




STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

MEMORANDUM

DATE: August 28, 2018
TO: State Board of Education
FROM: Sheila A. Alles, Chairperson 
SUBJECT: Presentation of Teacher Preparation Requirements: Clinical Experiences and Core Practices

In pursuit of its ongoing goal to maintain the high quality of Michigan's educators, the State Board of Education (SBE) receives this presentation for the creation of new Clinical Experience Requirements and Core Practices for the preparation of Michigan teachers. These requirements have been created to support the Top 10 in 10 Years Strategic Goal 3 to "develop, support, and sustain a high-quality, prepared, and collaborative education workforce" and the implementation of the revised certification structure. These requirements complement Michigan's teacher preparation standards to inform program development and continuous improvement efforts at Michigan's educator preparation institutions.

Over the last three years, the Michigan Department of Education (MDE) has collaborated with a variety of stakeholders across Michigan's education community to revise the teacher certification structure, update teacher preparation standards, and define clinical experience requirements and recommendations to assure a quality teacher workforce emerges from these preparation programs ready to teach Michigan's PK-12 students. A stakeholder committee began meeting in February 2018 with goals to develop a shared vision and language for clinical experiences in Michigan and to make recommendations for teacher preparation requirements. This group included individuals from education organizations, educator preparation institutions, PK-12 administrators and teachers, teacher support organizations, the Michigan Legislature, and the Governor's office as well as cross-office support in the MDE.

Stakeholders designed a framework for quality teacher preparation centered on a clinically rich program of study that cohesively connects teacher preparation coursework to PK-12 students and schools through a deliberate series of mediated,

STATE BOARD OF EDUCATION

CASANDRA E. ULBRICH – CO-PRESIDENT • RICHARD ZEILE – CO-PRESIDENT
MICHELLE FECTION – SECRETARY • TOM MCMILLIN – TREASURER
LUPE RAMOS-MONTIGNY – NASBE DELEGATE • PAMELA PUGH
NIKKI SNYDER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 833-633-5788

structured clinical experiences. These experiences provide opportunities for teacher candidate engagement with PK-12 students in a model which promotes gradually increasing candidate responsibility and participation in the classroom under the supervision of an experienced mentor. Through clinical practice connected to teacher preparation coursework, each teacher candidate in Michigan will achieve initial certification with a common minimum amount of time spent in classrooms that represent the cultural, linguistic, and socioeconomic diversity of Michigan's population with a commitment lens and tools for equitable teaching and learning.

Supporting these clinical experience requirements are a set of 19 research-based core practices that teacher candidates are to develop, practice, and demonstrate appropriate mastery of within their clinical experiences, regardless of grade band or discipline area. Known as High-Leverage Practices, TeachingWorks identified these fundamental competencies that "are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are 'high-leverage' not only because they matter to student learning but because they are basic for advancing skill in teaching."

These requirements were created with the frame of prioritizing the needs of Michigan's current PK-12 students' who learn in teacher candidates' field classrooms and producing a quality teacher workforce for Michigan's future students. They reflect current research indicating teacher candidates learn best through clearly and cohesively designed programs that situate teacher learning in the work environment of the PK-12 classroom and upon the expert practice of effective teachers.

Attachment A describes the framework for Clinical Experiences.

Attachment B provides an overview of the Core Practices.

These requirements are being submitted to the SBE for presentation.



Clinical Experiences Requirements

Clinical Preparation Vision: *A clinically based teacher education program is one in which candidates complete an intentional series of diverse and cohesive clinical experiences. These experiences are integrated with the teacher preparation curriculum and occur in multiple settings which provide teacher candidates with opportunities to work with learners who represent the cultural, linguistic, and socioeconomic diversity of Michigan’s population with a commitment lens and tools for equitable teaching and learning.*

Introduction

Over the last two years, in support of goal 3 of the [Top 10 in 10 Strategic Plan](#) to “develop, support, and sustain a high-quality, prepared, and collaborative education workforce”, the Michigan Department of Education (MDE) collaborated with a variety of stakeholder committees with the purpose of re-envisioning [Michigan’s teacher certification structure](#), updating teacher preparation standards, and revising the [Teacher Certification Code](#). The MDE identified critical components of the teacher pipeline that facilitate the development of a highly effective education workforce. This led to the creation of a new model of preparation and induction that promotes the success and achievement of Michigan’s PK-12 students and leverages Michigan’s educator workforce as partners in the teacher preparation system. In alignment with that model, the Revised Teacher Certification Code increases emphasis on cohesive clinical experiences with children during initial preparation (R390.1123) and during the preparation of additional endorsements (R390.1129). A stakeholder committee was convened to develop a shared vision and language for clinical experiences in Michigan and to make recommendations for teacher preparation clinical requirements.

The clinical experience stakeholder committee began meeting in February 2018 with individuals representing educator organizations, educator preparation institutions, PK-12 teachers and administrators, the Michigan Legislature and the Governor’s office, and key offices at the MDE. As part of their tasks, the committee reviewed current research, educator organization policy briefs, and other state clinical experience frameworks. After this review, the stakeholder committee came to consensus on a set of goals and non-negotiables for teacher preparation clinical experiences in Michigan that reinforced the MDE’s focus on PK-12 students first. The list of stakeholder committee participants may be included in Appendix A.

Stakeholders agreed that quality teacher preparation must involve a clinically rich program of study (Dennis, Burns, Tricarico, & Van Ingen, 2017) that cohesively connects teacher preparation coursework to PK-12 students and schools. This connection shall provide candidates with a deliberate series of mediated, structured clinical experiences (Darling-Hammond, 2018; Zeichner, 2010; Grossman, 2010). These experiences must provide opportunities for teacher candidates to engage **all** PK-12 students with a commitment to their learning and to increase participation and responsibility in the classroom under the supervision of an experienced mentor (Grossman, 2010). Through these experiences, teacher candidates also connect theory to practice from an immersion into the materials of practice of teaching, which can include authentic student work samples, assessment results, or data sets (Grossman, 2010; Darling-Hammond, 2018). The following requirements stem from the consensus of the stakeholder committee and can be viewed in table form in [Appendix A-G](#).

Table of Contents

Introduction	2
Requirements.....	4
Diversity	4
Initial Preparation Clinical Requirements – Primary Program.....	4
The Apprenticeship	5
Experiences in the Apprenticeship	5
Table 1: Required Clinical Hours for Apprenticeship and Internship	5
Exploratory.....	5
Student Contact Hours.....	5
Flex Hours	5
Mentors in the Apprenticeship.....	6
The Internship.....	6
Experiences in the Internship	7
Mentors in the Internship.....	7
Multiple Endorsements at the Initial Preparation Level.....	8
Multiple Content Endorsements	8
Special Education Endorsements.....	8
Multiple Grade Band Endorsements	8
Post-Certification Additional Endorsement Requirements	8
Appendices.....	10
Appendix A: Committee Members	10
Appendix B: Elements of Clinical Experiences	13
Appendix C: Definitions.....	10
Appendix D: Apprenticeship and Internship Quick Reference	14
Appendix E: Supervisory Expectations for Apprenticeship and Internship	15
Appendix F: Multiple Endorsements at the Initial Preparation Level	16
Appendix G: Additional Endorsements at the Post-Certification Level.....	16
Bibliography	17

Requirements

Clinical experiences for teacher candidates at the initial preparation level should intentionally occur as a cohesive component of a teacher preparation program that continually connects education theory directly to practice in classrooms with PK-12 students (Darling-Hammond, 2018). Experiences should occur throughout a preparation program from initial exploration through the culminating internship (commonly known as student teaching) and should involve gradually increasing candidate responsibility for planning and instruction over time. This framework provides a set of requirements for these experiences in order to ensure all newly certified Michigan teachers will have engaged in rich, supervised clinical practices with children in PK-12 environments prior to certification.

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.

Initial Preparation Clinical Requirements – Primary Program

Clinical experiences for teacher candidates occur in two phases, the Apprenticeship and the Internship. A minimum of 600 clinical hours must be incorporated across both phases. The Apprenticeship spans from a candidate's initial exploration of the teaching field through the completion of all required coursework. The candidate then enters the Internship, gradually taking on more responsibility for planning, instruction, assessment, and management of a classroom under the supervision and guidance of a qualified mentor teacher. The minimum of 600 hours includes working with children in schools and other education environments, as well as working with the materials of practice such as data sets, curriculum, and student work samples. Candidate coursework during this time should incorporate classroom management, student development and growth, curriculum planning and instruction, building relationships with students, staff, and parents, and using feedback to improve performance.

These phases of Apprenticeship and Internship are described in more detail below and can be accessed in [table form here](#).

The Apprenticeship

The Apprenticeship provides opportunities for candidates to initially explore various grade levels and content areas of interest with the goal of choosing certification programs in those that resonate the most.

Experiences in the Apprenticeship

The Apprenticeship hours are broken into three types of experiences: Exploratory, Student Contact Hours, and Flex Hours. Table 1 outlines the time requirements for each experience.

Table 1: Required Clinical Hours for Apprenticeship and Internship

Total 600 Minimum Hours			
400 hours of Apprenticeship and Internship + additional 200 hours of Flex Hours during Apprenticeship and Internship (including, but not limited to Student Contact)			
Phase	Exploratory	Student Contact Hours	Flex Hours
Apprenticeship	30 hours <i>maximum</i>	70 hours minimum	} 200 hours minimum
Internship	No Exploratory Hours	300 hours minimum	

Exploratory experiences provide candidates opportunities to observe in classrooms across grade levels, content areas, and specialty areas at the beginning of their preparation program. The exploratory experiences allow candidates to make an informed choice as to the grade range and content area they would like to teach. Exploratory experiences are limited to a *maximum of 30 hours* out of the 600 required hours and can include both observation and direct student contact.

Student Contact Hours typically occur once candidates have chosen a certification pathway and should increasingly focus on selected grade levels and content areas. These experiences should generate from a well-articulated, sequential, cohesively constructed program that incorporates field experiences as an integral part of course curriculum and outcomes with candidate expectations that are intentionally co-constructed with mentors in the field. A minimum of 70 Student Contact Hours is required in the Apprenticeship, which can include time working directly with students as well as time planning instruction with mentor or expert teachers and should gradually increase candidate participation in and responsibility for student learning.

Activities that candidates may complete for Student Contact Hours in the Apprenticeship include intentional observation of masterful teaching with accompanying reflection and debriefing of how the activities connect to the teacher preparation curriculum, co-planning and co-teaching with a masterful mentor teacher, co-assessing and analyzing resultant student work, participating in guided and supervised teaching of individual students as well as small groups and whole classrooms, and collaboration with education professionals.

Flex Hours provide flexibility for PK-12 schools and teacher preparation programs. These 200 hours can be utilized within the Apprenticeship or the Internship depending upon the needs of the candidate, district, institution, and impacted PK-12 students.

In the Apprenticeship, Flex Hours can include Student Contact Hours, but can also include education experiences outside of a typical school day (e.g., camps, tutoring that is not part of a scheduled course,

parent outreach, work in community settings), and experiences with the materials of practice (e.g., student work samples, student data, classroom video, and curricular materials).

In the Internship, in addition to the above activities, Flex Hours can also be used to complete additional clinical experiences for multiple content or grade band endorsements for the initial certificate.

Mentors in the Apprenticeship

Quality mentoring and feedback outline another critical component of effective clinical preparation (American Association for Colleges of Teacher Education, 2018). Intentional clinical experiences should include supervision and mentoring from the preparation program as well as the PK-12 environment where the experience occurs. Teacher preparation programs are expected to pursue mutually beneficial relationships with schools, districts, and Intermediate School Districts (ISDs) to co-construct qualifications and expectations for mentor teachers and the candidates in their classrooms including how the candidate and the mentor are assessed.

Mentor Teacher describes the individual from a PK-12 environment who mentors a teacher candidate during clinical experiences. During the Apprenticeship, Mentor Teachers should be chosen through a collaborative process between the teacher preparation program and the school or district of the clinical experience. Because the Apprenticeship experiences include exploration and core concepts that cross content and grade levels, it is not required that Mentor Teachers hold certification in the level or content area of a candidate for these experiences. However, they should have previously demonstrated exemplary teaching practices that can serve as instructional models for candidates. Mentor teachers connect with the Clinical Instructor to determine the objectives and method of candidate assessment for the field experience, and to identify opportunities for specific experiences. The Mentor Teacher provides ongoing formative feedback to the candidate throughout the experience when appropriate.

Clinical Instructor describes the individual from a teacher preparation program who supervises and/or mentors a candidate during clinical experiences. During the Apprenticeship, Clinical Instructors might be faculty teaching a course, or individuals who purely supervise clinical experiences. Clinical Instructors maintain a working relationship with the PK-12 school or teacher that includes providing specific course and fieldwork information to the mentor, co-planning curriculum activities for the candidate with the mentor, and acquiring mentor feedback for the candidate and the program. The Clinical Instructor also provides candidates with clear objectives for the field experience that are cohesively connected to the course curriculum.

The Internship

The Internship is the capstone experience for teacher candidates. Commonly referred to as “student teaching”, it is an extended, supervised field experience that requires a minimum of 12 weeks working full time in a classroom in a grade level and content area of preparation. This must include a minimum of 300 Student Contact Hours.¹

¹ Please note: [The Michigan Administrative Rules for Special Education](#) (MARSE) requires candidates seeking a special education endorsement to also complete an additional 8-week Internship placement in the area of endorsement (R340.1782). This cannot be double counted with the 12 weeks of general education internship. Flex hours can be used to satisfy the additional 8-week special education placement.

Experiences in the Internship

The Internship must include opportunities for co-teaching with a mentor and/or solo teaching hours. This involves the candidate planning or co-planning lessons, engaging learners, assessing student work, using data to plan subsequent lessons and enacting authentic teaching experiences.

Internship experiences should also include the following activities:

- Monitoring student progress utilizing formative and summative student assessments
- Using data to inform instruction
- Managing classroom climate and culture
- Connecting with families and community
- Reflecting on professional growth and improvement
- Responding to feedback with an observable change in practice
- Supporting student needs and accommodating instruction for engagement and learning
- Designing and implementing equitable, culturally relevant instruction
- Differentiating instruction for students with exceptionalities
- Developing classroom management skills
- Building relationships with children and colleagues
- Becoming a part of a school community

Mentors in the Internship

Teacher preparation programs are expected to pursue mutually beneficial relationships with neighboring schools, districts, and ISDs to co-construct qualifications and expectations for mentor teachers and the candidates in their classrooms. This includes how the candidate and the mentor are assessed, and how the preparation program will support the mentor by providing professional development on mentoring and candidate assessment.

Mentor Teachers should hold a clear credential in the content area or grade level they are mentoring, have completed at least 2-3 years of successful PK-12 teaching experience (also preferably in the content area or grade level), and have recently demonstrated exemplary teaching practices. They should be intentionally matched to a candidate through a collaborative process that is co-constructed by the school, mentor teachers, and preparation program.

The mentor teacher must provide ongoing and actionable feedback to the candidate throughout the Internship, working with both the candidate and the clinical instructor to set goals, examine practice, and provide frequent formative feedback modeled after a data-based feedback cycle. The mentor teacher also must observe the candidate providing a summative evaluation of the candidate's performance at the conclusion of the Internship.

Clinical Instructors are the connection between the preparation program and the mentor teacher/PK-12 school. They should have a knowledge base in the discipline area and/or grade range of the Internship placement as well as recent professional experience in school settings and/or professional development in current professional practices in schools. Clinical Instructors are expected to maintain current knowledge of effective supervision and feedback approaches and be trained to reliably conduct an observational assessment of candidates. Clinical Instructors, in collaboration with the Mentor Teacher, observe candidate instruction and interaction with students, and provide ongoing and actionable feedback in multiple forms (oral, written, etc.) throughout the Internship. They work with the mentor teacher to set goals and examine practice, provide mentors frequent formative feedback using data, and

document the clinical supervision of the Internship. They also provide a summative observation evaluation of the candidate at the conclusion of the Internship.

Multiple Endorsements at the Initial Preparation Level

Multiple endorsements at the initial preparation level require specific field experiences within the content area or grade range of each additional endorsement. Endorsement Student Contact Hours must be supervised, occur within the latter portion of the Apprenticeship or during the Internship, be supported with actionable feedback, and be evaluated by either a clinical instructor or mentor. See [Appendix F](#) for a quick reference. *The preparation program is charged with determining whether a candidate demonstrates the appropriate proficiency in the standards of the area of endorsement.*

Multiple Content Endorsements

Additional content endorsements earned during the initial certification program require a minimum of 30 Student Contact Hours in classroom settings within the content area of the endorsement. Candidates should engage PK-12 students in activities that support PK-12 student learning and candidate development in the standards and core instructional practices of the content area. Experiences should be within the grade range of the candidate's certification program and the minimum of 30 Student Contact Hours must occur late in the Apprenticeship or during the Internship. Flex Hours can be used to complete this requirement.

Special Education Endorsements

Endorsements in Special Education earned at the initial preparation level require eight additional weeks during the Internship in the area of endorsement. Flex hours can be used to complete this requirement. Special education Internship weeks must be completed in addition to the elementary or secondary 12-week Internship requirement².

Multiple Grade Band Endorsements

Additional grade band endorsements require 50 additional Student Contact Hours in the grade band to be completed late in the Apprenticeship or in the Internship. Flex Hours can be used to complete this requirement.

Post-Certification Additional Endorsement Requirements

Clinical experience requirements for additional endorsements earned after the initial issuance of a Michigan Teaching Certificate are broken into two tiers depending upon the experience level of the teacher.

- Tier 1: Teachers who have completed 1-3 years of successful, current classroom experience since certification; or teachers with several years of experience but who have not been in a classroom in over 3 years.
- Tier 2: Teachers who have completed 3 or more years of successful, current classroom experience.

The Student Contact Hours must be supervised, supported with feedback, and evaluated by an EPP or K-12 mentor/supervisor. Preparation programs and K-12 supervisors, through a mutual agreement, may utilize documentation of supervision, support, and feedback along with assessment of teacher competency to substitute for expected Student Contact Hours. *The preparation program is charged with*

² MARSE (R340.1782)

determining whether a candidate demonstrates the appropriate proficiency in the standards of the area of endorsement. See [Appendix G](#) for a quick reference.

Tier 1:

- **Additional Content Endorsements**

For additional content endorsements Tier 1 teachers should complete a minimum of 30 Student Contact Hours in the content area of endorsement.

- **Additional Grade Band Endorsements:**

For additional grade band endorsements Tier 1 teachers should complete a minimum of 50 Student Contact Hours in the grade band and the content area of preparation or certification/endorsement.

Tier 2:

Tier 2 clinical experience requirements can be met through a collaborative process between the EPP and PK-12 partner to evaluate an experienced teacher's competency in the content area or grade band standards. This evaluation can include documentation of previous successful teaching experiences in the content area or grade band or some other competency-based assessment that demonstrates teacher impact on student learning in the area of endorsement.

Experienced teachers adding content or grade band endorsements can also use an embedded placement and permit process that allows the teacher to serve as a teacher of record in the new endorsement area while completing an endorsement program. K-12 administration will provide mentoring, observation, and support for the teacher on permit.

For teachers completing a traditional endorsement program:

- **Additional Content Endorsements**

Experienced teachers earning additional content endorsements should complete a preparation program and a minimum of 30 Student Contact Hours in the content area.

- **Additional Grade Band Endorsements**

Experienced teachers earning additional grade band endorsements should complete a preparation program and a minimum of 50 Student Contact Hours in the grade band.

Appendices

Appendix A: Committee Members

Doug Braschler, Director of National Accreditation and State Programs, Hope College

Lisa Briegel, National Board Certified Teacher, Detroit Public Schools Community District

Vic Bugni, Consultant, Michigan Department of Education, Office of Educator Excellence

Holly Carruthers, Field Coordinator, Oakland University

Kelli Cassaday, Consultant, Michigan Department of Education, Office of Educator Excellence

Gregg Dionne, Michigan Department of Education

Rebecca Emmerling, Michigan Department of Education, Office of Educator Excellence

Dr. Jerry Evanski, Principal, Chippewa Valley Schools

Mark Forbush, State Supervisor of Ag; Food and Natural Resources Education, Office of Career and Technical Education and Michigan State University

Dr. Gina Garner, Consultant, Michigan Department of Education, Office of Educator Excellence

Christina Gibson, Assistant Superintendent, Eastpointe Community Schools

Peter Haines, Superintendent, Ottawa Area Intermediate School District

Dr. Tina Kerr, Deputy Executive Director, Michigan Association of Superintendents and Administrators

Don Killingbeck, Superintendent of Schools, Hemlock Public Schools

Kris Kirby, Assistant Superintendent, Ovid-Elsie Area Schools

Tom Knight, Education Consultant, Michigan Department of Education, Office of Career and Technical Education

Steven Koponen, K-12 educator, Farmington Public Schools

Dr. Sean Kottke, Manager, Michigan Department of Education, Office of Educator Excellence

Paula Lancaster, Department Chair, College of Education, Grand Valley State University

Dr. Sarah-Kate LaVan, Assistant Director, Michigan Department of Education, Office of Educator Excellence

Paul Liabenow, Executive Director at Michigan Elementary and Middle School Principals Association

Richard Lower, Director, Office of Preschool and Out-of-School Time Learning, Michigan Department of Education

Dr. Joe Lubig, Associate Dean for Teacher Education and Director of Education, Northern Michigan University

Joanne Mahoney, Supervisor, Michigan Department of Education, Office of Career and Technical Education

Steve Seward, Associate Director, Michigan Association of Secondary School Principals

Dr. Anne Tapp, Director of Clinical Experiences, Saginaw Valley State University

Dr. Leah van Belle, Director of School Partnerships and Clinical Practice, Wayne State University

Marc Wills, Director of Special Education, Crawford, Oscoda, Ogemaw, Roscommon Intermediate School District

State Representative Adam Zemke, Michigan House of Representatives

Appendix B: Elements of Clinical Experiences

The stakeholder committee determined the core elements of practice that should be considered for all clinical experiences. These include indicators for Placements, Candidate Evaluation and Assessment, Core Structural Elements, and Mentor Supports.

Clinical Elements	
Placements	<ol style="list-style-type: none"> 1. Placements should include: <ol style="list-style-type: none"> a. Multiple, diverse settings b. Experiences with a variety of student populations that can reflect linguistic, economic, cultural, ethnic, immigration, or ability diversity, including students who come from underrepresented or marginalized populations 2. Placements should come from mutually beneficial partnerships between EPPs and local education agencies 3. Placements should reflect content, specialty, and grade levels of a teacher candidate's discipline area
Candidate Evaluation and Assessment	<ol style="list-style-type: none"> 1. Evaluation is cross-walked to one of the state-approved instructional frameworks 2. Evaluations should be both ongoing and summative 3. Evaluations should provide the intern with actionable feedback for improvement 4. Evaluations should be framed to help the intern learn to use critical feedback and practice self-advocacy to drive future professional growth 5. Training should be provided to both the Clinical Instructor and Mentor Teacher in candidate assessment protocols
Core Structural Elements	<ol style="list-style-type: none"> 1. Experiences evolve over the course of the program 2. Experiences are cohesively connected to preparation coursework 3. Experiences provide interns with the opportunity to serve diverse learners 4. Experiences increase responsibility for teaching and learning through legitimate participation
Mentor Supports	<ol style="list-style-type: none"> 1. Educator preparation program provides mentor teachers with orientation including: <ol style="list-style-type: none"> a. Preparation Program Curriculum training b. Supervision and feedback approaches c. Program and candidate expectations including key assessments 2. Educator preparation program identifies mentor training for all clinical instructors and mentor teachers.

Appendix C: Definitions

Apprenticeship: any supervised clinical experiences prior to the internship

Internship: the capstone field experience for an educator preparation program (EPP), commonly known as student teaching

Exploratory Hours: experiences across the PK-12 continuum encouraging exploration of the teaching field and content and grade band areas; can include observation as well as direct student interaction; must occur during the beginning of a program and cannot exceed 30 hours

Student Contact Hours: experiences working directly with students in instructional settings within the content and/or grade band of preparation; can include planning for classroom instruction with mentors or other teachers

Flex Hours: experiences described under Student Contact Hours and/or educational experiences outside of a typical school day (e.g., camps, tutoring that is not part of a scheduled course, parent nights, parent outreach, work in community settings) or engagement with the materials of practice of teaching outside of the school setting (e.g., student work samples, assessment data, classroom video analysis, specific educational plans for students such as educational development plans, Individual Reading Improvement Plans, IEPs, IFSPs, 504 plans, and transitional plans); can be used to extend Apprenticeship and/or Internship requirements or for additional program areas (content or grade band endorsements); observations are permissible if they are structured, mediated observations within the context of sustained engagement in an educational context (including but not limited to observations of data, student, or faculty meetings, parent conferences, and other activities that incorporate the work of teaching)

Mentor Teacher: The individual from a PK-12 environment who mentors a teacher candidate during clinical experiences

Clinical Instructor: The individual from a teacher preparation program who supervises and/or mentors a candidate during clinical experiences

Appendix D: Apprenticeship and Internship Quick Reference

<p><u>Apprenticeship Requirements</u></p> <ul style="list-style-type: none"> • Includes a maximum of 30 exploratory hours • Includes a minimum of 70 Student Contact Hours beyond the Exploratory Hours • Experiences are intentionally co-constructed with mentors in the field, explicitly connected to coursework and other program expectations, and aligned with the preparation program • The planned scope of experiences includes increased candidate participation in and responsibility for PK-12 student learning • Experiences before, during, and after the official school day 	<p><u>Apprenticeship Tasks</u></p> <ul style="list-style-type: none"> • Intentional observation of masterful teaching with accompanying reflection and/or follow-up connected to coursework • Co-teaching with a masterful teacher • Guided and supervised teaching <ul style="list-style-type: none"> ○ Whole class ○ Small group ○ Individual (tutoring or remedial work) • Co-planning with mentor teacher • Co-assessing and analyzing student work • Collaborating with education professionals • Participating in Professional Learning Communities • Time spent directly with learners or other direct student contact
<p><u>Internship Requirements</u></p> <ul style="list-style-type: none"> • Includes 12 weeks minimum time in the content area of preparation (elementary or secondary content area) • In the case of special education, includes 8 additional weeks for each endorsement (additional weeks can count as flex hours) • Must include a minimum of 300 Student Contact Hours • Must include co-teaching and/or solo teaching hours (no specification or minimum amount at this time) • Co-teaching or Solo teaching involves: <ul style="list-style-type: none"> ○ Teacher candidate planning or co-planning lessons, engaging learners, assessing student work, using data to plan subsequent lessons and enact authentic teaching experiences • Can include the required hours for additional endorsements or grade bands 	<p><u>Internship Tasks</u></p> <p><i>Activities in the Internship should include increased, supervised responsibility, accountability, and participation in:</i></p> <ul style="list-style-type: none"> • Planning for teaching and learning • Monitoring student progress • Assessing students informally and formally • Using data to inform instruction • Managing classroom climate and culture • Connecting with families and community • Reflecting on own growth and areas for improvement • Responding to feedback with an observable change in practice • Evidencing professional dispositions/creating professional identity • Supporting student needs and accommodation for engagement and learning • Designing and implementing equitable, culturally relevant instruction • Designing and implementing including instruction and differentiating instruction for students with exceptionalities (Special Education, ELL, At-risk, High Needs, Gifted)

Appendix E: Supervisory Expectations for Apprenticeship and Internship

<p><u>Apprenticeship Mentor Teacher Qualifications</u></p> <ul style="list-style-type: none"> • Demonstrated exemplary teaching practices • Chosen through collaborative process between EPP and district or school partnership <p><u>Tasks</u></p> <ul style="list-style-type: none"> • Connects with clinical instructor to determine clinical experience objectives and specific opportunities for candidate practice • Connects with clinical instructor regarding candidate assessment • Provides ongoing formative feedback to candidate 	<p><u>Apprenticeship Clinical Instructor Qualifications</u></p> <ul style="list-style-type: none"> • Most likely faculty teaching a course <p><u>Tasks</u></p> <ul style="list-style-type: none"> • Provides candidate with clear fieldwork objectives that are cohesively connected to course curriculum • Maintains relationships with mentor teachers including: <ul style="list-style-type: none"> ○ Providing specific preparation course and fieldwork information to the mentor teacher ○ Including mentor teachers in curriculum planning ○ Collecting candidate feedback from the Mentor Teacher
<p><u>Internship Mentor Teacher Qualifications</u></p> <ul style="list-style-type: none"> • Holds clear credential in the discipline area they are mentoring • Has completed at least 2-3 years of successful PK-12 teaching experience in the discipline area or grade level • Demonstrated exemplary teaching practices • Matched to a candidate through a collaborative process <p><u>Tasks</u></p> <ul style="list-style-type: none"> • Provides ongoing formative feedback to the candidate throughout the Internship • Works with both intern and clinical instructor to set goals, examine practice, and provide frequent formative feedback modeled after a coaching feedback cycle (using data) • Observes and provides a summative evaluation at the conclusion of the Internship 	<p><u>Internship Clinical Instructor Qualifications</u></p> <ul style="list-style-type: none"> • Has a knowledge base in discipline area and/or grade level of the internship placement • Recent professional experiences in school settings, and/or recent professional development in current professional practices in schools • Maintains current knowledge of effective supervision and feedback approaches • Trained to reliably conduct an observational assessment of candidates <p><u>Tasks</u></p> <ul style="list-style-type: none"> • Observes candidate instruction and interaction • Provides ongoing feedback in multiple forms (oral, written, other) throughout internship • Works with mentor teacher to set goals, examine practice, provide frequent formative feedback modeled after a coaching feedback cycle (using data) • Observes and provides a summative evaluation at the conclusion of the Internship

Appendix F: Multiple Endorsements at the Initial Preparation Level

Preparation level	Content Area	Grade Band	Special Ed
Initial Preparation: Multiple initial endorsements	A minimum of 30 SCH across multiple points in the latter portion of the Apprenticeship or in the Internship Flex hours can be used	A minimum of 50 SCH in the additional grade band in the latter portion of the Apprenticeship or in the Internship Flex hours can be used	A minimum of 8 additional weeks of Internship in the area of endorsement Flex hours can be used (MARSE)

SCH = Student Contact Hours

Appendix G: Additional Endorsements at the Post-Certification Level

Preparation level	Content Area	Grade Band	Special Ed
Tier 1: 1-3 years of experience Or teachers with several years of experience but who have not been in a classroom in over 3 years	A minimum of 30 SCH prior to completing the endorsement program	A minimum of 50 SCH prior to completing the endorsement program	A minimum of a 180-hour practicum near the end of the endorsement program (MARSE)
Tier 2: 3+ years of successful, current teaching	Either Permit to teach in area with mentoring or support from PK-12 partners and the preparation program Or 30 SCH prior to completing program	Either Permit to teach in area with mentoring or support from PK-12 partners and the preparation program Or 30 SCH prior to completing program	180-hour practicum near the end of the endorsement program

Note: Tier 2 clinical experience requirements can be met through a collaborative process between the EPP and PK-12 partner to evaluate an experienced teacher's competency in the content area or grade band standards. This evaluation can include documentation of previous successful teaching experiences in the content area or grade band or some other competency-based assessment that demonstrates teacher impact on student learning in the area of endorsement.

Bibliography

- American Association for Colleges of Teacher Education (AACTE). (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation: A report of the AACTE Clinical Practice Commission*. Retrieved from <http://www.nysed.gov/common/nysed/files/cpceexecutivesummary-accessible.pdf>
- Darling-Hammond, L. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. San Francisco: Jossey-Bass.
- Darling-Hammond, L. (2014). Strengthening clinical preparation: The Holy Grail of teacher education. *Peabody Journal of Education*, 89(4), 547-561. doi:10.1080/0161956X.2014.939009
- Dennis, D.V., Burns, R.W., Tricarico, K., van Ingen, S., Jacobs, J., & Davis, J. (2017). Problematizing clinical education: What is our future? The Power of Clinical Preparation in Teacher Education. In R. Flessner & D. Lecklider (Eds.), *Embedding teacher preparation within P-12 school contexts*. Lanham, MD: Rowman & Littlefield.
- Grossman, P, (2010). *Learning to practice: The design of clinical experience in teacher preparation*. Washington DC: The Partnership for Teacher Quality. Retrieved from https://www.nea.org/assets/docs/Clinical_Experience_-_Pam_Grossman.pdf
- Zeichner, K. (2010) Rethinking the connections between campus courses and field experience in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99. doi: 01.1177/0022487109347671



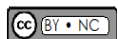
Core Teaching Practices

High-Leverage Practices

- ① Leading a group discussion
- ② Explaining and modeling content, practices, and strategies
- ③ Eliciting and interpreting individual students' thinking
- ④ Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- ⑤ Implementing norms and routines for classroom discourse and work
- ⑥ Coordinating and adjusting instruction during a lesson
- ⑦ Specifying and reinforcing productive student behavior
- ⑧ Implementing organizational routines
- ⑨ Setting up and managing small group work
- ⑩ Building respectful relationships with students
- ⑪ Talking about a student with parents or other caregivers
- ⑫ Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- ⑬ Setting long- and short-term learning goals for students
- ⑭ Designing single lessons and sequences of lessons
- ⑮ Checking student understanding during and at the conclusion of lessons
- ⑯ Selecting and designing formal assessments of student learning
- ⑰ Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- ⑱ Providing oral and written feedback to students
- ⑲ Analyzing instruction for the purpose of improving it

Short Descriptions of Each High-Leverage Practice

- | | |
|--|---|
| ① Leading a group discussion | In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others’ contributions. |
| ② Explaining and modeling content, practices, and strategies | Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating. |
| ③ Eliciting and interpreting individual students’ thinking | Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to understand student thinking, including novel points of view, new ideas, or misconceptions; guide instructional decisions; and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student’s thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student’s ideas and methods. |
| ④ Diagnosing particular common patterns of student thinking and development in a subject-matter domain | Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning. |
| ⑤ Implementing norms and routines for classroom discourse and work | Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one’s thinking in detail. Teaching students what they are, why they are important, and how to use them is |



[http://creativecommons.org/licenses/by-nc/3.0/;](http://creativecommons.org/licenses/by-nc/3.0/)
© 2016 TeachingWorks • University of Michigan • 48109 • info@teachingworks.org

*These materials were authored by TeachingWorks. This content can be re-used in other work with attribution to the authors.

crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

- ⑥
Coordinating and adjusting instruction during a lesson
Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students’ needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.
- ⑦
Specifying and reinforcing productive student behavior
Clear expectations for student behavior and careful work on the teacher’s part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.
- ⑧
Implementing organizational routines
Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.
- ⑨
Setting up and managing small group work
Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.
- ⑩
Building respectful relationships with students
Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.
- ⑪
Talking about a student with parents or other caregivers
Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

⑫ Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.

⑬ Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

⑭ Designing single lessons and sequences of lessons

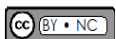
Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

⑮ Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

⑯ Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.



[http://creativecommons.org/licenses/by-nc/3.0/;](http://creativecommons.org/licenses/by-nc/3.0/)

© 2016 TeachingWorks • University of Michigan • 48109 • info@teachingworks.org

*These materials were authored by TeachingWorks. This content can be re-used in other work with attribution to the authors.

- ⑰ Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

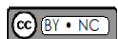
Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

- ⑱ Providing oral and written feedback to students

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

- ⑲ Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.



<http://creativecommons.org/licenses/by-nc/3.0/>;

© 2016 TeachingWorks • University of Michigan • 48109 • info@teachingworks.org

*These materials were authored by TeachingWorks. This content can be re-used in other work with attribution to the authors.