



# **Clinical Experiences Requirements**

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### **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

Since 2015, the Michigan Department of Education (MDE) has been collaborating 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 educator workforce ecosystem 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 students 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, key offices at the MDE, the Michigan Legislature, and the Governor's office. 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 is included at the conclusion of this document. 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).

### **Clinical Experiences for Initial Teacher Preparation**

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 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 Clinical Experiences

In alignment with national accreditation expectations, and to build candidate competence and marketability, it is expected that all programs provide teacher candidates a varied, 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 with students across the grade band in multiple settings that provide teacher candidates opportunities to work directly with a variety of learners who represent the cultural, linguistic, and socioeconomic diversity of Michigan’s diverse communities, including students who come from underrepresented or marginalized populations.

### Michigan Clinical Requirements

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. Apprenticeship spans from a candidate’s initial exploration of the teaching field through the completion of all required coursework. Candidate coursework during this time should address and provide clinical practice in the areas of classroom management, student development and growth, curriculum planning and instruction, building relationships with students, staff, and parents, and using feedback to improve performance. 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 Flex hours honoring candidate work 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.

### 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
<b>Apprenticeship</b>	30 hours <i>maximum</i>	70 hours minimum	200 hours can be used in Apprenticeship or Internship
<b>Internship</b>	No Exploratory hours	300 hours minimum	

## Apprenticeship

Apprenticeship begins when initial teacher preparation coursework connects to opportunities for candidates to explore and observe various grade levels and content areas of interest with the goal of choosing certification programs in those that resonate the most.

The Apprenticeship phase then moves to Student Contact Hours and requires incorporating more focused experiences that include time spent working directly with students and teachers in the grade band(s) and content area(s) of certification.

### Experiences in the Apprenticeship

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

Phase	Exploratory	Student Contact Hours	Flex Hours
Apprenticeship	30 hours <i>maximum</i>	70 hours minimum	200 hours can be used in Apprenticeship or Internship

**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 participating in guided and supervised teaching of individual students as well as small groups and whole classrooms; co-assessing and analyzing resultant student work leading to co-planning and co-teaching with a masterful mentor teacher; collaboration with education professionals; and intentional observation of masterful teaching with accompanying reflection and debriefing with a mentor or clinical instructor to connect the activities to the teacher preparation curriculum.

**Flex Hours** provide flexibility for PK-12 schools and teacher preparation programs. These 200 (maximum) hours can occur 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 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 Apprenticeship Mentor Teachers hold certification in the level or content area of a candidate for these experiences. They should hold a valid Michigan teaching certificate, teach in the area they are certified to teach, and 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.

**Clinical Instructor** describes the individual from a teacher preparation program who supervises and 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 co-planning curriculum activities for the candidate with the mentor, providing specific course and fieldwork information to the mentor, and acquiring mentor feedback for the candidate and the program.



## 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 300 Student Contact Hours.

### Required Clinical Hours for Internship

The following table outlines the time requirements for each experience.

Phase	Exploratory	Student Contact Hours	Flex Hours
Internship	No Exploratory hours	300 hours minimum	200 hours can be used in Apprenticeship or Internship

### Experiences in the Internship

The Internship must include opportunities for co-teaching with a mentor and/or solo teaching. 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 mentor are assessed, and how the preparation program will support the mentor by providing professional development on mentoring and candidate assessment.

**Internship Mentor Teachers** should hold a clear, valid Michigan 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.

**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 C 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 (except for special education) 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 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 K-12 special education earned at the initial preparation level require a minimum of eight weeks (240 hours) during the Internship in the area of endorsement. This requirement can be satisfied within the 300 minimum hours of the Internship.

K-12 Special education endorsements can be earned in three ways:

1. Initial dual endorsement with a general education content area:
  - 300-hour (minimum) Internship prioritizing the special education endorsement area (600 hours minimum total).
  - Assurances candidate has engaged in clinical experiences across the K-12 grade bands.
  - Minimum of 30 student contact hours in the general education content area. This time can be completed during the Apprenticeship, or Flex Hours can be used during the Internship.
2. Initial stand-alone endorsement without a general education content area (for approved expedited programs only):
  - 300-hour (min) Internship in the special education endorsement area (600 hours minimum total).
  - Assurances candidate has engaged in clinical experiences across the K-12 grade bands.
3. Additional endorsement added to an existing teaching certificate:
  - A first special education endorsement must include an 8 week or 240-hour student teaching internship regardless of teacher experience.

- Certified teachers can utilize their own classroom if they are currently teaching students identified in the endorsement area.
- Any secondary special education endorsements after the first must include at least 180 hours of student contact experience in the area of endorsement.

## **English as a Second Language (ESL) & Bilingual Education Endorsements**

PK-12 ESL (NS) and Bilingual Education (YA-YT) endorsements can be earned in three ways:

1. Initial endorsement paired with a core content area endorsement:
  - Minimum of 50 student contact hours (of the total 600 hours) with multilingual learners in the general education core content area. This time can be completed during the apprenticeship, or Flex Hours can be used during the Internship.
  - Assurances candidate has engaged in clinical experiences across the PK-12 grade bands with engagement with early childhood, early adolescence, and adolescence.
2. Initial stand-alone endorsement without a core content area pairing (for approved expedited programs only):
  - 300-hour (min) Internship in an ESL or bilingual education setting (600 hours minimum total).
  - Assurances candidate has engaged in clinical experiences across the PK-12 grade band with engagement with early childhood, early adolescence, and adolescence.
3. Additional endorsement added to an existing teaching certificate:
  - Refer to the following section on Post-Certification Additional Endorsement Requirements.
  - Assurances candidate's 30/50 hours of clinical experiences are student contact hours across the PK-12 grade bands with engagement with early childhood, early adolescence, and adolescence.

## **Multiple Grade Band Endorsements**

Additional grade band endorsements require documentation of 50 additional Student Contact Hours in the desired grade band to be completed late in the Apprenticeship or during 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.

- These teachers should complete a minimum of 30 student contact hours for additional content and 50 student contact hours for additional grade bands.
- Tier 2: Teachers who have completed 3 or more years of successful, current classroom experience.
  - Clinical experience requirements can be met through a collaborative process between the Educator Preparation Program (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.

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 C for a quick reference.

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.

## Appendices

### A: 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.

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

## B: Apprenticeship and Internship Requirements Quick Reference

<u>Apprenticeship Requirements</u>	<u>Internship Requirements</u>
<ul style="list-style-type: none"> <li>• <b>Maximum of 30 exploratory hours.</b></li> <li>• <b>Minimum of 70 Student Contact Hours (SCH)</b> beyond the Exploratory Hours.</li> <li>• Intentionally co-constructed with mentor.</li> <li>• Explicitly connected to coursework.</li> <li>• Increased candidate participation in and responsibility for PK-12 student learning.</li> <li>• Experiences before, during, and after the official school day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Minimum of 300 Student Contact Hours (SCH).</b></li> <li>• Includes co-teaching and/or solo teaching.</li> <li>• Co-teaching or Solo teaching involves:                             <ul style="list-style-type: none"> <li>○ Intern planning or co-planning lessons, engaging learners in authentic teaching, assessing student work, and using data to plan subsequent lessons.</li> </ul> </li> </ul>

## C: Multiple Endorsements

Preparation level	Content Area	Grade Band
<b>Initial Preparation: Multiple initial endorsements</b>	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.
<b>Additional endorsement post-certification</b> <b>Tier 1:</b> 1-3 years of experience, or experienced teachers 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.
<b>Tier 2:</b> 3+ years of successful, current teaching	<b>Either</b> Permit to teach in area with mentoring or support from PK-12 partners and the preparation program; <b>Or</b> 30 SCH prior to completing program.	<b>Either</b> Permit to teach in area with mentoring or support from PK-12 partners and the preparation program; <b>Or</b> 30 SCH prior to completing program.

## **D: Special Circumstances**

### Special Education Clinical Hours

- Special education endorsements earned through traditional and alternative routes require a minimum of 8 weeks of student teaching experience in the area of endorsement. These requirements are met fully during the Internship phase.
- Special education endorsements earned through traditional routes must be paired with a general education endorsement. It is recommended that the 300+ hour Internship placement focus on the special education endorsement.
  - Programs must also assure candidates have a minimum of 30 student contact hours (see Appendix C) in the general education content area in addition to the special education Internship prior to recommendation.
- Special education endorsements earned through approved expedited routes are not required to be paired with a general education content area.

### PK-12 ESL/Bilingual Clinical Hours

- ESL and Bilingual Education endorsements earned through traditional and alternative routes require clinical experiences working with multilingual learners. These experiences may occur within the Apprenticeship or Internship.
- ESL and Bilingual Education endorsements must be paired with a core academic content area endorsement. The Internship may be focused on working with multilingual learners exclusively or within the context of a core academic content area classroom.
- When earned via a traditional route, clinical experiences must be spread across the PK-12 grade band, providing opportunities to work with multilingual learners in early childhood, early adolescence, and adolescence. When earned via an alternative route, this distribution of hours is recommended as teaching assignments allow.
- ESL and Bilingual Education endorsements earned through approved expedited routes are not required to be paired with a core academic content area.

### Other important notes

- 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.



## E: Clinical Placement Tasks

<b><u>Apprenticeship Tasks</u></b>	<b><u>Internship Tasks</u></b>
<p data-bbox="201 281 799 428"><i>Activities in the Apprenticeship should include activities cohesively connected to coursework involving increased, supervised responsibility and participation in:</i></p> <ul data-bbox="201 436 799 1220" style="list-style-type: none"><li>• Intentional observation of masterful teaching Co-teaching with a masterful teacher.</li><li>• Guided and supervised teaching<ul style="list-style-type: none"><li>○ Whole class</li><li>○ Small group</li><li>○ Individual (tutoring or remedial work)</li></ul></li><li>• Co-planning with mentor teacher</li><li>• Co-assessing and analyzing student work.</li><li>• Collaborating with education professionals.</li><li>• Participating in Professional Learning Communities.</li><li>• Working directly with learners or other direct student contact.</li><li>• Opportunities to gain experience working with a wide range of contexts, modes of instruction, school environments, and student populations.</li></ul>	<p data-bbox="824 281 1354 394"><i>Activities in the Internship should include increased, supervised responsibility, accountability, and participation in:</i></p> <ul data-bbox="824 403 1414 1339" style="list-style-type: none"><li>• Planning for teaching and learning.</li><li>• Monitoring student progress.</li><li>• Assessing students informally and formally.</li><li>• Using data to inform instruction.</li><li>• Managing classroom climate and culture.</li><li>• Connecting with families and community.</li><li>• Reflecting on own growth and areas for improvement.</li><li>• Responding to feedback with an observable change in practice.</li><li>• Evidencing professional dispositions/creating professional identity.</li><li>• Supporting student needs and accommodation for engagement and learning.</li><li>• Designing and implementing equitable, culturally relevant instruction.</li><li>• Designing and implementing including instruction and differentiating instruction for students with exceptionalities (Special Education, ELL, At-risk, High Needs, Gifted).</li></ul>

## F: Supervisory Expectations for Apprenticeship and Internship

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

## **G: Special Certifications and Clinical Experiences**

Interim Teaching Certificate (ITC) clinical requirements.

Candidates utilizing an alternative route to certification program will earn an Interim Teaching Certificate (ITC) with designated content endorsements. Candidates must complete all alternative route program requirements, including clinical experience requirements, to transition all ITC endorsements to a Michigan Standard Teaching Certificate.

### **Candidates transitioning an ITC to a standard certificate must demonstrate:**

- A minimum of 3 years of successful teaching under the ITC.
- A minimum of 600 student contact hours in the grade band and content area of the primary endorsement on the ITC.
- A minimum of 30 student contact hours in each content area on the ITC.

### **Special Education ITC**

Candidates seeking special education endorsements must complete 8 weeks of directed student teaching within each endorsement area prior to adding the endorsement to the ITC. All above requirements also apply for transitioning special education endorsements from the ITC to a standard certificate.

### **Career and Technical Education (CTE) clinical requirements**

Candidates adding a Career and Technical Education (CTE) endorsement to a Michigan teaching certificate must complete a total of 30 student contact hours for the initial Classification of Instructional Program (CIP) code as well as any additional CIP codes.

## **H: 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.

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## **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

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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

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