

EASTERN
MICHIGAN UNIVERSITY
COLLEGE of EDUCATION

CPED²S Manual

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

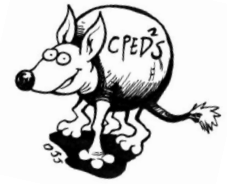
Eastern Michigan University
College of Education
Conceptual framework for the
Initial teacher preparation program:



*Caring Professional Educators for a
Diverse and Democratic Society (CPED²S)*

This document was updated August 2010

Welcome to Eastern Michigan University's Teacher Preparation Program!



As a prospective teacher preparation candidate, 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, you should 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 elementary or secondary education teacher, you should first attend group advising and then make an appointment with an individual advisor. Group advising information is available at www.emich.edu/coe/students or by calling 487-1416. Faculty advisors are available in the Department of Teacher Education in 313 Porter (487-3260). Advisors for secondary education majors and minors are available in various departments across campus.



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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



In Eastern Michigan University's Teacher Preparation Program, you are part of a long and important tradition!

Eastern 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 to expand. In 1948 Eastern 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, the Council for Exceptional Children, the International Reading Association, the National Association for the Education of Young Children 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 alums 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 alums. Our alumni continue to win awards to this day.

You are an important part of 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.

Understanding Your Program

What are the most important things to know?



Your program has three components: *general education courses*, *major and minor courses* and your *professional education sequence*. It will be

important to keep program information in an accessible place in order to have the information that you need to move through your program in the most efficient manner. Seek advising from an appropriate advisor when you have questions or concerns. Also, be sure to plan ahead!

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. This framework is summarized in our theme statement:

Caring Professional Educators for a Diverse and Democratic Society

Our theme can be abbreviated using the acronym CPED²S. The theme statement encompasses many important ideas. It provides a vision of who we want our candidates to be when they become teachers.

What makes a "good" teacher?

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** through nurturing critical thinking, creative thinking and problem solving within communities.

The words in bold represent key concepts you will hear reflected throughout your program. They 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 are the broad statements in Roman numerals and the benchmarks 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

I. **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.

1A. Set realistic high expectations for learning and persist in helping all students to reach them.

1B. Develop K-12 student cooperation, interpersonal skills and self-esteem in a safe environment.

1C. Know the importance of interacting positively with K-12 students and their families.

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

2A. Understand the central concepts, tools of inquiry and structures of the disciplines he or she teaches. (Content)

2B. Have knowledge of district, state and national curriculum standards or documents.

2C. Establish learning goals that are appropriate for K-12 students and emphasize critical thinking, creativity and problem solving.

2D. Understand the theoretical and applied aspects of the teaching-learning process. (Pedagogy)

2E. 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.

2F. Design activities using a variety of instructional strategies.

2G. Use traditional and alternative assessment strategies continuously to ensure K-12 student learning and refine teaching practices.

2H. Use instructional technology to enhance learning and personal/professional productivity.

III. *Professional educators are reflective in their practice.*

3A. Consider a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).

3B. Use systematic means to examine the relationship between teaching actions and student success.

IV. Professional educators demonstrate professional dispositions and communication skills.

4A. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well being.

4B. Communicate clearly and effectively in interpersonal situations.

4C. Communicate clearly and effectively in writing.

4D. Understand the ethical dimensions of teaching in a culturally diverse democratic society.

4E. 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.

V. 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.

5A. Adapt instruction and assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.).

5B. Create opportunities to encourage K-12 students to value and respect diversity.

5C. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.

5D. 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 as 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 those things?

Like public schools and other teacher preparation programs, EMU's teacher preparation programs are 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) assessments 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 shared program assessment. These

What will I be expected to do?



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 shared 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.

These assessments and rubrics allow EMU to maintain and enhance its high 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



Caution!
Performance
assessments
ahead

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.

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 328W Schools for a Diverse and Democratic Society In SOFD 328W, 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.

Practicum (PRCT) Courses and Other Pre-Student Teaching Field Experiences

Practicum (PRCT) 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 PRCT courses. These will demonstrate your ability to plan instruction based on your analysis of individual student learning. PRCT 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 PRCT courses.

Student Teaching The most important performance assessment in your program is student teaching. The shared 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 shared 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.

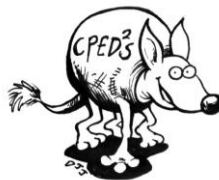
How will these assessments be used?



Assessment of Your Professional Behaviors (Dispositions)

*Teachers prepared at EMU are **caring professional educators** for a **diverse and democratic society**.*

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



What are professional behaviors? What are dispositions?

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

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 teachers in whose classrooms you participate in field experiences (i.e. PRCT) activities, and 3) observations from your cooperating teacher and university supervisor during student teaching. We will also ask you to assess 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 and SPGN 251 you will 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 your PRCT classes classroom teachers with whom you work will complete the FETE field experience observation form. One copy should be returned to you for your records. The other copy should be submitted directly to your PRCT instructor as part of your course evaluation. This form includes information about both your beginning teaching skills and your professional behaviors. If your program does not require PRCT courses, ask your advisor how your field work is being evaluated. *All teacher certification students at EMU will have their field work evaluated.*
4. During RDNG 310 (elementary students) or content methods course (secondary students) 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 Success 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. A student required to complete a professional development plan may appeal that requirement. The appeal will be addressed by a committee composed of the Associate Dean for Academic Accountability, the Department Head of Teacher Education, Special Education or Health Promotion and Human Performance as appropriate (site of student's curriculum), and one professor from the student's home

department, preferably a member of the Grade Grievance Committee. Procedures will parallel those of a grade grievance. The decision of the committee will be final. 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.

What's a Red Flag?



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.

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 of the Department of Teacher Education 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.

Frequently Asked Questions (FAQs)

I am in a program that does not require all the listed courses. Am I supposed to have assessments for courses that aren't required?

You are not expected to have assessments contained in courses that are not required for your program. Some programs have formally adopted different assessments. For example, the teaching major in Business Management, Marketing, & Technology (BMMT) does not take CURR 305. Students with this major will need to do all of the assessments that are appropriate for that major, even though CURR 305 isn't one of the courses. LiveText allows you to document the work you are doing inside and outside of your classes at EMU. You can think of it as a type of electronic portfolio.

I transferred in a course from another school that was equivalent to one of the required courses at EMU. We did not do a similar assessment in my previous institution. What should I do?

Most students who plan to be certified through Eastern Michigan University should take their professional education sequence here. However, there are instances when a transfer student may bring a course equivalent to one of the courses containing a shared performance assessment. In those cases you should consider what assignments you completed that demonstrate your mastery of the outcomes associated with that course. Include those materials in your LiveText account.

**Eastern Michigan University
Personal Assessment of Professional Behaviors (Dispositions)**

NOTE: THIS FORM WILL BE COMPLETED ELECTRONICALLY AT ADMISSION.

Name _____ Date _____

This assessment is a personal reflection on your professional behaviors.

Directions: Circle the number that best reflects you at this time. This form is used for personal reflection, not grading, so it is most helpful to be honest. When you complete this form at the beginning of your program there may be some items that don't yet apply to you, since you have not yet had the necessary experiences. In these cases, mark "NYA" for "Not Yet Applicable."

1. Adherence to professional ethics: demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.

Consistently demonstrates adherence to standards of professional ethics	Demonstrates limited concern for standards of professional ethics	Engages in unethical behavior
5	4	3
		2
		1
		NYA

2. 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
5	4	3
		2
		1
		NYA

3. Commitment to diversity: values multiple aspects of diversity; respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.

Demonstrates appreciation of diversity in teaching and professional relationships	Occasionally uses diverse perspectives, usually respectful of others	Teaches from a limited perspective, does not demonstrate respect for diversity
5	4	3
		2
		1
		NYA

4. Commitment to teaching: valuing the profession of teaching; belief one can make a difference; enthusiastic attitude regarding schools, teaching, students, and parents

Demonstrates positive attitude toward teaching, optimistic	Usually demonstrates positive attitude toward teaching	Displays negative attitude toward teaching and/or students
5	4	3
		2
		1
		NYA

5. Emotional Maturity: deals with frustration appropriately, poised and professional in demeanor

Handles frustration appropriately, poised and professional demeanor

Frustration interferes with responsibilities, usually poised and professional

Vents frustration inappropriately; unprofessional demeanor

5 4 3 2 1 NYA

6. Initiative: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems

Constantly seeking learning and improvement, good problem-solver

Sometimes goes beyond what is given, attempts problem-solving

Dependent on direction from others, hesitant to make decisions

5 4 3 2 1 NYA

7. Responsibility: attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments

Consistently meets professional responsibilities

Occasional lapses of timeliness, reliability, etc.

Significant difficulties with lateness, failure to meet professional responsibilities

5 4 3 2 1 NYA

8. Responsiveness to professional feedback: receptiveness and responsiveness to professional feedback

Makes effective use of professional feedback

Sometimes is responsive to professional feedback

Fails to integrate professional feedback in teaching

5 4 3 2 1 NYA

9. Self-reflection: reflects on and evaluates one's own work, is willing and able to recognize difficulties or deficiencies in one's teaching

Self reflection includes in-depth consideration of multiple variables

Self-reflection includes limited number of variables or ideas

Limited self-reflection, resistance to alternate ideas and perspectives

5 4 3 2 1 NYA

10. Student focus: focuses professional decision-making around student needs rather than personal preference, respects students as valued human beings

Planning is student-centered, considerate of context

Planning is based on pedagogical principles

Planning is based on teacher's needs or preferences

5 4 3 2 1 NYA

Evaluation of Professional Behaviors (Dispositions)
Teacher Preparation Program
Eastern Michigan University

NOTE: THIS FORM WILL BE DONE IN LIVETEXT BEGINNING FALL 2007

Student's Name: _____	Semester/Year: _____
Course: _____	Student Number: _____
Evaluator's Name: _____	Term/Yr Student Teaching _____

Directions to Instructors: Please circle the response that best describes the student's behavior in your course this semester.

I. Attendance

- | | | |
|-------------------------------------|---|--|
| 1. <i>Attended regularly</i> | <i>Irregular attendance with notification</i> | <i>Irregular attendance without notification</i> |
| -----5-----4-----3-----2-----1----- | | |
| 2. <i>Generally on time</i> | <i>Occasional lateness</i> | <i>Frequent lateness a problem</i> |
| -----5-----4-----3-----2-----1----- | | |

Number of classes missed: _____ Out of _____

II. Professional Dispositions (Behaviors)

- | | | |
|--|--|---|
| 3. <i>Demonstrates independence and initiative</i> | <i>Operates independently with direction</i> | <i>Needs step-by-step instruction</i> |
| -----5-----4-----3-----2-----1----- | | |
| 4. <i>Finds resources beyond those provided in class</i> | <i>Uses only resources provided in class</i> | <i>Neglects available resources provided</i> |
| -----5-----4-----3-----2-----1----- | | |
| 5. <i>Receptive to constructive suggestions</i> | <i>Occasionally accepts ideas and suggestions</i> | <i>Rejects/ignores ideas and suggestions</i> |
| -----5-----4-----3-----2-----1----- | | |
| 6. <i>Listens and responds thoughtfully</i> | <i>Demonstrates minimal responsiveness</i> | <i>Excessive or inappropriate responses to other students</i> |
| -----5-----4-----3-----2-----1----- | | |
| 7. <i>Actively contributes to positive group functioning</i> | <i>Works well in a group</i> | <i>Does not work effectively with others</i> |
| -----5-----4-----3-----2-----1----- | | |
| 8. <i>Curious and reflective about teaching</i> | <i>Engaged but reflection limited to specific course content</i> | <i>Unengaged and/or minimal reflection</i> |
| -----5-----4-----3-----2-----1----- | | |
| 9. <i>Planning is child-focused, considerate of context</i> | <i>Planning is based on pedagogical principles</i> | <i>Planning based on course requirements</i> |
| -----5-----4-----3-----2-----1----- | | |

- | | | |
|---|--|---|
| 10. <i>Handles frustration appropriately</i> | <i>Frustration interferes with classroom performance</i> | <i>Vents frustration inappropriately</i> |
| -----5-----4-----3-----2-----1----- | | |
| 11. <i>Turns in assignments on time</i> | <i>Handles late assignments responsibly</i> | <i>Turns in assignments late without explanation</i> |
| -----5-----4-----3-----2-----1----- | | |
| 12. <i>Demonstrates adherence to standards of professional ethics</i> | <i>Demonstrates limited concern for professional ethics</i> | <i>Engages in unethical behavior (academic dishonesty, unprofessional discussion of students, etc.)</i> |
| -----5-----4-----3-----2-----1----- | | |
| 13. <i>Demonstrates respect towards diverse students</i> | <i>Occasionally demonstrates respect towards diverse students</i> | <i>Demonstrates disrespect towards diverse students</i> |
| -----5-----4-----3-----2-----1----- | | |
| 14. <i>Listens and responds thoughtfully to diverse cultural perspectives</i> | <i>Occasionally listens to diverse cultural perspectives and experiences</i> | <i>Resists consideration of diverse cultural perspectives</i> |
| -----5-----4-----3-----2-----1----- | | |
| 15. <i>Examines critically his or her perspective and experiences</i> | <i>Occasionally examines his or her own perspectives and experiences</i> | <i>Unwilling to examine his or her own perspectives and experiences</i> |
| -----5-----4-----3-----2-----1----- | | |

III. Communication Skills

- | | | |
|---|--|---|
| 16. <i>Expresses ideas clearly, articulately, and appropriately in conversation or discussion</i> | <i>Occasionally expresses ideas clearly, articulately, and appropriately in conversation or discussion</i> | <i>Struggles to express ideas in conversation or discussion</i> |
| -----5-----4-----3-----2-----1----- | | |
| 17. <i>Expresses ideas clearly and coherently in writing</i> | <i>Occasionally lacks coherence and clarity in writing</i> | <i>Lacks coherence and clarity in writing</i> |
| -----5-----4-----3-----2-----1----- | | |
| 18. <i>Expresses ideas confidently and clearly during oral presentation</i> | <i>Sometimes expresses ideas clearly and confidently during oral presentation</i> | <i>Struggles to express ideas during oral presentations</i> |
| -----5-----4-----3-----2-----1----- | | |

IV. Professional evaluation of candidate as a prospective teacher: Circle appropriate response

- | | | | | |
|----------------------|----------------------|----------------|----------------------|-------------|
| 19. <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Below Average</i> | <i>Poor</i> |
|----------------------|----------------------|----------------|----------------------|-------------|

Please comment specifically on items of critical concern.

Eastern Michigan University
Department of Teacher Education
Cooperating Teacher Evaluation during 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 _____

Teacher Signature

Student Signature

Students should return this form to their FETE instructors.

**Reporting Form
Indicators of Significant Professional Weakness**

Student Name _____ Student Number _____

Person Reporting _____ Position _____

Context in Which Indicators Were Identified (class, field placement, etc.) _____

Indicators of significant professional weakness are to be recorded when a student's behavior causes an instructor, supervisor, or other professional to seriously question that student's ability to succeed as a teacher regardless of achievement in course work. 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 of the Department of Teacher Education to complete a Professional Development Plan. A student who accumulates two reports during the course of the teacher preparation program will be considered to have demonstrated significant professional weaknesses and will not be allowed to continue in a teacher preparation program. Students may appeal this decision by requesting a hearing before the Associate Dean for Academic Accountability, Assistant Dean for Field Experiences, and appropriate Department Head. The decision of the appeal will be final.

Directions: Describe below the indicators raising concern. Attach additional pages or supporting documentation as appropriate. Submit the signed form to the Department Head in the Department of Teacher Education.

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.

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

Student signature

Date

Student may attach a statement if desired.

Teachers and the Law

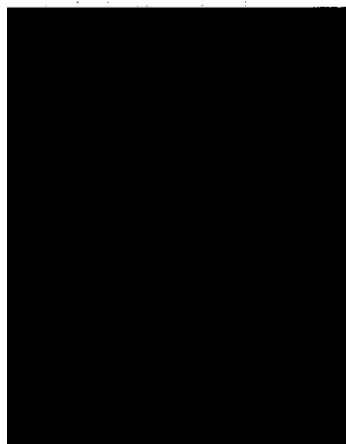
Teachers have many important legal responsibilities. Understanding your responsibilities under the law will be important for your career and for the well-being of students in your charge. For example, did you know that the Family Educational Rights and Privacy Act is designed to protect the privacy of 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.

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 nevirapin) 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

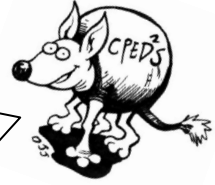
For additional brochures contact:

**The Public Health Foundation 877-
252-1200 (toll free) or
<http://www.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. Elementary students have liberal arts major in elementary education and can chose to have a second major or two minors. The content 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-5 and a self contained classroom 6-8. 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. Some majors qualify a person to teach the subject K-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/students/.

Where do I go for Advising?

Students in elementary and secondary programs 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, 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/students>. 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, and Early Childhood Education.
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). 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 and Early Childhood Education, 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)	Go to the department in which the general education course is housed.
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 Integrated Science, Language Arts Group, Elementary Social Studies Group and Early Childhood Education 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)	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.

Civil/Criminal Conviction 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. Any student with any civil/criminal conviction issue will 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*, *Registration 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 moral turpitude of the teacher candidate.

Please be advised that teacher candidates with civil/criminal conviction 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 moral turpitude 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.