



Student Teaching Handbook

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Student Teaching Overview

Student teaching is the capstone experience for students. Student teaching is an extended supervised field experience that requires a minimum of 14 weeks working full time in a classroom in a grade level and content area of preparation. The student teaching experience must include opportunities for co-teaching with a cooperating teacher and solo teaching hours. This involves the student teacher planning and/or co-planning lessons, engaging learners, assessing student work, using data to plan lessons, and enacting authentic teaching experiences.

Student teaching tasks and activities should include supervised responsibility and accountability. The student teacher is responsible for the following:

- Planning for teaching and learning
- Monitoring student progress utilizing formative and summative student assessments
- Assessing students informally and formally
- Using data to inform instruction
- Managing classroom climate and culture
- Connecting with families and community
- Reflecting on professional growth and areas for improvement
- Responding to feedback with observable changes in practice
- Evidencing professional dispositions/creating professional identity
- Supporting student needs and accommodating instruction for engagement and learning
- Designing and implementing equitable, culturally relevant instruction
- Developing classroom management skills
- Building relationships with children and colleagues
- Becoming a part of a school community
- Designing and implementing including instruction and differentiating instruction for students with exceptionalities (Special Education, ELL, At-risk, High Needs, Gifted)

Elementary, Middle, and High School Student Teaching Placements

During the culminating clinical experience of student teaching, student teachers are enrolled in IES 469 (9 credits) and IES 499 (3 credits) for their student teaching experience. While completing student teaching, the primary contact person for the student teacher and the cooperating teacher during the semester is the university supervisor. Placements are secured by the university field experience coordinator. Items listed below outline UM- Flint's placement policy.

- Student teachers cannot pursue their own placements. Doing so may be a violation of the professional dispositions.
- Student teachers will not be placed in the school(s) which they attended and/or from which they graduated.
- Student teachers will not be placed in schools where relatives attend as students or where relatives are members of the school staff.
- Student teachers will be under the direct supervision of the school and will be subject to the school's policies and regulations.
- Any change in the student teaching placement will require the approval of the principal, university field experience coordinator, university supervisor, and, in some situations, the program coordinator.
- All costs related to any background check or additional testing or clearances required by the school are the responsibility of the student teacher.

Early Childhood Student Teaching Placements

In addition to the above placement policies, B-K and B-3 student teacher candidates will have the opportunity to apply for approval to complete their student teaching in their current school/classroom (if employed prior to application for student teaching) or will be assigned a placement by the field experience coordinator. All placement details (including the confirmation of a cooperating teacher) will be made in cooperation with the school/program director or their designee. Items listed below outline UM-Flint's placement policy.

Placement requirements:

- Classroom of learners (ages 3-6),
- At least 2 students with IEPs in the class/group,
- Cooperating teacher assigned,
- Signed affiliation agreement between school/district and UM-Flint Office of Educator Preparation Programs.

Verification of placement requirements will be confirmed by the university field experience coordinator. If a requested placement is not approved, the student teacher will be assigned a placement by the university field experience coordinator. Student teachers are not responsible for finding their own placements.

Teacher of Record

The Education Department does not permit student teachers to be the teacher of record. This means that during the student teaching experience, a student teacher cannot be a long-term substitute or the primary teacher in a classroom.

Misdemeanor/Felony Conviction Form

The student teacher must complete the misdemeanor/felony conviction form the first week of the semester and submit it to the course instructor. The State of Michigan Department of Education (MDE) requires all student teachers to complete the misdemeanor/felony conviction form prior to the student teaching semester.

Student teachers who have a new conviction or one not previously reported will be required to provide the appropriate court documentation prior to beginning the student teaching experience. Upon disclosure of a charge or a conviction, the process outlined in the Education Department Student Handbook will be followed. Failure to do so will result in an automatic withdrawal from student teaching and possible termination from the teacher certification program.

***Note:** Should a student teacher receive a felony/misdemeanor conviction during the student teaching semester, they are required to report that to the university **within 10 days**.*

Graduation Application and Audit

Student teachers should monitor their program progress by regularly checking MyDegreePlan to ensure graduation requirements have been met. It is the student's responsibility to apply for graduation at the appropriate time. If you have any questions or concerns, please make an appointment with your academic advisor.

Roles and Responsibilities

Student teaching is a totally unique experience because it is "off campus" and in a different type of learning environment. It involves several individuals, thus making it highly dependent upon the cooperation of many different personnel. The student teacher, the cooperating teacher, the university supervisor, and course instructor are those most directly involved in the student teaching experience. Others, such as the building administrators or university faculty, also have contributions to make; but usually they are not as directly involved in the day-to-day scene. The responsibility for maximizing the student teaching experience is shared by many people. Each person must accept responsibility, recognize dependence on others, and be willing to share. Only then can the partnership truly be effective.

The Student Teacher

It is critical that you make a good impression right from the beginning. This is the time to begin building relationships with the cooperating teacher as well as other building personnel. You should take the time to do the following:

- Set up a time to meet your cooperating teacher before your placement begins.
- Note the physical layout of the classroom and building.
- Find out the number of students in the placement and discuss teaching objectives and philosophies.
- Begin to gather the necessary teaching materials.

You might also:

- Tour the building to become familiar with parking areas, offices, cafeteria, restrooms, the media center, and other important locations.
- Obtain a copy of the school handbook if one is available.
- Become acquainted with resources, academic supplies and other materials, which aid in instruction.
- Determine record keeping procedures for attendance and recording grades.
- Become acquainted with the climate of the classroom, the rapport between teacher and students, the messages conveyed via bulletin boards or displays, and overall classroom appearance.
- Determine the rules of the classroom that the cooperating teacher wants followed.
- Discuss general philosophies or characteristics of the district that may affect you.
- Discuss how the cooperating teacher will introduce you to the class.

At another meeting soon after (*that includes the university supervisor*), you should:

- In conjunction with the cooperating teacher and university supervisor, determine the lesson plan format to be used, textbooks, and the development of original units.
- Discuss how the cooperating teacher will provide daily feedback. Student teachers might consider keeping a daily log in which they and the cooperating teacher write questions or comments. Establish a regular and repeating time for having conferences. These conferences should exist for at least two reasons (many other topics may be discussed during the scheduled time):
 - Plans for teaching lessons; and/or
 - Reflection on what has been done, how things are going, the strengths you bring to the classroom, and the areas for further growth.
- Determine how you will meet the requirement for observations.

The activities in which you should engage during your student teaching experience have been outlined earlier in this document. Careful planning and thorough, organized preparation are critical as you begin to work on both short term and long term planning for each subject, the unique community, and the classroom context. Further description of the responsibilities of the student teacher are found later in this document.

The Cooperating Teacher

Being a cooperating teacher calls for a commitment to the profession of teaching and a willingness to give back to the profession. It also requires a realization that working with student teachers in a classroom setting is a teaching and learning experience for *both* the student teacher *and* the cooperating teacher. Therefore, a cooperating teacher should be intellectually curious, flexible, and have a strong capacity for empathy. Furthermore, a cooperating teacher must be committed to spending time with the student teacher planning with them and evaluating them. The cooperating teacher must be able to give and receive constructive criticism, and must demonstrate a reflective stance toward teaching practice and strive for continual growth in teaching practice.

Cooperating teachers:

- Must be certified and hold a clear credential in the discipline area they are mentoring.
- Have completed at least 2-3 years of successful PK-12 teaching with experience in the

discipline area or grade level.

- Demonstrated exemplary teaching practices.
- Exhibit the same dispositions we seek to observe in our student teachers.

Responsibilities include, but are not limited to:

- Becoming acquainted with the background of the student teacher and using information to help them grow as a professional.
- Preparing classroom students for the student teacher's arrival.
- Creating an atmosphere in which the student teacher has a feeling of belonging.
- Providing a desk or work table, textbooks, pertinent teacher guides, lesson plans and grade books, seating charts, school map or tour.
- Acquainting the student teacher with the physical layout of the school, school policies and procedures.
- Orienting the student teacher to the faculty, staff, school, and community.
- Acquainting the student teacher with the needs of the pupils, the curriculum, and various plans for instruction used in the school and classroom.
- Providing the student teacher with a schedule for staff meetings and other school events.
- Demonstrating a variety of teaching techniques and modeling what is considered "best practice."
- Encouraging the student teacher to contribute new ideas to use in the classroom.
- Communicating the amount of freedom the student teacher has in making decisions.
- Allowing the student teacher to use new methods and techniques.
- Discussing methods and procedures that can supplement existing classroom teaching strategies.
- Providing ongoing feedback to the student teacher.
- Offering suggestions on student teacher's lesson plans, and then monitoring the implementation of those plans.
- Completing both the university mid-term and final evaluations using the assessment format furnished by the university.
- Fostering an atmosphere in which reflection and self-evaluation are valued.
- Providing time for and maintaining communication with the university supervisor.
- Notifying the university supervisor immediately of any problems or potential problems so that they are quickly resolved.
- Approve attendance logs for teacher candidates.

Student Teaching Calendar

Student Teaching is a course offered to eligible students during the fall and winter semesters. Student teachers will begin their student teaching experience on the first day of the university semester. Student teachers will teach for a minimum of 14 weeks in their assigned classrooms with their cooperating teacher.

Student teachers follow the school district calendar where they have been placed, **not** the university calendar. In addition, student teachers will follow the district rules regarding when it is appropriate to request a sick day, a professional development day, or any other opportunities that would remove them from their assigned classroom. Please make all the necessary work and

childcare arrangements well in advance of beginning your student teaching experience. Both cooperating teachers and principals, as well as university faculty, expect that student teachers will be in attendance on the appropriate start date. It is also expected that student teachers will follow the school districts policies on when to arrive and leave school each day. In addition, it is good practice to arrive and leave school at the same time as your cooperating teacher.

The calendar below serves as a guideline for the activities a student teacher might be doing or what responsibilities the student teacher and the cooperating teacher might take on during a given week. A more detailed and time specific calendar will be provided to you as part of your coursework. All student teachers must complete a ***minimum of eight weeks of full responsibility for the classroom.***

	Cooperating Teacher Responsibilities	Student Teacher Responsibilities
Prior to Week 1	- Share necessary information: teacher contract hours, staff roles, school/classroom rules. - Share the expectations of teachers in the building: routines, procedures, appearance, professionalism, activities, and schedules. - Provide a tour of the building and surrounding facilities. - Introduce your Student Teacher to other school staff and administration.	- Ask about: teacher contract hours, staff roles, school/classroom rules. - Understand the expectations of teachers in the building: routines, procedures, appearance, professionalism, activities, and schedules. - Meet school staff and administration.
Weeks 1 & 2	You are the instructional lead. - Co-plan and share materials with your Student Teacher. - Collaborate with your Student Teacher to determine teaching strategies to use. - Model and share strategies around classroom management, classroom culture, and relationship building. - Communicate with families about the addition of a Student Teacher.	- Familiarize yourself with the classroom and school surroundings. - Collaborate with your Cooperating Teacher and learn about their practice. - Actively engage with students in the classroom. - Watch for a Meet & Greet sign-up from your University Supervisor.
Weeks 3 & 4	You are beginning to step away from being the instructional lead. - Co-plan and co-teach with your Student Teacher. - Gradually transfer responsibility class by class or subject by subject. - Gradually transfer responsibility for grading. - Continue to provide feedback and support your Student Teacher.	You will begin to lead a few subject areas. - Co-plan and co-teach with your Cooperating Teacher. - Gradually add responsibility class by class or subject by subject. - Take more responsibility for grading. - Attend school events.

Weeks 5 THROUGH 12	• Continue to provide guidance and support regarding classroom management, content, and standards. • Co-plan and support your Student Teacher in the role as instructional lead. You are still expected to be in the classroom while your student teacher is the instructional lead. • Continue to provide feedback to your Student Teacher. • Plan to complete the Student Teacher Evaluation and attend a Midterm and Final Consensus Meeting.	You are the instructional lead. • Co-plan with your Cooperating Teacher. <i>Ask questions!</i> • Collaborate with your Cooperating Teacher to determine best teaching strategies to use. • Plan and lead lessons independently. • You can now sub for your Cooperating Teacher for up to 10 days.*
Weeks 13 & 14	• Gradually take back the lead instructional role. • Create a schedule for your Student Teacher to observe other classrooms. • Complete the Michigan Department of Education end-of-program survey.	• Share and gradually give back the lead instructional role. • Continuing to co-plan and co-teach with your Cooperating Teacher. • Complete the Michigan Department of Education end-of-program survey. • Observe other classrooms. • Complete requirements for certification. Schedule MTTC. • Attend Future Teacher Academy.

*Inform your university supervisor if you sub for your cooperating teacher.

**Inform your university supervisor if you are ill.

School Hours and Duties

Student teachers are expected to follow the arrival and dismissal times established by the school district for its regular teaching staff and to follow the cooperating teacher's schedule (including any assigned lunch, bus, or playground supervision).

Attendance at all faculty meetings, parent-teacher conferences, in-service days, open houses, etc. is expected. Some evening meetings may be required depending on the district calendar. Student teachers are also strongly encouraged to become involved in extracurricular activities.

Attendance Expectations and Policies

Student teachers are expected to be at their placement every day and follow the district's school calendar. Expectations include:

- There are no vacation or personal days during student teaching.
- Student teachers must allow adequate time for arrival every day of the experience, arriving promptly, prepared, and appropriately dressed.
- Communicate with the cooperating teacher, well in advance, of any personal schedule changes.
- When a student teacher is ill and unable to be at school for the assigned day/time, they should call (or text, if approved in advance) the cooperating teacher at least one hour prior to the start of the school day to let them know of the absence. In addition, an email

should be sent to both the cooperating teacher and the university supervisor prior to your absence.

- If an absence happens while the student teacher is the lead teacher, they are responsible for providing the cooperating teacher with the lessons for the day.
- The student teacher will need to make arrangements to make up the missed hours.
- At no time should a student teacher leave the school premises during scheduled fieldwork, unless prior approval has been given.
- Additional professional development opportunities must be approved by your university supervisor and cooperating teacher.
- If the student teacher misses more than **two days** for extreme illness, the student teacher will be required to make up the missed day(s).
- Student teachers are allowed **three (3) excused** absences for death in the immediate family while student teaching. Evidence must be provided to the cooperating teacher and the university supervisor within one week of the death. The student teacher will be required to make up the missed day(s).
- One unexcused absence and/or two late arrivals, or the combination thereof, or more than five other absences will require a meeting with the program coordinator and may result in dismissal from the student teaching experience.
- Student teachers may be required to continue the student teaching placement past graduation or the end of the semester to make up for time missed (see Extending Student Teaching Time).

Extending Student Teaching Time

Under certain circumstances, the student teacher may be required to continue the student teaching experience beyond the university semester. This decision is made after a conference between the cooperating teacher, the university supervisor, the program coordinator, and the student teacher. The extension may be necessary because the student teacher has not yet achieved the expected level of competence. It may also be to make up days missed for holidays or snow days.

Substitute Teaching Policy

At the discretion of the university supervisor, the cooperating teacher, and the school district, the student teachers may substitute for their cooperating teacher after **four** weeks of successful student teaching. Student teachers are limited to **ten** days of substitution and may substitute only for their cooperating teacher. Prior to a student teacher being a substitute teacher, the student teacher must complete any paperwork required by the school district and inform the university supervisor.

Seminar Attendance

Attendance at seminar (IES 499) is non-negotiable. Please confer with your cooperating teacher at the beginning of the semester regarding the seminar schedule and inform them that you will not be on site during that time due to your seminar. If the school you are working in has a snow day, but the university does not, you will be expected to attend seminar.

Legal Issues and Student Teaching

Student teachers need to know their legal rights, responsibilities, and liabilities when in a classroom. Since local and state laws differ and change frequently, the student teacher must inquire with the school system regarding matters of reporting abuse, negligence, accidents, self-defense, corporal punishment, search and seizure, and administering medications.

If the student teacher is witness to an incident of the kind listed above, the student teacher must report *immediately* to the cooperating teacher and university supervisor. It is important that the student teacher thoroughly document any such incident which includes recording the time, date, place, names of those involved, and a brief accounting of the event. Documentation should be objective and accurate, avoiding personal opinions and judgments.

Gifts to Students

Student teachers consider giving gifts to students. In any of their field placements should consult with their cooperating teacher and follow the school's and district's rules about gift-giving.

School District Strikes

If the school district to which a student teacher is assigned is subject to a strike or work stoppage, the student teacher will not report for duty or be in or near the assigned building.

School Cancellations

Snow days and other weather-related decisions are based upon the safety of the students that travel to school. Student teachers should be prepared to go to school if school is open, even if UM-Flint's campus is delayed or closed.

Field Experience Evidence

The state of Michigan's expectation for continual improvement in the quality of teacher preparation, as well as our work towards national accreditation from the Council for the Accreditation of Educator Preparation (CAEP), requires us to systematically and regularly assess our teacher preparation programs. The data we are required to collect includes, but is not limited to, key unit and program level assessments, field experience evaluations, and tracking field experience hours. The UM-Flint Education Department utilizes this data to determine how to improve programs, curriculum, and overall operations.

For these purposes, the Education Department is using Canvas to provide a centralized repository for certain required assessments, as well as the evaluations of student teacher fieldwork conducted by the faculty, cooperating teachers, and university supervisors. By using this system, the Education Department can regularly assess and accurately synthesize the work that is done to prepare student teachers.

Student teachers use Canvas in courses where key assessments, field evaluations, and tracking field experience hours are used. They are provided with information regarding field experience

evidence during their orientation to the program and receive training within the context of certain courses and field experiences.

During the student teaching experience, the evaluations that need to be completed in Canvas are the following:

1. Student Teacher Evaluations: Mid-term and Final
 - These assessments show the student teacher is able to demonstrate application of knowledge of learners and learning. The mid-term student teaching evaluation is completed by the cooperating teacher and university supervisor 6-8 weeks after the first day of the student teaching experience. The final student teaching evaluation is completed by the cooperating teacher and university supervisor at the end of student teaching.
2. Impact of Teaching Practice on Student Learning (Capstone)
 - This assessment demonstrates that student teachers are able to apply knowledge of learners and learning in the classroom.
3. Field Experience Hours
 - During this experience, the student teachers engage with practicing professionals in the field and learn from those professionals. This experience includes a *minimum of 300* hours in the cooperating teacher's classroom. The student teacher completes the field experience hours form based on their field experiences and the amount of time completed. The cooperating teacher and university supervisor must approve the field hours documented on the form.

Finishing Student Teaching

Michigan Department of Education (MDE) requires an **End-of-Student-Teaching Survey** that must be completed by the student teacher as a part of student teaching requirements.

After graduation, UM-Flint will send surveys to graduates to determine employment information and collect further information in order to improve programs. *When you graduate please leave a non-UM-Flint email address with the certification officer and the university field experience coordinator.*

Ethics and Code of Conduct

All student teachers are required to follow the Michigan Code of Educational Ethics and the University of Michigan-Flint Code of Student Conduct.

- Link to Michigan Code of Educational Ethics:
<https://www.michigan.gov/mde/services/ed-serv/educator-conduct/michigan-code-of-educational-ethics>
- Link to Code of Student Conduct:
<https://www.umflint.edu/deanofstudents/code-of-conduct/>

In addition, student teachers are responsible for knowing, and are expected to follow, all district level policies.

Remediation or Removal from Student Teaching

In some situations, the issues that arise during student teaching are so egregious that immediate removal from the student teaching placement is required. Depending on the issues surrounding such circumstances, the cooperating teacher, the university supervisor, the program coordinator, and/or the student teacher may initiate resolution of the issue. Outlined below are the protocols to follow, depending on who is initiating the concern and the nature of the concern.

Student Teacher

If a student teacher identifies an issue with the cooperating teacher, they should first work to resolve the issue with the cooperating teacher. Additionally, if a student teacher identifies an issue with the university supervisor, they should first work to resolve the issue with the university supervisor.

If the issue with the cooperating teacher persists, the student teacher should meet together with the cooperating teacher to work to resolve the issue. If the issue continues to persist then the student would meet with the university supervisor and the course instructor. The university supervisor and course instructor may bring the program coordinator in to consult on the issue. If the issue remains unresolved, the student teacher should meet with the chair of the education department.

If these steps still do not resolve the issue (or if any of the above individuals deem that the placement is unsatisfactory), the student teacher, the cooperating teacher, the university supervisor, the program coordinator, and the field experience coordinator, will convene to discuss the issue. The results of this meeting may include any of the following:

- a plan to resolve the issue, including a course of action;
- reassignment for the student teacher; and/or
- the choice of the student teacher to withdraw from student teaching.

Should the student teacher choose to withdraw from a student teaching placement after the placement has begun, they should follow the usual and customary policies of dropping a course at UM-Flint. The student teacher may be allowed to apply for student teaching again in a subsequent semester.

Cooperating Teacher, University Supervisor, Course Instructor, Field Experience Coordinator, or Program Coordinator

If a cooperating teacher, a university supervisor, the program coordinator, or field experience coordinator identifies an issue, and cannot successfully work with the student teacher to resolve the problem, then that individual should call a meeting between the cooperating teacher, the university supervisor, the program coordinator, and if appropriate the field experience

coordinator. The university supervisor or course instructor will lead the process of identifying the issue and will document the following in an expectation or remediation plan.

The expectation or remediation plan may include:

- the course of action the student teacher will need to take to address the issue;
- the time the student teacher has to demonstrate progress toward addressing the issue;
- the criteria used to assess the student teacher's progress toward addressing the issue; and
- the people who are responsible for assessing the student teacher's progress.

There then must be a meeting with the student teacher to address the issue and outline the expectation or remediation plan.

Should a student teacher not demonstrate progress toward addressing the issue, then the student teacher, the cooperating teacher, the university supervisor, the program coordinator, should convene a second meeting to discuss the issue. The results of this meeting may include any one of the following:

- a remediation plan, following the steps outlined above;
- reassignment of the student teacher; and/or
- the student teacher's removal from student teaching with a failing grade.

The student teacher may appeal the decision by following the grievance procedure outlined in the university [catalog](#).

The School District Administration

If school administration, either at the building or district level, requests that a student teacher be removed from a student teaching assignment, that student teacher will not be allowed to remain in that particular assignment. The administration, in consultation with the cooperating teacher, must document the issue that is the basis for the withdrawal request.

In consultation with the cooperating teacher, the university supervisor, the course instructor, the program coordinator, and in some instances, the school administration, will make a careful assessment of the situation in order to recommend future eligibility for student teaching.

The University Supervisor

Being a university supervisor calls for flexibility, the capacity to take on multiple perspectives within any given moment, and the capacity to simultaneously engage from the standpoints of the student teacher, cooperating teacher, and administrator. The university supervisor is the catalyst for encouraging the student teacher to develop a broader point of view of teaching through critical reflection on teaching practice. A university supervisor is a representative of the university and should support the university's commitments to teacher preparation. This means that the university supervisor is an advocate for the student teacher and acts on the student teacher's behalf, serving as a diplomatic liaison between the student teacher and the cooperating teacher.

Specific responsibilities of the university supervisor include:

- 1) Help student teachers and cooperating teachers develop an understanding of the expectations of the university's teacher preparation program.
- 2) Provide pertinent materials from the university to the cooperating teacher, such as evaluation forms and instructions on how to complete tasks into Canvas.
- 3) Aid the student teacher in understanding the policies of the school district and the cooperating teacher.
- 4) Conduct at least four on site visits/observations of the student teacher, according to the following format:
 - Schedule an observation day and time.
 - Obtain lesson plan from student teacher prior to observation.
 - Observe the student teacher, keeping an anecdotal record of the lesson.
 - Discuss the lesson with the student teacher following the observation, helping the student teacher to develop plans for improving areas of instruction.
 - Provide the student teacher and the university with copies of each observation report.
- 5) Conduct a mid-term and final conference together with the student teacher and the cooperating teacher, entering their mid-term and final conference results into Canvas.
- 6) Approve and/or deny hours documented on the field experience hours form.
- 7) Provide careful documentation of the student teacher's progress to the appointed university faculty administrator.
- 8) Assign final grade for student teacher in collaboration with the cooperating teacher following the final conference.

Checklist & Instructions for the Recommendation of your STANDARD Teaching Certificate

Please be sure to **read this information completely and keep it in a safe place for future reference**. It is your responsibility to ensure that you have completed all your degree and certification requirements. This list will provide you with the necessary steps towards the Standard Teaching Certificate. Information is also included to help you advance toward your Professional Education Certificate later in your career.

- MTTC subject* area test(s) must be passed before applying to the Michigan Online Educator Certification System (MOECS) for your standard teaching certificate.

***NOTE:** Elementary education candidates must have a passing score on the **Elementary Education MTTC exam(s) for the appropriate grade band(s)**. Failure to complete the certification requirements within 5 years may result in additional coursework.

***NOTE:** Secondary education candidates must pass the MTTC test in their major. Candidates can waive certification in their minor area if they have attempted but not passed the MTTC subject area exam for their minor at least one time. If your minor is waived, you have 5 years from your date of graduation to take and pass the subject-area exam for your minor and to apply to have the minor endorsement added to your certificate. The "Minor Waiver" form is available from the UM-Flint Education Department. Failure to complete the certification requirements within 5 years may result in additional coursework.

- **FIRST AID and ADULT/CHILD CPR** active certification cards issued by one of the Michigan Department of Education-approved agencies only: American Heart Association; American Red Cross; American Safety and Health Institute; Emergency Care and Safety Institute; Medic First Aid; or National Safety Council. **No online courses** are accepted for the CPT skills portion of the class. Copies of your certificates must be submitted to the Education Department before applying for your teaching certificate. First Aid/CPR certificates can be emailed to the Certification Officer or delivered in person to the Education Department.
- Report **HONESTLY** all felony and misdemeanor convictions (regardless of how long ago) when applying on the Michigan Online Educator Certification System (MOECS). If you have a conviction of any kind, you are required to provide a Judgment of Sentence and Register of Action for each offense from the court to the UM-Flint Education Department. New information must be reported within 10 days of the offense.
- A Bachelor's degree is awarded by the Registrar's Office. Awarding of your degree normally occurs 5-30 days after the end of the semester. A Post-bachelor candidate (previous degree, earning certification only) must complete all program requirements.
- When the above items are complete, apply using MOECS. See the next page for instructions on setting up your MOECS account. The UM-Flint Teacher Certification

Officer will be notified that you have applied and will contact you if additional information or documentation is needed to approve your application.

***NOTE:** MOECS is used both for state credentialing and for university tracking, and those are separate steps. Registering for a MOECS account (creating your profile) is required early in the program so UM-Flint can match your records and include you in candidate tracking; this is not an application for a certificate. Applying to MOECS is a later, separate action you complete when you are eligible to receive your teaching certificate and/or add endorsements, after program and testing requirements are met.

Please NOTE that the initial Standard Teaching Certificate is valid for 5 years. Teachers can renew their Standard Teaching Certificate every 5 years by meeting the current State Requirements. To progress to the next-level certificate, the Professional Teaching Certificate, candidates must complete three years of successful teaching, 150 hours of professional learning (or a relevant master's/higher degree), and specific reading coursework. The application must be submitted through the Michigan Online Educator Certification System (MOECS).

Questions regarding certification should be directed to:

Emily Wilson
Certification Officer
The University of Michigan-Flint
Department of Education
430 French Hall
Flint, MI 48502

(810) 762-0642
eowilson@umich.edu

CERTIFICATION INSTRUCTIONS FOR TEACHER CANDIDATES GRADUATING FROM THE UNIVERSITY OF MICHIGAN-FLINT

****PLEASE FOLLOW THESE DIRECTIONS CAREFULLY****

If you are a candidate for teacher certification, you will need to initiate the certification recommendation process by self-registering with the Michigan Online Educator Certification System (MOECS) as soon as your degrees are posted by UM-Flint. After you have self-registered, you will be able to log on to MOECS and apply for your teaching certificate. The application will be submitted to UM-Flint as your recommended university. Once your application has been approved by UM-Flint, the recommendation for certification will be submitted to the Michigan Department of Education, and a “payment pending” link will be added to your MOECS account. Once you click the link and pay your certification fee online, you will receive a PDF version of your teaching certificate. The State of Michigan no longer mails a paper copy. Please visit <http://www.michigan.gov/moeecs> for continued updates and more information on MOECS.

TO REGISTER WITH MOECS, PLEASE FOLLOW THESE STEPS:

Step 1: Create a Michigan Education Information System (MEIS) Account

Visit <https://mdoe.state.mi.us/meis/Login.aspx> and follow the links on the screen to create a Michigan Education Information System (MEIS) account. When you complete the MEIS registration process, you will see a screen with your account ID, login, and temporary password. Follow the link listed at the bottom of the screen to set your MEIS password. **Be sure to print out or keep documentation of your MEIS account information for future reference.**

Step 2: Register with MOECS

Once you have established a MEIS ID, please visit <http://www.michigan.gov/moeecs> and, on the login screen, sign in with your MEIS user ID and password, then follow the steps to self-register with MOECS. On the registration page, you will be asked to provide your MEIS account number, which is included in the email that you received from MEIS.

Step 3: Apply for a Certificate in MOECS

Once you have successfully signed in with MOECS, you will be asked to complete the demographic information, and once it is saved, you will see the links in the left navigation panel. Choose the link that is appropriate for you and follow the steps to complete your application.

Step 4: University/College review/approval

After you have applied for your certificate, your application will be submitted to the institution that you identified in the application process via MOECS for review and approval.

Step 5: Online Fee payment

Once your application is approved by the institution in MOECS, you will receive an email with a link for you to pay the fee online using a credit/debit card, or you can do so by logging into MOECS using your user ID and password, and clicking on the “pending payment” hyperlink on the home page.

Step 6: Issuance of Certificate

Once the fee is paid, your application will be approved by the Michigan Department of Education, Office of Professional Preparation Services (OPPS), and you will receive a PDF version of your teaching certificate. You can print as many copies of your certificate as you would like. The MDE **no longer mails** a paper copy of teaching certificates.

If you are having any difficulties with the registration process, please contact the Office of Professional Preparation Services at 517-373-331