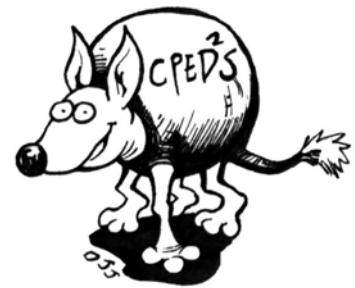


CPED²S Manual for Students

*An Introduction to the
Initial Teacher Preparation
Program at Eastern Michigan
University*



CPED²S stands for Caring Professional Educators for a Diverse and Democratic Society. **CPED²S** is the conceptual framework for the initial teacher preparation program at EMU.

This document was updated on August 1, 2008 and is being shared with initial-level teacher candidates through their LiveText accounts and various Web sites. Important information about your program is available within this manual.

Welcome to Eastern Michigan University's Teacher Preparation Program!



Welcome!

This document will help you understand important information about how your program is organized, how you will be evaluated and other information that will be important to you as a prospective teacher. The document is divided into three sections: 1) information on program organization and assessment, 2) information on teachers' legal responsibilities, and 3) information on advising. Be sure to read the information carefully. It will help you move smoothly through your program and into the beginning of your teaching career.

The teacher preparation program is housed in the College of Education. Faculty and staff members in the Department of Teacher Education and the Department of Special Education are involved in your development as a professional educator. The preparation of teachers also involves faculty and staff from four different colleges across campus: Education, Arts & Sciences, Health & Humans Services, and Technology. Preparing teachers is a campus-wide collaborative effort at EMU.

If you have questions about the information in this document, please ask an appropriate advisor within your program. Physical Education advisors are available in the School of Health Promotion & Human Performance (318 Porter, 487-0090). Special Education advisors are available in the Department of Special Education (128 Porter, 487-0030). If you are preparing to be an early childhood, elementary or secondary education teacher, you should attend a group advising and then make an appointment with an individual advisor. Group advising information is available at <http://www.emich.edu/coe/oas/gradvise.html> and through www.emich.edu/coe/advising or by calling 487-3260. Faculty advisors are available in the Department of Teacher Education in 313 Porter (487-3260) after you have attended group advising. Advisors for secondary education majors and minors are available in various departments across campus. If your major is English Language, Literature and Writing Teaching, for example, your major advising takes place in the Department of English Language & Literature in Pray-Harrod Building.



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Teacher Preparation at Eastern Michigan University

As part of the teacher preparation program at Eastern Michigan University, you are part of a long and important tradition. Since 1849, Eastern



In Eastern Michigan University's Teacher Preparation Program, you are part of something important!

Michigan University has been a leader in preparing teachers for the nation's schools. EMU is known for numerous firsts. For example, EMU was the first teacher-training institution west of the Alleghenies and sixth in the nation. EMU was the first teacher training institution in the country to prepare teachers for "handicapped children" and first to prepare teachers of physical education.

This history of quality education continues today. In 1948 EMU was among the first group of institutions accredited by the organization that has evolved into the National Council for Accreditation of Teacher Education (NCATE). Today, all professional education programs at EMU are accredited by NCATE and approved by the Michigan Department of Education. Many programs hold an additional national recognition. For example, EMU is recognized by the National Council of Teachers of Mathematics (NCTM), the Council for Exceptional Children (CEC), the International Reading Association (IRA), the National Association for the Education of Young Children (NAEYC) and several others.

EMU has come a long way since the first graduating class in 1854 which consisted of three students. Throughout the decade of the 1990s and continuing into the 21st century, EMU has been one of the largest producers of professional educators in the nation. EMU's graduates are highly sought by school districts and other employers.

Our alumni/alumnae have achieved many recognitions and positions of prominence. EMU educator preparation programs have hundreds of distinguished alumni. By 2006, 25 had won the \$25,000 Milken Family Foundation National Educator award for outstanding teaching, more than any other institution in the country. A graduate was named as one of the top 23 teachers in the country by *USA Today*. Other professional education program alums have gone on to serve in the U.S. Congress, to be president of a major university, and even to win the Pulitzer Prize!

Many graduates are recipients of major state awards including *Michigan Student Teacher of the Year*. In 1996, the state *Teacher of the Year*, the *Elementary Principal of the Year*, the *Secondary Principal of the Year*, and the *Superintendent of the Year* were all EMU alumni. Our alumni continue to win awards to this day.

You are an important part of the Eastern Michigan University's tradition. In the teacher preparation program we understand that our influence can shape the nation. As one of the country's largest preparers of professional educators, we make a significant difference in the quality of schools and teachers nationwide. In turn, these educational professionals influence the happiness, success, and growth of children and youth numbering in the hundreds of thousands every year. We want the very best for them, and for you. It will not be easy, but when you complete your program you should be a professional educator ready to take your place among EMU's distinguished alumni. *You will become a caring professional educator prepared to work in a diverse and democratic society.*

Understanding Your Program

What do I need to know?



Your program has three components. You will complete *general education courses*, a *major* and a *minor* (or three

minors), and your *professional education sequence*. In order to move through your program in the most efficient possible manner, it will be important to keep program information in an accessible place. Seek advising from an appropriate advisor when you have questions or concerns. Plan ahead. Maintain good personal records.

Understanding the courses and experiences you will complete is only *part* of understanding how the teacher preparation program is organized. Just like the curriculum you will develop as a teacher, the teacher preparation program is organized around key ideas and outcomes. They answer two important questions:

- What do you need to understand?
- What do you need to be able to do?

Eastern Michigan University's teacher preparation program has a *conceptual framework*. The conceptual framework is made up of key ideas that support everything we do.

Caring Professional Educators for a Diverse and Democratic Society

CPED²S encompasses many important ideas. It provides a vision of who we expect you will be when you complete your program.

Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high developmentally appropriate expectations for all students. **Professional** educators are **knowledgeable** regarding content and pedagogy, including developing **technologies**. They are **reflective** in their practice, taking into account a wide variety

of factors in planning, implementing, assessing and modifying teaching. They demonstrate **professional dispositions and communication skills**.

Educators for a diverse and democratic society celebrate **diversity** in schools and communities. They plan instruction to reflect a diverse society and work effectively with diverse students, parents and community members. They prepare students for active participation in a **democracy** by nurturing critical thinking, creative thinking and problem solving within communities.

The words in bold represent key concepts you will see reflected throughout your program. The concepts will be taught and assessed in many courses and in your student teaching experience. If someone asks what you are learning at EMU, you can say,

“I’m learning to be a caring professional educator for a diverse and democratic society.”

One of the most important questions any teacher must ask is, “How will I know when my students are learning?” In the teacher preparation program, we ask that question too. In general, educators answer that question by deciding what students must be able to do to demonstrate their learning. Depending on the context, these may be called standards, benchmarks, outcomes, or objectives. In each case they answer the question, “What should students be able to do?”

What does a good teacher have to be able to do?



Following are the outcomes and benchmarks for students in the initial teacher preparation program at Eastern Michigan University. The outcomes (numerals) are the broad statements and the benchmarks (letters) are the more specific behaviors listed beneath each outcome. You will be evaluated on these standards throughout your program. When you complete your program, you will have demonstrated your competence in each outcome and benchmark.

EMU Teacher Preparation Outcomes and Benchmarks

1. **Caring** educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.
 - A. Set realistic high expectations for learning and persist in helping all students to reach them.
 - B. Develop K-12 student cooperation, interpersonal skills and self-esteem in a safe environment.
 - C. Know the importance of interacting positively with K-12 students and their families.

2. Professional educators are knowledgeable regarding content, pedagogy, and educational technologies.

- A. Understand the central concepts, tools of inquiry and structures of the disciplines he or she teaches. (Content)
- B. Have knowledge of district, state and national curriculum standards or documents.
- C. Establish learning goals that are appropriate for K-12 students and emphasize critical thinking, creativity and problem solving.
- D. Understand the theoretical and applied aspects of the teaching-learning process. (Pedagogy)
- E. Create meaningful learning experiences that are appropriate for K-12 students and guide students to successful achievement of critical thinking, creativity and problem solving goals both within and across disciplines.
- F. Design activities using a variety of instructional strategies.
- G. Use traditional and alternative assessment strategies continuously to ensure K-12 student learning and refine teaching practices.
- H. Use instructional technology to enhance learning and personal/professional productivity.

3. Professional educators are reflective in their practice.

- A. Consider a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).
- B. Use systematic means to examine the relationship between teaching actions and student success.

4. Professional educators demonstrate professional dispositions and communication skills.

- A. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well being.
- B. Communicate clearly and effectively in interpersonal situations.
- C. Communicate clearly and effectively in writing.

D. Understand the ethical dimensions of teaching in a culturally diverse democratic society.

E. Demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

5. Educators for a *diverse and democratic* society celebrate *diversity* in schools and communities. They prepare students for active participation in a *democracy* through nurturing critical thinking, creative thinking and problem solving within communities.

A. Adapt instruction and assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.).

B. Create opportunities to encourage K-12 students to value and respect diversity.

C. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.

D. Clarify, monitor and assist K-12 students in achieving standards of student conduct in a democratic environment.

These outcomes are not just words on a piece of paper—they describe who you should be when you leave EMU and begin your teaching career. Read them over carefully. Think about what they will mean to you and how you will need to grow and change to become the person they describe. As you consider a teaching career, remember that you will be taking charge of the most precious of our nation's resources—its young people. Those students need the very best teachers possible, and we will work hard to help you become one of those teachers.

Does any of this really matter?



Assessment of Your Knowledge and Skills for Teaching



How will you know if I can do all of those things?

Like many schools and institutions, EMU's teacher preparation program is involved in *performance-based assessment*. The National

Council of Accreditation for Teacher Education (NCATE), our accrediting agency, requires that we demonstrate not just what we've taught but what *you* can do--how

we guarantee that *every* prospective teacher has mastered particular knowledge and skills.

The teacher preparation outcomes are assessed in many ways. Grades in general education courses, scores on state tests, field experience assessments, and student teaching evaluations are among the many assessments throughout your preparation. In addition, there are special assessments that have been created to measure your knowledge and skills as you move through the program. Whereas most assessments in classes are developed by a particular professor and used just by that individual, these assessments are shared by all the instructors of a particular course. There are two types of shared program assessments, 1) cognitive assessments (dealing with things you must know and be able to do) and 2) evaluations of professional behaviors (dispositions dealing with your attitudes, values, and habits-of-mind). This section will describe the cognitive assessments. Professional behaviors will be discussed in the following section.

Most of the courses in your professional sequence will contain at least one gateway

What will I be expected to do?



assessments. These gateway assessments are required in every section of the course. Some courses in your major or other required courses may contain shared assessments as well. You must pass each gateway assessment in order to pass the course in which the assessment is given, even though the shared assessments are not intended to be the only assessment in the courses. In some cases the instructors may choose to expand on these assessments. You should not feel concerned if your assessment differs from that in other sections, as long as the required elements and rubric are included.

These assessments will be collected in order to help you develop as a professional and to help EMU maintain its reputation for excellence. We are using the LiveText system as our method for collecting, documenting, and reporting on these important assessments (see <http://www.emich.edu/coe/livetext/>). You will be able to use the LiveText system as your own professional portfolio to document your development as a professional educator and share that information with prospective employers. The cognitive assessments are designed to demonstrate how you use core information from your teacher preparation courses in complex ways. When you take your assessment course you will learn that this type of assessment can be called a *performance assessment*, because you are not asked just to recall or repeat information but to use it in some way. Performance assessments are usually evaluated using a *rubric* that outlines the criteria that will be used to judge the performance. These directions and rubrics will allow you to know what you must be able to do by the end of the term and how it will be judged. At the end of your program, these assessments will allow you to demonstrate your proficiency in a number of areas and document your preparation to be a certified teacher.

The gateway assessments and rubrics allow EMU to maintain and enhance its academic standards and ensure that our prospective teachers get the best quality education possible. Each step along the way will demonstrate your progress toward the knowledge and skills you need to be a successful teacher. Your accumulation of documents in LiveText, along with work you do outside of LiveText, will demonstrate what you can do as a new teacher and should be something in which you can take pride.

The following section briefly describes the shared current cognitive assessments for elementary and secondary education students. The assessments may change during the time you are completing your program, but the same outcomes should be assessed. In some programs of study you may not be required to take all the courses listed below. In those cases you would not be required to complete the assessments. Your professors will need to assess the outcomes that are required for your specific program.



Caution!
Gateway
assessments
ahead

EDPS 322 Human Development and Learning Many students will have their first experience with a shared performance assessment in EDPS 322. In EDPS 322 you must complete a group diversity project examining the role of six variables in development and learning. In this assessment you will demonstrate your understanding of the ways learning and development vary across individuals, allowing you to plan appropriate learning goals and experiences. You also will demonstrate your ability to work and plan effectively in a group.

SOFD 328 Schools for a Diverse and Democratic Society In SOFD 328 you will complete an analytic writing assignment. This assignment may take many forms and may be completed over one large or several smaller pieces of writing. In all cases you will have the opportunity to analyze the purposes of schools in a democratic society and articulate your position on ethical issues presented to teachers in our society. Because effective written communication is essential for teachers, this assignment will be graded on both the content of your writing and the effectiveness and technical accuracy of your communication.

CURR 304/305 Curriculum and Methods All students in CURR 304 and 305 must prepare a teaching unit and write reflections on the unit using three planning questions. Required components for your teaching unit are:

- Rationale
- Classroom composition
- Content analysis/Content standards
- Outcomes/Objectives
- Unit pre-assessment
- Lesson plans including differentiation and use of technology

- Other assessment plans (may be from EDPS 340)
- Family and community involvement
- Culminating experience
- Bibliography and resources

Responses to the three required planning questions also are required. Instructors are free to add requirements as appropriate. This complex assignment reflects multiple outcomes including analyzing content, teaching to state/national standards, the use of varied appropriate instructional strategies, higher level thinking, curriculum differentiation, family/community involvement, assessment plans, clear written communication, and reflective thinking.

EDPS 340 Introduction to Assessment and Evaluation In EDPS 340 you will prepare an assessment plan. The goal of the plan is to demonstrate your mastery of assessment techniques by developing an assessment plan for a specific topic and grade level. The plan includes a teacher made test, an authentic/performance assessment, and other assessment components. You also will demonstrate your ability to analyze data in order to make judgments about student learning. Programs in special education, physical education, and music education have their own assessment courses that are different than EDPS 340.

EDMT 330 Instructional Applications of Media and Technology In EDMT 330 you will create an electronic portfolio based on the Seventh Standard for Entry Level Michigan Teachers. The portfolio will demonstrate both your ability to use educational media and technology to enhance student learning and your ability to use educational media and technology to enhance personal and professional productivity. Programs in special education, physical education, and art education have their own technology courses that are different than EDMT 330.

Reading (RDNG) Courses Shared assessments also are completed in RDNG 311 (for secondary education) or RDNG 310 (for elementary education). These will allow you to complete a variety of literacy activities appropriate to your grade level. You will also demonstrate your ability to adapt instruction to the needs of individual learners.

FETE Courses and Other Pre-Student Teaching Field Experiences FETE (Field Experience in Teacher Education) courses are designed to allow you to put theory into practice. They also are intended to help you practice the reflection about your teaching that will be essential as you become a professional educator. The “analysis of student learning” activities will be assessments in the 300 and 400 level FETE courses. These will demonstrate your ability to plan instruction based on your analysis of individual student learning. FETE classes will also provide you with the opportunity to demonstrate your professional behaviors. Programs in special education, physical education, and music education have their own set of pre-student teaching field experience requirements that are similar to FETE courses.

Student Teaching The most important performance assessment in your program is student teaching. The gateway assessments for student teaching include your student teaching evaluation by your cooperating teacher and university supervisor and your student teaching unit. In your student teaching unit you will teach and assess a unit of instruction. You will be required to demonstrate that when you teach, students learn. This, of course, will be the core of your success as a teacher. In student teaching you will also demonstrate your professional behaviors and communication skills in real-world situations.

As indicated above, each assessment is an important milestone in your path to becoming a teacher. You must

complete each one successfully in order to move to the next stage in your program. Your collection of gateway assessments will also play an important role in your student teaching experience.

Collectively, these assessments contribute significantly to accreditation and continuous improvement of our programs. We learn how to better prepare teachers from these assessments. In turn, we can improve the teacher preparation program at EMU.

How will these assessments be used?



Assessment of Your Professional Behaviors (Dispositions)

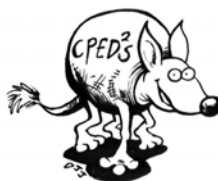
Teaching is more than knowing the content or being able to plan effective lessons. In addition to these vital skills and knowledge, teachers must

also have the attitudes, values, and habits-of-mind that will allow them to be successful caring professionals. This entails more than loving children. Teachers must have the ability to develop positive relationships with students, parents, and colleagues and to serve as models of mature adulthood to the students in their charge. They must be able to work effectively in a collaborative school environment with students and adults from diverse backgrounds. As an institution that prepares teachers, we have the responsibility to teach, model, and assess both your

knowledge of academic content and the professional dispositions that will affect your likelihood of success.



Benchmark 4E of the Teacher Preparation Outcomes and Benchmarks states that a successful student "demonstrates professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus." This is the way we have defined the



What are professional behaviors? What are dispositions?

dispositions of a “caring professional educator.” These dispositions include such characteristics as the following:

1. **Adherence to professional ethics:** demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.
2. **Collaboration:** works effectively with professional colleagues and other adults
3. **Commitment to diversity:** values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. **Commitment to teaching:** values the profession of teaching; believes one can make a difference; enthusiastic attitude regarding schools, teaching, students, and parents
5. **Emotional maturity:** deals with frustration appropriately, poised and professional in demeanor
6. **Initiative:** independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems
7. **Responsibility:** attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments
8. **Responsiveness to professional feedback:** receptiveness and responsiveness to professional feedback
9. **Self-reflection:** reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching
10. **Student focus:** focuses professional decision-making around student needs rather than personal preference, respects students as valued human beings

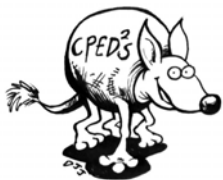
As you will learn in your assessment class, affective variables like attitudes, values, or dispositions are more difficult to assess than cognitive outcomes. We can not directly measure your dispositions. We can, however, assess the behaviors that indicate dispositions. If, for example, we wanted to assess an individual's attitude toward reading we could ask the person whether or not he or she liked reading. But that measure might be suspect because the person might give us the response he or she thinks we are looking for. A more accurate measure might be to observe the person to determine whether he or she chooses to read during free time, whether he or she ever talks about books, and the kinds of comments he or she makes. Since any one observation could be explained in many ways, it would be important to observe the behaviors under several different circumstances over a period of time.

We use a similar approach to assess your progress toward professional behaviors at several stages in your professional education sequence. The three key sources of assessment information regarding professional behaviors are: 1) observations from professors, 2) observations from cooperating teachers in whose classrooms you participate in field experiences (i.e. FETE) activities, and 3) observations from your cooperating teacher and university supervisor during student teaching. We will also ask you to self-evaluate your professional dispositions at the beginning of your program. This information should help you identify areas in which you need to work toward professionalism as well as document your progress.

Under normal circumstances the sequence for gathering information would be as follows.

Who will be evaluating my professional behaviors? When?

1. During EDPS 322, SPGN 251, or FETE 201 you will receive this document and learn about the professional behaviors expected of teacher candidates at Eastern Michigan University. You will be asked to provide a self-evaluation at the time of admission to the program.
2. During CURR 304 or 305 the professor will complete the *Evaluation of Professional Behaviors* form. The completed form will be returned to you. Professors in other professional education classes may choose to use this feedback form as well. Information at this stage will provide feedback on your progress toward developing professional dispositions. It also provides essential feedback on your oral and written communication skills. Ask your CURR 304 or CURR 305 professor for details.
3. During FETE 301/302 and FETE 401/402 the classroom teachers with whom you work will complete the FETE field experience observation form. This form includes information about both your beginning teaching skills and your professional behaviors. If your program does not require FETE courses, ask your advisor how your field work is being evaluated. *All teacher certification students at EMU must have their field work evaluated.*
4. During RDNG 310 (elementary level) or content methods course (secondary level) your professor will complete the *Evaluation of Professional Behaviors* form. This completed form is used as your recommendation for student teaching. Since this is a LiveText assessment, you will have a copy for your own records. Students with one or more scores of "1" will not be approved for student teaching without review by the Assistant Dean for Field Experiences. Depending on the nature of the difficulty, the student may be approved for student teaching, approved with some condition, or denied student teaching pending a professional development plan.
5. During student teaching the cooperating teacher and university supervisor will assess your teaching performance and your professional behaviors. Your teaching effectiveness, communication skills, and professional dispositions must all be deemed satisfactory in order to pass student teaching.



What happens if there is a problem?

If any of your assessments indicate a problem in either communication skills or professional behaviors (dispositions) it is important to attend to that information regardless of the grade

you received in the associated course. The sequence of assessments is designed to allow you to address problems early. For example, during CURR 304/305 you might receive feedback that your written communication skills are weak or that you are not perceived as listening to others' points of view. If weaknesses are identified it will be important to assess how those difficulties may be addressed. In this case you may choose to take an additional writing course, use software at the Holman Learning Center, or work with a tutor to improve your writing skills. You would want to talk to your professor about the behaviors that made it appear you are not listening effectively and practice alternative behaviors. Attending to difficulties early can allow you to prepare for a successful student teaching recommendation.

If your recommendation for student teaching (from RDNG 310 or your secondary content methods class) indicates weaknesses that put your student teaching in jeopardy, you will be required to meet with the Assistant Dean for Field Experiences. You may be accepted for student teaching immediately or accepted with some condition, for example, a requirement for additional meetings with the university supervisor or required written reflections beyond those normally required for student teaching. You may be denied the opportunity to student teach pending a professional development plan.

A professional development plan would be required in the case of difficulties so severe that they call into question your ability to succeed in student teaching. For example, a student with severe difficulties in written communication could be required to take and pass a technical writing course. A student with serious anger management problems could be required to provide documentation from a professional counselor that he or she had developed new strategies for dealing with frustration. On rare occasions, a student may demonstrate professional weaknesses in either communication skills or dispositions that are so severe that they must be addressed before the student teaching semester. In these cases a professor or other professional will complete a "Red Flag" form.

The *Indicators of Significant Professional Weakness* or "Red Flag" form is completed when significant problems in a student's behavior cause an instructor, supervisor, or other professional to seriously question that student's ability to succeed as a teacher regardless of achievement in course work. Except under extraordinary circumstances, a Red Flag form is completed only after the professional has met with the student and their attempts to remedy the problem have failed. Weaknesses could include the following categories.

What's a Red Flag?



Indications of Inadequate Oral Communication Skills

Indicators in this category include but are not limited to frequent and persistent grammatical errors, inability to speak clearly and effectively to a group, use of vulgar

or otherwise inappropriate professional language in professional situations, inability to respond to others in a logical manner, etc.

Indications of Inadequate Written Communication Skills

Indicators in this category include but are not limited to frequent and persistent technical or grammatical errors, inability to present a coherent sequence of ideas, etc.

Indications of Unprofessional Behavior

Indicators in this category include but are not limited to frequent and persistent lateness, absence from field placement without appropriate notice, unwillingness to accept direction or correction and make suitable adjustments, displays of temper, rude or derogatory comments to students or parents, etc.

Breaches of Professional Ethics

Indicators in this category include but are not limited to disparaging or otherwise unprofessional discussion of students, breaches of confidentiality, plagiarism or other forms of academic dishonesty, frequent and persistent comments regarding students or groups of students that call into question the ability and commitment to help all students learn.

Other

Other indications of weaknesses sufficient to call into question the student's ability to succeed as a teacher despite adequate achievement in course work.

Except under extraordinary circumstances (such as behavior that could merit dismissal from the university), no single report of professional weakness is sufficient to impede a student's progress toward graduation. Students who receive one Red Flag must schedule a meeting with the Department Head (either Teacher Education or Special Education, depending upon the teaching major) to complete a Professional Development Plan. **A student who accumulates Red Flag reports from two different professionals during the course of the teacher preparation program will be considered to have demonstrated significant professional weaknesses and will be dismissed from the teacher preparation program.** Students may appeal this decision by requesting a hearing before the Associate Dean for Academic Accountability, the Assistant Dean for Field Experiences, and the appropriate Department Head. The decision of the appeal will be final.

Self Evaluation of Professional Behaviors (Dispositions)

NOTE: YOU COMPLETE THIS EVALUATION ELECTRONICALLY AT PROGRAM ADMISSION

Attendance

As a college student, how would you describe your attendance?

- Please select one...
- 5 - I attend class regularly
- 4 -
- 3 - My attendance is irregular with notification
- 2 -
- 1 - My attendance is irregular without notification

Timeliness

As a college student, how would you describe your typical arrival at your classes?

- Please select one...
- 5 - I am always on time
- 4 -
- 3 - I am occasionally late
- 2 -
- 1 - I am frequently late

Independence and Initiative

As a college student, how would you describe your ability to work independently and take initiative?

- Please select one...
- 5 - I demonstrate independence and initiative
- 4 -
- 3 - I operate independently with direction
- 2 -
- 1 - I need step-by-step instruction

Finding Resources

As a college student, what resources do you seek?

- Please select one...
- 5 - I find resources beyond those provided in class
- 4 -
- 3 - I use only resources provided in class
- 2 -
- 1 - I neglect available resources provided

Constructive Suggestions

As a college student, how open are you to constructive suggestions?

- Please select one...
- 5 - I am very receptive to constructive suggestions
- 4 -
- 3 - I occasionally accept ideas and suggestions
- 2 -
- 1 - I reject/ignore ideas and suggestions

Responsiveness

As a college student, how responsive are you?

- Please select one...
- 5 - I listen and respond thoughtfully to others
- 4 -
- 3 - I demonstrate minimal responsiveness to others
- 2 -
- 1 - I am not responsive to others

Functioning within a Group

As a college student, how do you function in a group?

- Please select one...
- 5 - I actively contribute to positive group functioning
- 4 -
- 3 - I work well in a group if prompted
- 2 -
- 1 - I do not work effectively with others

Engagement and Reflection

As a college student, how would you describe your engagement in and reflection on learning?

- Please select one...
- 5 - I am curious and reflective about teaching
- 4 -
- 3 - I engage but my reflection is limited to specific course content
- 2 -
- 1 - I am disengaged and/or do minimal reflection (if any at all)

Context for Learning

As a prospective teacher, how would you describe the way you plan to teach?

- Please select one...
- 5 - My planning will be child-focused and considerate of context
- 4 -
- 3 - My planning will be based on teaching principles alone
- 2 -
- 1 - My planning will be based on course requirements alone

Handling Frustration

As a college student, how do you handle frustration?

- Please select one...
- 5 - I handle frustration appropriately (i.e. calm and rational)
- 4 -
- 3 - Sometimes frustration interferes with my classroom performance
- 2 -
- 1 - I vent frustration inappropriately (i.e. not typically calm or rational)

Timeliness of Assignment Completion

As a college student, how do you turn in assignments (in general)?

- Please select one...
- 5 - I always turn in assignments on time
- 4 -
- 3 - I handle late assignments responsibly
- 2 -
- 1 - I turn in assignments late without any explanation
- (Reflect on your own behavior. Please provide an honest self-evaluation.)

Professional Ethics

As a college student, how would you describe your ethical behavior?

Please select one...

5 - I consistently adhere to standards of ethics for EMU student behavior

4 -

3 - I demonstrate adherence to some ethical expectations for EMU students

2 -

1 - I engage in unethical behavior (academic dishonestly, unprofessional discussion of students, etc.)

(Reflect on your own behavior. Please provide an honest self-evaluation.)

Respecting Diversity

As a college student, do you respect the diversity of others?

Please select one...

5 - I always demonstrate respect toward diverse students

4 -

3 - I occasionally demonstrate respect toward diverse students

2 -

1 - I demonstrate disrespect towards diverse students

(Reflect on your own behavior. Please provide an honest self-evaluation.)

Cultural Perspectives

As a college student, how do you respond to different cultural perspectives?

Please select one...

5 - I always listen and respond thoughtfully to diverse cultural perspectives

4 -

3 - I occasionally listen to diverse cultural perspectives and experiences

2 -

1 - I resist consideration of diverse cultural perspectives

(Reflect on your own behavior. Please provide an honest self-evaluation.)

My Perspectives

As a college student and prospective teacher, are you self-reflective?

Please select one...

5 - I critically examine my perspectives and experiences on a frequent basis

4 -

3 - I occasionally examine my own perspectives and experiences

2 -

1 - I am unwilling to examine my perspectives and experiences

Communication Skills

As a college student, how well do you communicate with others?

Please select one...

5 - I express my ideas clearly, articulately, and appropriately in conversation or discussions

4 -

3 - I occasionally express ideas clearly, articulately, and appropriately in conversation or discussions

2 -

1 - I struggle to express ideas in conversation or discussions

Clarity and Coherency of Writing

As a college student, how would you describe the quality of your writing?

Please select one...

5 - I express ideas clearly and coherently in writing

4 -

3 - I occasionally lack coherence and clarity in writing

2 -

1 - I lack coherence and clarity in writing

Clarity and Confidence in Oral Presentations

As a college student, how would you describe the quality of your speaking skills?

Please select one...

5 - I express ideas confidently and clearly during oral presentations

4 -

3 - I sometimes express my ideas clearly and confidently during oral presentations

2 -

1 - I struggle to express ideas during oral presentations

Evaluation of Professional Behaviors (Dispositions)

**NOTE: THIS EVALUATION IS DONE IN LIVETEXT
BY YOUR METHODS PROFESSOR
OR RDNG 310 PROFESSOR**

CRITERIA	5	4	3	2	1
1A. Professional Ethics: demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.	Demonstrates adherence to standards of professional ethics		Demonstrates limited concern for professional ethics		Engages in unethical behavior (academic dishonesty, unprofessional discussion of students, etc.)
2A. Collaboration: works effectively with professional colleagues and other adults.	Actively contributes to positive group functioning.		Works well in a group		Does not work effectively with others
3A. Commitment to Diversity: values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.	Demonstrates respect towards diverse students		Occasionally demonstrates respect towards diverse students		Demonstrates disrespect towards diverse students
3B. Diversity (listening)	Listens and responds thoughtfully to diverse cultural perspectives		Occasionally listens to diverse cultural perspectives and experiences		Resists consideration of diverse cultural perspectives.
4A. Commitment to Teaching	Articulates a clear and coherent belief/value system about the positive impact teaching should have on children and communities. Expresses strong interest in teaching as a profession.		Articulates a rudimentary belief/value system about the positive impact teaching should have on children and communities. Expresses some interest in teaching as a profession.		Cannot articulate a belief/value system about the positive impact teaching should have on children and communities. Does not express interest in teaching as a profession.
5A. Emotional Maturity: deals with frustration appropriately, poised and professional in demeanor	Handles frustration appropriately		Frustration interfered with classroom performance		Vents frustration inappropriately
6A. Initiative: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems	Demonstrates independence and initiative		Operates independently with direction		Needs step-by-step instructions
6B. Initiative (Resources)	Finds resources beyond those provided in class		Uses only resources provided in class		Neglects available resources provided

CRITERIA	5	4	3	2	1
7A. Responsibility (Reliable): attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments	Attendance: Attended regularly		Attendance: Irregular attendance with notification		Attendance: Attendance without notification
7B. Responsibility (Prompt):	Generally on time		Occasional lateness		Frequent lateness a problem
7C. Responsibility (Timely):	Turns in assignments on time		Handles late assignments responsibly		Turns in late assignments without excuse
8A. Responsive to Feedback (Receptive): receptiveness and responsiveness to professional feedback	Receptive to constructive feedback		Occasionally accepts ideas and suggestions		Rejects/ignores ideas and suggestions
8B. Responsive to Feedback (Responsive)	Listens and responds thoughtfully		Demonstrates minimal responsiveness		Excessive or inappropriate responses to other students
9A. Self-Reflection (Reflective): reflects on and evaluates one's own teaching experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching	Curious and reflective about teaching		Engaged but reflection limited to specific course content		Unengaged and/or minimal reflection
9B. Self-Reflection (Perspective)	Examines critically his or her perspective and experiences		Occasionally examines his or her own perspectives and experiences		Unwilling to examine his or her own perspectives and experiences
10A. Student Focus	Planning is child-focused, considerate of context		Planning is based on pedagogical principles		Planning is based on course requirements
11A. Conversation and Communication	Expresses ideas clearly, articulately, and appropriately in conversation or discussion		Occasionally expresses ideas clearly, articulately, and appropriately in conversation or discussion		Struggles to express ideas in conversation or discussions
11B. Written Communication	Expresses ideas clearly and coherently in writing		Occasionally lacks coherence and clarity in writing		Lacks coherence and clarity in writing
11C. Oral Communication	Expresses ideas confidently and clearly during oral presentation		Sometimes expresses ideas clearly and confidently during oral presentation		Struggles to express ideas during oral presentations
Professional evaluation of candidate as a prospective teacher	Excellent	Above Average	Average	Below Average	Poor

Eastern Michigan University
Cooperating Teacher Evaluation for FETE Field Experiences

Student _____ Student Number _____
 Semester _____ (WI, SP, SU, or FA) Year _____
 Teacher _____ School _____

This evaluation is for (please circle one): FETE 301 FETE 302 FETE 401 FETE 402

I. Evaluation of Professional Responsibilities and Disposition

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2	1	
Maintains 100% attendance in the field	5	4	3	2	1	0
Arrives promptly and leaves at the appropriate time	5	4	3	2	1	0
Demonstrates a willingness to receive constructive criticism	5	4	3	2	1	0
Strives to become familiar with school commitment	5	4	3	2	1	0
Works collaboratively with staff	5	4	3	2	1	0
Demonstrates enthusiasm and commitment	5	4	3	2	1	0
Demonstrates professional ethics including respect for confidentiality	5	4	3	2	1	0
Demonstrates professional appearance and demeanor	5	4	3	2	1	0

Comments _____

II. Content and Pedagogy

A. Developing Knowledge of the Learner

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2	1	
Demonstrates an ability to positively communicate with students' diverse abilities, sensitivities, and background	5	4	3	2	1	0
Works to facilitate cooperation among individuals and groups	5	4	3	2	1	0
Strives to become familiar with the personal interests and needs of individual students	5	4	3	2	1	0
Seeks information about pedagogical topic in an effort to improve the quality of interaction between self and student	5	4	3	2	1	0
Demonstrates concern and commitment towards all children in the class	5	4	3	2	1	0
Listens to students thoughtfully and responds appropriately	5	4	3	2	1	0

Comments _____

B. Developing Pedagogical Knowledge

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2	1	
Engages the teacher in discussions regarding the use of particular teaching strategies and the teacher's decision making process	5	4	3	2	1	0
Identifies areas of concern and seeks information on topics such as motivational techniques and assessment	5	4	3	2	1	0
Demonstrates a developing understanding of pedagogical principles which promote learning and active engagement when interacting with individuals and small groups	5	4	3	2	1	0

Comments _____

III. Communication Skills

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2	1	
Communicates effectively verbally	5	4	3	2	1	0
Communicates effectively in writing	5	4	3	2	1	0

Comments _____

Total number of hours in cooperating teacher's classroom: _____

 Cooperating Teacher Signature

 Student Signature

Students should return form to their FETE instructors.

RED FLAG REPORTING FORM

Indicators of Significant Professional Weakness

The Initial Teacher Preparation Program at Eastern Michigan University

Name of candidate/pre-candidate: _____

EID # E Reporting Date: _____

Name of reporter: _____

Position of reporter: _____

Context in which behaviors were identified (class, field placement, etc.):

Indicators of significant professional weakness are to be recorded when a candidate's/pre-candidate's behavior causes a faculty member, instructor, supervisor, or other professional to seriously question the candidate's/pre-candidate's ability to succeed as a teacher regardless of achievement in course work. No single report of professional weakness is sufficient to impede a candidate's/pre-candidate's progress toward program completion. Candidates/pre-candidates who receive one red flag must schedule a meeting with the appropriate department head (i.e. Special Education for all special education majors and Teacher Education for all other elementary/secondary/K12 majors outside of Special Education) to complete a Professional Development Plan. The candidate/pre-candidate must satisfactorily complete the Professional Development Plan, within the timelines provided, if she or he wants to continue in the program. A candidate/pre-candidate who accumulates two red flag reports during the program has demonstrated significant professional weaknesses that warrant removal from the initial teacher preparation program.

For each red flag report, the candidate/pre-candidate should have an opportunity to attach a statement and sign the form. Candidate signatures are not required for the red flag form to be valid. Candidate statements are not required for the red flag form to be valid.

Candidates may appeal a removal decision by requesting a hearing before the associate dean (academic accountability), assistant dean (field and clinical experiences), and the appropriate department head. The hearing will be scheduled by the appropriate department head. The decision of the appeal will be final.

Directions to Reporter: Describe the indicator(s) raising concern. Attach a written statement and documentation (as appropriate) to support this report. Submit the signed form to the appropriate department head.

Indications of Inadequate Oral Communication Skills

Indicators in this category include, but are not limited to, frequent and persistent grammatical errors, inability to speak clearly and effectively to a group, use of vulgar or otherwise inappropriate professional language in professional situations, inability to respond to others in a logical manner, etc.

Indications of Inadequate Written Communication Skills

Indicators in this category include, but are not limited to, frequent and persistent technical or grammatical errors, inability to present a coherent sequence of ideas, use of vulgar or otherwise inappropriate professional language in situations that call for professional behavior, etc.

Indications of Unprofessional Behavior

Indicators in this category include, but are not limited to, frequent and persistent lateness, absence from field placement without appropriate notice, unwillingness to accept direction or correction and make suitable adjustments, displays of temper, rude or derogatory comments to students, teachers, or parents, etc.

Breaches of Professional Ethics

Indicators in this category include, but are not limited to, disparaging or otherwise unprofessional discussion of students, breaches of confidentiality, plagiarism or other forms of academic dishonesty, frequent and persistent comments regarding students or groups of students that call into question the ability and commitment to help all students learn.

Other Indicators

Other indications of weaknesses sufficient to call into question the candidate's ability to succeed as a teacher despite adequate achievement in course work. This may include behaviors outlined in the Evaluation of Professional Behaviors.

Reporter's signature

Date

I have reviewed the content of this form with the individual who completed the form.

Candidate/pre-candidate signature

Date

The candidate/pre-candidate may attach a statement if desired.

Teachers and the Law

Teachers have many important legal responsibilities. Understanding your responsibilities under the law will be important for your career and for the well-being of students in your charge. For example, did you know that the Family Educational Rights and Privacy Act is designed to protect the privacy of students? Parents and eligible students have the right to review education records and to be protected from unauthorized disclosure of family information. For example, parents have the right to limit information published in a directory or yearbook. A class “phone tree” of students’ phone numbers could be a violation of this act unless parents have the ability to limit the information distributed.

Other important legal issues for teachers include corporal punishment or other forms of discipline, search and seizure on school property, and first amendment rights. A recommended resource is the book *School Law for Teachers* by Julie Underwood and L. Dean Webb (Prentice Hall, October 2005, ISBN-10: 0131192426).

Teachers and Safety

As a teacher you are responsible for the safety of students in your care. You also want to safeguard your own well-being. There are many ways you will help keep schools and students safe. You will learn about safety as you study human development and needs, classroom management, and so forth. One issue that is of particular concern during this moment of history is danger from disease that can be spread through contact with blood or other bodily fluids. Many schools will not allow pre-student teachers to enter the building without knowing the basics of blood-borne pathogens. Read the following article carefully. It could be life saving.

Exposure To Blood

What Health-Care Workers Need to Know



Department of Health & Human Services

OCCUPATIONAL EXPOSURES TO BLOOD

Introduction

Health-care workers are at risk for occupational exposure to bloodborne pathogens, including hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). Exposures occur through needlesticks or cuts from other sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, or skin with a patient's blood. Important factors that may determine the overall risk for occupational transmission of a bloodborne pathogen include the number of infected individuals in the patient population, the chance of becoming infected after a single blood contact from an infected patient, and the type and number of blood contacts.

Most exposures do not result in infection. Following a specific exposure, the risk of infection may vary with factors such as these:

- The pathogen involved
- The type of exposure
- The amount of blood involved in the exposure
- The amount of virus in the patient's blood at the time of exposure

Your employer should have in place a system for reporting exposures in order to quickly evaluate the risk of infection, inform you about treatments available to help prevent infection, monitor you for side effects of treatments, and to determine if infection occurs. This may involve testing your blood and that of the source patient and offering appropriate postexposure treatment.

How can occupational exposures be prevented?

Many needlesticks and other cuts can be prevented by using safer techniques (e.g., not recapping needles by hand), disposing of used needles in appropriate sharps disposal containers, and using medical devices with safety features designed to prevent injuries. Many exposures to the eyes, nose, mouth, or skin can be prevented by using appropriate barriers (e.g., gloves, eye and face protection, gowns) when contact with blood is expected.

IF AN EXPOSURE OCCURS

What should I do if I am exposed to the blood of a patient?

1. Immediately following an exposure to blood:

- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile

No scientific evidence shows that using antiseptics or squeezing the wound will reduce the risk of transmission of a bloodborne pathogen. Using a caustic agent such as bleach

2. Following any blood exposure you should:

Report the exposure to the department (e.g., occupational health, infection control) responsible for managing exposures. Prompt reporting is essential because, in some cases, postexposure treatment may be recommended and it should be started as soon as possible.

Discuss the possible risks of acquiring HIM, HCV, and HIV and the need for postexposure treatment with the provider managing your exposure. You should have already received hepatitis B vaccine, which is extremely safe and effective in preventing HBV infection.

RISK OF INFECTION AFTER EXPOSURE

What is the risk of infection after an occupational exposure?

HBV

Health-care workers who have received hepatitis B vaccine and have developed immunity to the virus are at virtually no risk for infection. For an unvaccinated person, the risk from a single needlestick or a cut exposure to HBV infected blood ranges from 6-30% and depends on the hepatitis B e antigen (HBeAg) status of the source individual: Individuals who are both hepatitis B surface antigen (HBsAg) positive and HBeAg positive have more virus in their blood and are more likely to transmit HBV

HCV

Based on limited studies, the risk for infection after a needlestick or cut exposure to HCV-infected blood is approximately 1.8%. The risk following a blood splash is unknown, but is believed to be very small; however, HCV *infection* from such an exposure has been reported.

HIV

- The average risk of HIV infection after a needlestick or cut exposure to HIV infected blood is 0.3% (i.e., three-tenths of one percent, or about 1 in 300). Stated another way, 99.7% of needlestick/cut exposures do not lead to
- The risk after exposure of the eye, nose, or mouth to HIV infected blood is estimated to be, on average, 0.1% (1 in 1 000):
- The risk after exposure of the skin to HIV infected blood is estimated to be less than 0.1%. A small amount of blood on intact skin probably poses no risk at all. There have been no documented cases of HIV transmission due to an exposure involving a small amount of blood on intact skin (a few drops of blood on skin for a short period of time). The risk may be higher if the skin is damaged (for example, by a recent cut) or if the contact involves a large area of skin or is prolonged (for example, being covered in blood for hours).

How many health-care workers have been infected with bloodborne pathogens?

HBV

The annual number of occupational infections has decreased sharply since hepatitis B vaccine became available in 1982 (i.e., there has been a 90% decrease in the number of estimated cases from 1985 to 1996). Nonetheless, approximately 800 health-care workers become infected with HBV each year following an

HCV

There are no exact estimates on the number of health-care workers occupationally infected with HCV. However, studies have shown that 1% of hospital health-care workers have evidence of HCV infection (about 1.8% of the U.S. population has evidence of infection). The number of these workers who may have been infected through an occupational exposure is unknown.

HIV

As of December 1998, CDC had received reports of 54 documented cases and 134 possible cases of occupationally acquired HIV infection among health-care workers in the United States since reporting began in 1985.

TREATMENT FOR THE EXPOSURE

Is vaccine or treatment available to prevent infections with bloodborne pathogens?

HBV

As mentioned above, hepatitis B vaccine has been available since 1982 to prevent HBV infection. All health-care workers who have a reasonable chance of exposure to blood or body fluids should receive hepatitis B vaccine. Vaccination ideally should occur during the health-care worker's training period. Workers should be tested 1-2 months after the vaccine series to make sure that vaccination has provided immunity to HBV infection. Hepatitis B immune globulin (HBIG) is effective in preventing HBV infection after an exposure. The decision to begin treatment is based on several factors, such as:

- Whether the source individual is positive for hepatitis B surface antigen.
- Whether you have been vaccinated.
- Whether the vaccine provided you immunity.

HCV

There is no vaccine against hepatitis C, and no treatment after an exposure that will prevent infection. Immune globulin is not recommended. For these reasons, following recommended infection control practices is imperative.

HIV

There is no vaccine against HIV. However, results from a small number of studies suggest that the use of zidovudine after certain occupational exposures may reduce the chance of HIV transmission.

Postexposure treatment is not recommended for all occupational exposures to HIV because most exposures do not lead to HIV infection and because the drugs used to prevent infection may have serious side effects. Taking these drugs for exposures that pose a lower risk for infection may not be worth the risk of the side effects. You should discuss the risks and side effects with a health-care provider before starting postexposure treatment for HIV.

What about exposures to blood from an individual whose infection status is unknown?

HBV_HCV--HIV

If the source individual cannot be identified or tested, decisions regarding follow-up should be based on the exposure risk and whether the source is likely to be a person who is infected with a bloodborne pathogen. Follow-up testing should be available to all workers who are concerned about

What specific drugs are recommended for postexposure treatment?

HBV

If you have not been vaccinated, then hepatitis B vaccination is recommended for any exposure regardless of the source person's hepatitis B status. HBIG and/or hepatitis B vaccine may be recommended depending on your immunity to hepatitis B and the

HCV

Currently there is no recommended postexposure treatment that will prevent HCV infection.

HIV

The Public Health Service recommends a 4-week course of two drugs (zidovudine and lamivudine) for most HIV exposures, or zidovudine and lamivudine plus a protease inhibitor (indinavir or nelfinavir) for exposures that may pose a greater risk for transmitting HIV (such as those involving a larger volume of blood with a larger amount of HIV or a concern about drug-resistant HIV). Differences in side effects associated with the use of these two drugs may influence which drug is selected in a specific situation.

These recommendations are intended to provide guidance to clinicians and may be modified on a case-by-case basis. Determining which drugs and how many drugs to use or when to change a treatment regimen is largely a matter of judgment. Whenever possible, consulting an expert with experience in the use of antiviral drugs is advised, especially if a recommended drug is not available, if the source patient's virus is likely to be resistant to one or more recommended drugs, or if the drugs are poorly tolerated.

How soon after exposure to a bloodborne pathogen should treatment start?

HBV

Postexposure treatment should begin as soon as possible after exposure, preferably within 24 hours, and no later than 7 days.

HIV

Treatment should be started promptly, preferably within hours as opposed to days, after the exposure. Although animal studies suggest that treatment is not effective when started more than 24-36 hours after exposure, it is not known if this time frame is the same for humans. Starting treatment after a longer period (e.g., 1-2 weeks) may be considered for the highest risk exposures; even if HIV infection is not prevented, early treatment of initial HIV infection may lessen the severity of symptoms and delay the onset of AIDS.

Has the FDA approved these drugs to prevent bloodborne pathogen infection following an occupational exposure?

HBV

Yes. Both hepatitis B vaccine and HBIG are approved for this

HIV

No. The FDA has approved these drugs for the treatment of existing HIV infection, but not as a treatment to prevent infection. However, physicians may prescribe any approved drug when, in their professional judgment, the use of the drug is warranted.

What is known about the safety and side effects of these drugs?

HBV

Hepatitis B vaccine is very safe. There is no information that the vaccine causes any chronic illnesses. Most illnesses reported after an HBV vaccination are often related to other causes and not the vaccine. However, you should report any unusual reaction after a hepatitis B vaccination to your health-care provider.

HIV

All of the antiviral drugs for HIV have been associated with side effects. The most common side effects include upset stomach (nausea, vomiting, diarrhea), tiredness, or headache. The few serious side effects that have been reported in health-care workers using combination postexposure treatment have included kidney stones, hepatitis, and

cell production. Protease inhibitors (indinavir and nefinavir) may interact with other medicines and cause serious side effects and should not be used in combination with certain other drugs, such as prescription antihistamines. It is important to tell the health-care provider managing your exposure about any medications you are currently taking, if you need to take antiviral drugs for an HIV exposure.

Can pregnant health-care workers take the drugs recommended for postexposure treatment?

HBV

Yes. Women who are pregnant or breast feeding can be vaccinated against HBV infection and/or get HBIG. Pregnant women who are exposed to blood should be vaccinated against HBV infection, because infection during pregnancy can cause severe illness in the mother and a chronic infection in the newborn. The vaccine does not harm the fetus.

HIV

Pregnancy should not rule out the use of postexposure treatment when it is warranted. If you are pregnant you should understand what is known and not known regarding the potential benefits and risks associated with the use of antiviral drugs in order to make an informed decision about treatment

FOLLOW-UP AFTER AN EXPOSURE

What follow-up should be done after an exposure?

HBV

Because postexposure treatment is highly effective in preventing HBV infection, CDC does not recommend routine follow-up after treatment. However, any symptoms suggesting hepatitis (e.g., yellow eyes or skin, loss of appetite, nausea, vomiting, fever, stomach or joint pain, extreme tiredness) should be reported to your health-care provider.

HCV

You should have an antibody test for hepatitis C virus and a liver enzyme test (alanine aminotransferase activity) as soon as possible after the exposure (baseline) and at 46 months after the exposure. Some clinicians may also recommend another test (HCV RNA) to detect HCV infection 46 weeks after the exposure. Report any symptoms suggesting hepatitis (mentioned above) to your health-care provider.

HIV

You should be tested for HIV antibody as soon as possible after exposure (baseline) and periodically for at least 6 months after the exposure (e.g., at 6 weeks, 12 weeks, and 6 months).

If you take antiviral drugs for postexposure treatment, you should be checked for drug toxicity by having a complete blood count and kidney and liver function tests just before starting treatment and 2 weeks after starting treatment.

You should report any sudden or severe flu-like illness that occurs during the follow-up period, especially if it involves fever, rash, muscle aches, tiredness, malaise, or swollen glands. Any of these may suggest HIV infection, drug reaction, or other medical conditions.

You should contact the health-care provider managing your exposure if you have any questions or problems during the follow-up period.

What precautions should be taken during the follow-up period?

HBV

If you are exposed to HBV and receive postexposure treatment, it is unlikely that you will become infected and pass the infection on to others. No precautions are recommended.

HCV

Because the risk of becoming infected and passing the infection on to others after an exposure to HCV is low, no precautions are recommended.

HIV

During the follow-up period, especially the first 6-12 weeks when most infected persons are expected to show signs of infection, you should follow recommendations for preventing transmission of HIV. These include not donating blood, semen, or organs and not having sexual intercourse. If you choose to have sexual intercourse, using a condom consistently and correctly may reduce the risk of HIV transmission. In addition, women should consider not breastfeeding infants during the follow-up period to prevent exposing their infants to HIV in breast milk.

Information from the Hospital Infections Program and the Division of Viral and Rickettsial Diseases

For additional brochures contact:

**The Public Health Foundation 877-
252-1200 (toll free) or
www.bookstore.phf.org**

Advising Information

There are many opportunities to get information about your academic program at Eastern Michigan University. This section of the handbook provides a basic overview of how academic advising is handled in the teacher preparation program and helps you find assistance.

It's better to ask a qualified advisor for assistance than self-advise.



Your degree program consists of three interrelated components. The first component is general education courses. These courses are intended to help you develop the basic academic knowledge and skills you will need in order to be a well-rounded professional.

The second component is your major and minor (or three minors). Elementary students can choose between having a major and minor or having three minors. Most of the majors and minors available to elementary students have a certification test, which students *may elect to take at the end* of their degree program, to add endorsements to their elementary teaching certificate. The elementary teaching certificate allows a teacher to teach core academic subjects in grades K-6. Any endorsement that is added to the elementary certificate allows the teacher to teach in a particular subject area for grades 6-8. Secondary students must have a major and a minor. In a few specialized cases, such as Secondary Integrated Science, the major and minor are combined. Both the major and minor have to be in teachable subject areas. Secondary students are certified to teach in their major and minor for grades 6-12.

The third component consists of the professional education courses. These courses are based on the conceptual framework to prepare you to become a professional educator. They include teaching methods, assessment, educational technology, reading/literacy, multicultural education, and human development and learning.

By design, some courses overlap between two or more components of your degree program. For example, a course might meet a general education requirement and also count toward your major or minor. Students start by taking general education courses. As they develop their interests, they begin to take classes in their major and minor. The professional education classes are taken later in the program.

Basic advising resources are available at www.emich.edu/coe/advising/.

Where do I go for Advising?

All students in elementary and secondary programs (except special education, music education, business education, technology education, and physical education) must attend a group advising session to get information about teacher preparation at EMU. Group advising is a very important orientation for students interested in becoming teachers (note: Students majoring in special education, music education, business education, technology education, and physical education go directly to their departments for advising and should not attend group advising). The schedule for group advising sessions can be found at <http://www.emich.edu/coe/advising>. Make sure that you attend a group advising session if you are interested in pursuing an elementary or secondary education program. After you have attended a group advising session, you are welcome to make appointments with individual faculty advisors.

Where you go to answer specific advising questions depends in large part on the questions you have. The table on the next page will help you decide where to go to answer various questions. There are faculty and staff at several campus locations who provide academic advising to students in teacher preparation programs.

1. The Department of Teacher Education (313 Porter Building, 487-3260) helps students who have decided to pursue elementary or secondary education. These advisors can help you select majors and minors, help with professional education requirements, and provide guidance on program completion and certification testing.
2. Students pursuing secondary certificates should meet with advisors in their major and minor departments to make sure they have an appropriate program of study to follow. Students should meet with these advisors as early as possible. Students pursuing elementary certificates can be advised on the following majors and minors within the Department of Teacher Education: Reading, Elementary Integrated Science, Language Arts Group, Social Studies Group, Early Childhood, and Structures of the Discipline.
3. The Departments of Special Education (128 Porter, 487-3300) and Physical Education (318 Porter, 487-0090) offer advising for students in their majors.

Post-baccalaureate students receive official programs of study through the College of Education Office of Academic Services (206 Porter, 487-0275). They should follow the programs and seek advising in departments as indicated on post-baccalaureate advising materials.

Common Questions and Issues	Where to go for Assistance
General questions about programs and university requirements for teacher preparation programs, including teacher testing and student teaching	<p><i>Read your group advising handbook.</i> Department of Teacher Education (313 Porter, 487-3260) for regular elementary and secondary education students. <u>Special Education:</u> 128 Porter, 487-3300 <u>Physical Education:</u> 318 Porter, 487-0090</p>
What major and minor should I choose?	<p>Department of Teacher Education (313 Porter, 487-3260). Secondary education students may also want to visit an advisor in their areas of interest. <u>Special Education:</u> 128 Porter, 487-3300 <u>Physical Education:</u> 318 Porter, 487-0090</p>
Which courses should I choose for general education?	<p><i>Read your group advising handbook. The classes are listed in the handbook.</i> Department of Teacher Education (313 Porter, 487-3260) <u>Special Education:</u> 128 Porter, 487-3300 <u>Physical Education:</u> 318 Porter, 487-0090</p>
Which courses should I choose for my major and minor(s)?	<p><u>Secondary:</u> Go to the department housing the major or minor. <u>Elementary:</u> Handouts and advisors available in the Department of Teacher Education (313 Porter, 487-3260) for Reading, Elementary Integrated Science, Language Arts Group, Social Studies Group, Arts Group, and Structures of the Discipline, otherwise, you must go to the department in which the major/minor is housed. <u>Special Education:</u> 128 Porter, 487-3300 <u>Physical Education:</u> 318 Porter, 487-0090</p>
Attempting to get <i>general education</i> credit for transfer courses that are accepted by EMU with a 000 course number (i.e. non-equivalent)	<p>Go to the department in which the general education course is housed.</p>
Attempting to get <i>major/minor</i> credit for transfer courses that are accepted by EMU with a 000 course number (i.e. non-equivalent)	<p><u>Secondary:</u> Go to the department housing the major or minor. <u>Elementary:</u> A faculty advisor (313 Porter, 487-3260) for Reading, Elementary Science Group, Language Arts Group, Elementary Social Studies Group, Arts Group, and Structures of the Discipline can approve these courses; otherwise, you must go to the department in which the major/minor is housed. <u>Special Education:</u> 128 Porter, 487-3300 <u>Physical Education:</u> 318 Porter, 487-0090</p>
Attempting to get <i>professional education</i> credit for transfer courses that are accepted by EMU with a 000 course number (i.e.. non-equivalent)	<p>Go to 313 Porter. Ask the secretary to make an appointment with someone who teaches the course <u>and</u> who does transfer equivalencies. Questions about SPGN 251 should go to the Department of Special Education (128 Porter, 734-487-3300). Questions about content methods courses should go to the department housing the methods course for the particular major.</p>

Civil/Criminal Convictions Issues Information

In order to be admitted and continue in the teacher preparation programs at EMU, you will be asked questions about your criminal history. We will ask you these questions at admission, upon application for student teaching, and upon program completion. The following offenses have been enumerated by the Michigan Department of Education as ones that may prevent certification or at least require administrative review by the department.

1. Any felony conviction
2. Criminal sexual conduct in the fourth degree or an attempt to commit that crime.
3. Child abuse in the third or fourth degree or an attempt to commit that crime.
4. A misdemeanor involving cruelty, torture, or indecent exposure involving children.
5. A misdemeanor violation of distributing marijuana on school property,
6. A violation of any section from the Michigan Penal Code in the following areas: breaking and entering, presence of minor under 17 in places where liquor is sold, lewd and lascivious behavior, contributing to the neglect or delinquency of a minor, removing items from a vacant dwelling.
7. A misdemeanor violation from the Michigan Penal Code in the following areas: assault and battery, domestic violence, selling or furnishing alcoholic liquor to a person less than 21 years of age.
8. More than two: Driving Under the Influence (DUI) or Operating Under the Influence of Liquor (OUIL).
9. A violation of a substantially similar law of another state, of a political subdivision of this state or another state, or of the United States.
10. More than one minor in possession conviction.
11. More than one misdemeanor of any kind.

If a teacher candidate has any enumerated offense, he or she must provide either a *Judgment of Sentence*, *Register of Actions*, or a *Certification of Conviction*, along with a written explanation of the offense(s), to the Office of Academic Services (206 Porter Building, 487-1416). Admission and continuance decisions are based on, among other things, information about the civil/criminal convictions issues of the teacher candidate.

Please be advised that teacher candidates with civil/criminal convictions issues are not guaranteed certification even if they successfully complete a teacher preparation program. The decision to certify a teacher is made by the Michigan Board of Education through the Michigan Department of Education (MDE). The MDE can decide not to certify candidates with civil/criminal convictions issues regardless of their academic performance.

Teacher candidates are recommended for certification once they complete all program requirements. Teacher candidates with any enumerated offense will undergo administrative review with the MDE. Administrative review takes at least 30 days. A teacher candidate with an enumerated offense is not eligible for a 90-day letter until after the review is complete and it is determined that the teacher candidate is eligible for certification.