
HOW TO APPLY FOR A MICHIGAN EDUCATOR CERTIFICATE, RENEWAL OR ADDITIONAL ENDORSEMENT

Step 1: Create a Michigan Education Information System (MEIS) Account
- Visit https://cepi.state.mi.us/MEISPublic/ and follow the links on the screen to create a Michigan Education Information System (MEIS) account.
- When you complete the MEIS registration process, you will see a screen with your account ID, login, and temporary password.
- Follow the link listed on the bottom of the screen to set your MEIS password.
- Be sure to *PRINT* out or keep documentation of your MEIS account information for future reference.

Step 2: Register with MOECS
- Visit http://www.michigan.gov/moecs and click on the MOECS login link.
- Sign in with your MEIS user ID and password and follow the steps to self-register.
- On the registration page, you will be asked to provide your MEIS account number from Step 1.

Step 3: Apply for Certificate in MOECS
- Login to MOECS again and complete the demographic information.
- After saving your information, look for the links on the *LEFT NAVIGATION* panel.
- Choose the link that is appropriate for you and follow the steps to *APPLY FOR YOUR CERTIFICATE*.
- Once your application has been submitted, you will receive a confirmation message.

Step 4: Wait for University review/approval
- Upon successfully completing your application in MOECS (steps 1-3 above), it will be submitted to the recommending institution that you identified.
- Teacher Education staff at the University of Michigan-Ann Arbor, School of Education will then be able to review your application.

Step 5: Pay the online fee
- If your application is approved in MOECS by the University of Michigan-Ann Arbor, you will receive an e-mail notification to pay your certification fee. This can be done through either the link provided in the notification email, or by logging into MOECS and clicking on the “pending payment” hyperlink on the home page.
- Payment must be made online using a credit/debit card.

Step 6: Print your Certificate
- Once the fee is paid, your application will be approved by the Michigan Department of Education, Office of Professional Preparation Services (OPPS).
- You will be able to immediately print your certificate from your MOECS account.
- The certificate will require *NOTARIZATION* for employment as an educator.

Please visit http://www.michigan.gov/moecs for continued updates and more information on MOECS.

If you are having any difficulties with the registration process, please contact the Office of Professional Preparation Services at 517-373-3310.
Appendix E—Additional Forms: Field Incident Information, U-M Teacher Education
Field Incident Report, Substitute Teaching Forms, Employment Portfolio/Website
Permission Template
Field Incidents

At any given point in the program, teaching interns are responsible for knowing the teacher education program’s policies and their field site’s policies for each of the following situations.

1) Fighting: If a teaching intern is witness to or is involved in an altercation between K-12 students in a school setting, the teaching intern must follow the policy of the host school in reacting to and reporting the incident. Once the K-12 student or students involved are safe and attended to appropriately, the teaching intern should notify his or her mentor teacher (if not present during incident) and his or her field instructor as soon as possible. The teaching intern should seek out information and work with their mentor teacher and other relevant school personnel to identify the best way to communicate the incident to the K-12 students’ parents/caregiver. In addition to these actions, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the incident.

2) K-12 Student Injury: If a K-12 student is injured while under the direct supervision of a teaching intern, the intern must seek assistance immediately from the nearest school personnel. Once the K-12 student is safe and attended to appropriately, the teaching intern should notify his or her mentor teacher (if not present during incident) and the field instructor as soon as possible. The teaching intern should seek out information and work with their mentor teacher and other relevant school personnel to identify the best way to communicate the injury to the K-12 student’s parent/caregiver. In addition to these actions, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the injury.

3) Teaching Intern Injury: If the teaching intern is injured at a field site, he/she must report the injury to the host school office and to his or her clinical experiences coordinator and field instructor. If an intern is injured on the way to or from a field site, he or she should notify his or her mentor teacher and field instructor as soon as possible. In either of the examples mentioned, the teaching intern must complete the U-M Teacher Education Field Incident Report and submit the completed form to his or her clinical experiences coordinator and field instructor within 24 hours of the injury. The program will notify the U-M Office of Risk Management and submit the Injury Report for Non-Employees or other requested forms to:

Risk Management Services
4) Police/ Protective Services /School Administration Meetings: It is in the best interest of a teaching intern to contact his/her clinical experiences coordinator before agreeing to be interviewed by police, protective services or school administrators regarding any incident which may have legal implications involving a host school teacher(s), classroom student(s), school administrator(s), parent(s) or others. The teaching intern should complete the Field Incident Report incident in question and deliver it to the clinical experiences coordinator within 24 hours. Program leadership can then advise regarding next steps and arrange possible consultation or representation from the university’s Office of the General Counsel, if deemed appropriate:

Office of the Vice President and General Counsel
734.764.0304
503 Thompson St., 5010 Fleming Administration Building
Ann Arbor, MI 48109-1340

5) Mandatory Reporting: As a future mandatory reporter, it is the teaching intern’s responsibility to make certain that specific types of information are forwarded to their host school and the Michigan Department of Human Services. If a teaching intern is privy to information related to K-12 student safety (injury to self or others, threats of suicide, abuse, etc.) the intern must immediately report the information to the mentor teacher, school counselor and administration. A Child Protective Services Report must be provided by the individual who actually has observed the injuries or had contact with the child whose safety is in question. Therefore, the teaching intern should make a report under the supervision of his/her mentor teacher and administrator.

The Department of Human Services (DHS) statewide number is 1.800.942.4357
http://www.michigan.gov/dhs/0,4562,7-124-7119_50648_44443---,00.html

6) Unlawful Discrimination or Harassment of Teaching Intern: If a teaching intern believes he or she is, in the field setting, the target of unlawful discrimination or harassment, including but not limited to sexual harassment, he or she must report it immediately to his or her clinical experiences coordinator. The clinical experiences coordinator will explicitly seek permission to share the information with program leadership, so that the program can work to support the teaching intern and identify possible campus resources.
If a teaching intern believes he or she is, in the course and/or university setting, the target of unlawful discrimination or harassment, including but not limited to sexual harassment, he or she may contact the Chair of the Department of Music Education. An intern may also choose to access campus resources, including the university’s Dean of Students Office or the Sexual Assault Prevention and Awareness Center (SAPAC).
U-M Teacher Education Field Incident Report

Teaching Intern:__________________________ Date of occurrence:_____________________

Date time form completed:______________

Name of U-M Teacher Education Program:______________________________________________

Role of Teaching Intern in the School:__________________________________________________

Name of Host School:_________________________ District:____________ Grade/Class______

Mentor Teacher:___________________________________________________________

University Field Instructor:_________________________________________________________

Factual description of incident (include actions, people involved and/or informed):

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Teaching Intern Signature ___________________________ Date ______________

Received by: ____________________________________________________________

Clinical Experiences Coordinator ___________________________ Date ______________
Policy on Substitute Teaching by Student Teachers

As of September 1, 1999, teacher preparation institutions in Michigan are authorized to permit student teachers to be employed as substitute teachers as long as the quality of the student teachers’ education is not adversely affected. Teacher preparation institutions that wish to take advantage of this provision are responsible for establishing the criteria under which student teachers may be employed as substitutes. The appointment of substitute teachers is the responsibility of school districts.

The policy and criteria in this document apply to all University of Michigan-Ann Arbor teacher certification programs. The conditions apply to students who have been approved for student teaching, during the semester(s) in which they are registered for student teaching, from the first day on which the student teacher reports to the school to student teach through the designated final day of student teaching. Questions about this policy should be directed to the Assistant Director, Beth Grzelak, at bgrzelak@umich.edu or (734) 615-1529.

Substitute teaching may be consonant with student teachers’ responsibilities in the teacher preparation program under the conditions specified in this policy.

The student teacher is in the final stages of a program of professional preparation. Student teachers’ learning and satisfactory progress within the program are the University’s responsibility and its first priority. The University will not permit any individual student teacher to be employed as a substitute if, in its judgment, such employment will or is likely to interfere with the student teacher’s education.

If a student teacher is employed as a substitute teacher by a school district, the district’s purposes are being served. When the district employs a student teacher as a substitute, the district assumes liability, workers compensation, and all other responsibilities for the student teacher as a temporary employee of the district. Student teachers wishing and approved to substitute teach must comply with all applicable policies and procedures of the district.

Student teachers will be permitted to substitute teach under the following conditions and limits.

1. The student teacher has successfully completed ten (10) full weeks of student teaching.

2. The student teacher is making satisfactory progress towards completion of the program and recommendation for certification.

3. The student teacher freely and voluntarily agrees to substitute, on each occasion.

4. The cooperating teacher judges that the substituting will be in the interests of his/her students.
5. The university field instructor judges that conditions 1 and 2 have been met and that substitute teaching can be a beneficial experience for the student teacher.

6. The principal or other designated building administrator approves.

7. The student teacher may substitute only for her/his cooperating teacher.

8. Substituting shall not interfere with the student teacher’s other responsibilities, including attendance at required courses and seminars, advising sessions with the field instructor, etc.

9. Substitute teaching shall be limited to a maximum of 2 days per week. Any additional days must be approved by the coordinator of the program.

10. As part of the student teacher’s professional education, cooperating teachers may decide, and are encouraged, to leave a student teacher alone in charge of the students, for limited periods of time, with appropriate provisions for monitoring and support. During such times, even though the cooperating teacher is not physically present in the classroom, s/he is maintaining both a proximity to the classroom and a substantive awareness of classroom activities, for which s/he remains responsible. Such periods are not to be construed as substitute teaching.

11. Student teachers wishing to be approved for substitute teaching must complete the “Approval for Substitute Teaching by a Student Teacher” form and submit it to the Teacher Education Office before any substituting occurs. The conditions agreed to in the form and specified in this policy are understood to apply both at the time of initial approval to substitute teach and at each successive occasion.
**Substitute Teaching by a Student Teacher Form**

Student Teacher’s Name: _____________________________ Date: ____________

Student Teacher’s Phone: ________________ Email Address: ________________

**Before any substitute teaching occurs**, this form must be on file in:

Teacher Education Office
The University of Michigan
610 E. University Ave., Room 1228 SEB
Ann Arbor, MI 48109
Attn:  Meri Tenney Muirhead (Undergrad Elementary and ELMAC)
       Kevin Hankinson (Undergrad Secondary and Secondary MAC)

The undersigned agree that the following conditions have been met:

a) The student teacher judges that s/he is prepared to accept the responsibility of serving as a substitute teacher and freely chooses to serve in this capacity;

b) The mentor teacher determines that the needs and interests of her/his students will be served;

c) The university’s field instructor determines that the student teacher is making satisfactory progress in the teacher education program, including in her/his required coursework, and that student teaching is likely to be a beneficial experience for the student teacher; and

d) The student teacher has been qualified and accepted as a substitute teacher in accordance with the school district’s policies and procedures.

The student and mentor teachers further agree that the following conditions will be met:

e) The substitute teaching does not interfere with the student teacher’s attendance at University of Michigan courses in which s/he is enrolled or with the completion of assigned work in or related to those courses; and

f) The mentor teacher’s principal will be informed in advance that the student teacher may or will serve as the cooperating teacher’s substitute.

_________________________________  __________________________________________
Student Teacher’s signature  Mentor Teacher’s signature

_________________________________
Field Instructor’s signature

_________________________________
School Administrator’s signature

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For Office Use Only:
Date Submitted ____________________________
Personal Professional Portfolio Permission Template

PLEASE NOTE: This only a template. Copy and paste the memo below into your own document, filling in the blanks for your placement situation. University letterhead, official or unofficial, may not be used for this letter.

To: Parents/Caregivers of students in Mr./Ms. __________________________________________ classroom.

(Classroom Teacher’s Name)

From: __________________________, University of Michigan Teaching Intern

Date:

Subject: Professional Portfolio/Website Documentation

This semester, I am working in your student’s classroom.

As a teaching intern at the University of Michigan, I am having many valuable experiences in this classroom with the classroom teachers and students. I am documenting these experiences in various ways (through student work samples, selected videos and photographs) to help me improve my developing instructional skills. This documentation is part of my university coursework, and analysis of these records is critical to my preparation.

In addition to contributing to my development as a new teacher, it would be of great benefit if I could include some of these records in my professional portfolio, which may be in hard-copy or a controlled-access website. This portfolio would be shared with potential employers and other educators for professional reasons only. I also hope to use these materials as part of an application for a “Student Teacher of the Year” award at U-M or through a state or national organization.

These uses, however, are not required by my program nor by the university. Please be assured that I will not share your child’s full name and other identifying information with anyone, although he or she may be recognized in a visual image (photo or video). The student images and work will not be used for any commercial or promotional purposes.

Please use the form below to indicate your decision about whether I may or may not use your child’s records as part of my professional portfolio. If you have any questions, please feel free to contact me through email or note.

Please choose from the following:

______ I give permission for videos, audios, and still photos in which my child may be identifiable, as well as samples of his or her work with the name removed, to be used in this teaching intern’s professional portfolio. I understand that this consent will remain valid until such time that I provide written notice to the teacher candidate of my decision to revoke consent.

______ I do NOT want any recognizable visual representation of my child, nor any of his or her work, to be used as part of this teaching intern’s professional portfolio.

Student’s name: _______________________________________________________________________________

Classroom teacher’s name: ______________________________________________________________________
School: ________________________________________________________________

Parent/Caregiver name: ______________________________________________________

Parent/Caregiver signature: __________________________________ Date: __________

Parent/Caregiver Phone: __________________________ Email: ________________________