



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 few years, 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](#). 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. The list of stakeholder committee participants may be included in Appendix A. After this review, 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](#).

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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 (e.g., 8 additional weeks of student teaching required for special education content areas).

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

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.

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.

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 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:

² MARSE (R340.1782)

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

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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

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| <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 | <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 |

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| <p>authentic teaching experiences</p> <ul style="list-style-type: none"> • Can include the required hours for additional endorsements or grade bands | <ul style="list-style-type: none"> • 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) |
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Appendix E: Supervisory Expectations for Apprenticeship and Internship

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| <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 | <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 |

| | |
|--|--|
| <ul style="list-style-type: none"> Matched to a candidate through a collaborative process <p>Tasks</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 | <ul style="list-style-type: none"> Maintains current knowledge of effective supervision and feedback approaches Trained to reliably conduct an observational assessment of candidates <p>Tasks</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 |
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Appendix F: Multiple Endorsements at the Initial Preparation Level

| Preparation level | Content Area | Grade Band | Special Ed |
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| 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.

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