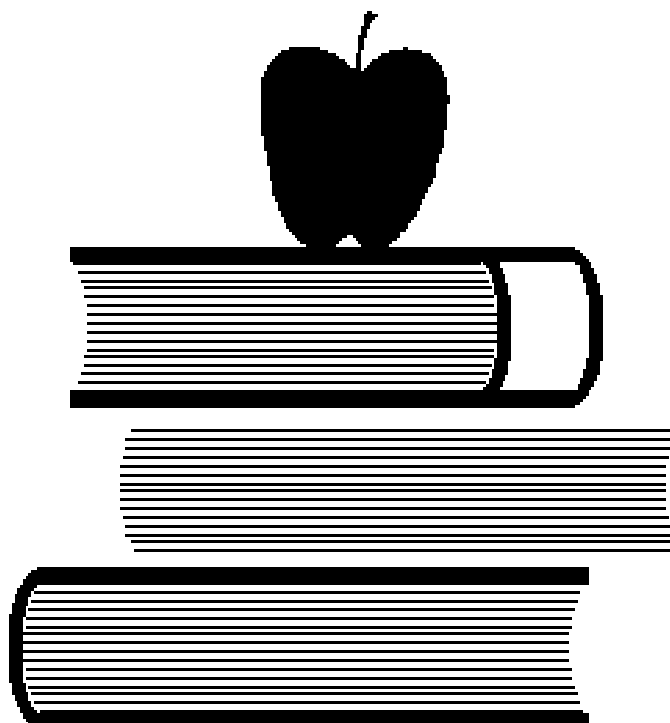


Team Three
Teacher Preparation Program
Junior/Senior Handbook
2004-05



Team Three Juniors and Seniors

Welcome to the Team 3 Teacher Certification Program! We hope this year will be a productive and successful one for you.

This Handbook includes documents intended to provide an overview of the Teacher Certification Program at Michigan State University. Also included is information on the policies, procedures, and personnel specific to Team 3.

The Team 3 Handbook is designed to support you through your entire MSU Teacher Certification Program. Keep your Handbook in a convenient location, as you will need to refer to this information frequently. We encourage you to read the documents in this Handbook thoroughly and carefully; you are responsible for knowing the information and adding updates as they are given to you. We also encourage you to take full advantage of the many teaching-learning occasions that the program offers---in the courses, school classrooms, and community.

We are glad to have you on Team 3 and we hope to have a great year together! If you have any questions or concerns, don't hesitate to contact a Team 3 Coordinator or Faculty Leader either by phone or e-mail. Their numbers and addresses are listed below.

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SECTION ONE

PROGRAM PRINCIPLES AND STANDARDS

Foreword

In 1988, a Michigan State College of Education task force argued for a rethinking of teacher education around the following:

1. deep understanding of subject matter disciplines and pedagogies that “teach for understanding.”
2. a democratic commitment to the education of everybody’s children--to classrooms and schools that would embrace diversity.
3. helping TE students learn how to establish true learning communities in classrooms and schools.
4. graduates able to participate in the process of remaking the teaching profession, renewing schools, and making a better world.
5. a better integration of theory and practice, field experience and reflection on that experience.

The new program was much influenced by the Holmes Group Report, Tomorrow’s Schools, a document that urged big research universities to reconnect teacher education to schools and classrooms. What resulted is a three year teacher certification program which students enter as juniors, take two years of courses and field work, and then do a one year internship in schools. The internship is not simply a long version of student teaching, but a true year-long developmental apprenticeship--mixing practice and reflection and work with veteran teachers and MSU professors. We call it “guided practice.” Many veteran teachers are now helping us to invent the role of mentor and co-planner, guiding the practice of interns and seniors. The aim of all this work is a brand of teacher education grounded in sound theory, the good example and wisdom of veteran teachers, and thoughtful reflection on experiences in the field.

The MSU teacher certification program is divided into 4 teams of university and school faculty, each with a diverse cohort of prospective teachers. Each team is developing long-term connections with a small cluster of school districts. Each team also places seniors and juniors in schools for particular kinds of field experiences. Within the constraints of a common program, each team is developing an identity of its own and its own geographic base. On all teams, classroom teachers have a big role to play since MSU’s program is based on sustained connections with teachers in the field--a true partnership.

Each year of the program might be said to have a general theme: in the junior year, Team 3 students begin learning to “think and feel like a teacher.” In the senior year students begin learning to “know like a teacher,” integrating subject matter knowledge, curriculum, and pedagogy. In the intern year, students begin learning to “act like a teacher,” putting it all together in supervised practice.

The program has several themes that intertwine and sometimes recur in a spiral fashion. This spiral character is in fact the first theme of the program: we keep returning to certain basic fundamental themes, because they are fundamental, and because teachers keep working on them over a lifetime. Don’t be surprised if you are asked to revisit a theme or a particular text. Another theme is the idea of self-development, and the importance of a teacher’s own personal and intellectual growth over a lifetime of practice. A third theme is child-study--the way that good teachers work at being students of their own students. A fourth theme is learning community--the creation of inclusive settings in which students participate in learning together. A fifth theme, related to the fourth, is our commitment to creating democratic schools in which no child is left behind. We want to prepare teachers who are passionate advocates for social justice and equality. A sixth theme--vital to a program with an emphasis on work in real classrooms--is that people do not learn from experience alone, but from guided reflection on experience. It is this

Careful mix of doing and reflecting on the doing, that is the heart of the matter. The program tries to capitalize on opportunities to blend experience with inquiry and reflection in a series of dialogues with MSU professors and veteran teachers. If we can help our TE students become thoughtful about experience, we will have taken a giant step toward better schools for the next generation of schoolchildren.

Teachers who teach for understanding; who can reach everybody's children; who are thoughtful about linking students and subject matter in a responsive curriculum; who are makers of learning community; and agents of democratic reform--all this is a tall order. We do not claim to have reached the promised land, but we have put in place a promising framework that blends contemporary research, the wisdom of practice, and our own experience with teacher education. Built into the very idea of teacher education with firm roots in the field is the notion that this program will evolve. Many as yet unknown features of this program will emerge from work in schools, the possibilities of which we are just beginning to glimpse. TE students, as well as teachers, will take a hand in reshaping this program as the partnership between MSU and the schools flourishes. Nothing quite so field-based or so experimental--certainly nothing on this scale--exists anywhere else in the country. This is surely part of the reason why MSU continues to be ranked number one in the country in teacher education. We are counting on you to work with us in making the program better.

Guiding Principles

The purpose of an alliance is to bring together school and university faculty in the joint work of teacher education. We seek teachers who are interested in serving as models and mentors and schools which are productive settings for learning for both teachers and students. Working together, we hope to continue developing a five-year teacher certification program that reflects our collective visions about the kinds of teachers needed to meet the educational needs of an increasingly diverse student population, an increasingly complex society, and new understandings about subject matter and learning. A major challenge in teacher preparation is helping novices learn approaches to teaching and learning that they may not have experienced themselves as students. Unless novices can see new approaches to teaching and learning, and work with teachers who are themselves interested in exploring such possibilities, they are likely to simply reproduce the practices they experienced as students.

We bring to this alliance a set of guiding principles which shape our approach to teacher education. We believe that a successful alliance depends upon mutual endorsement of these basic beliefs.

Beliefs About Teaching and Learning

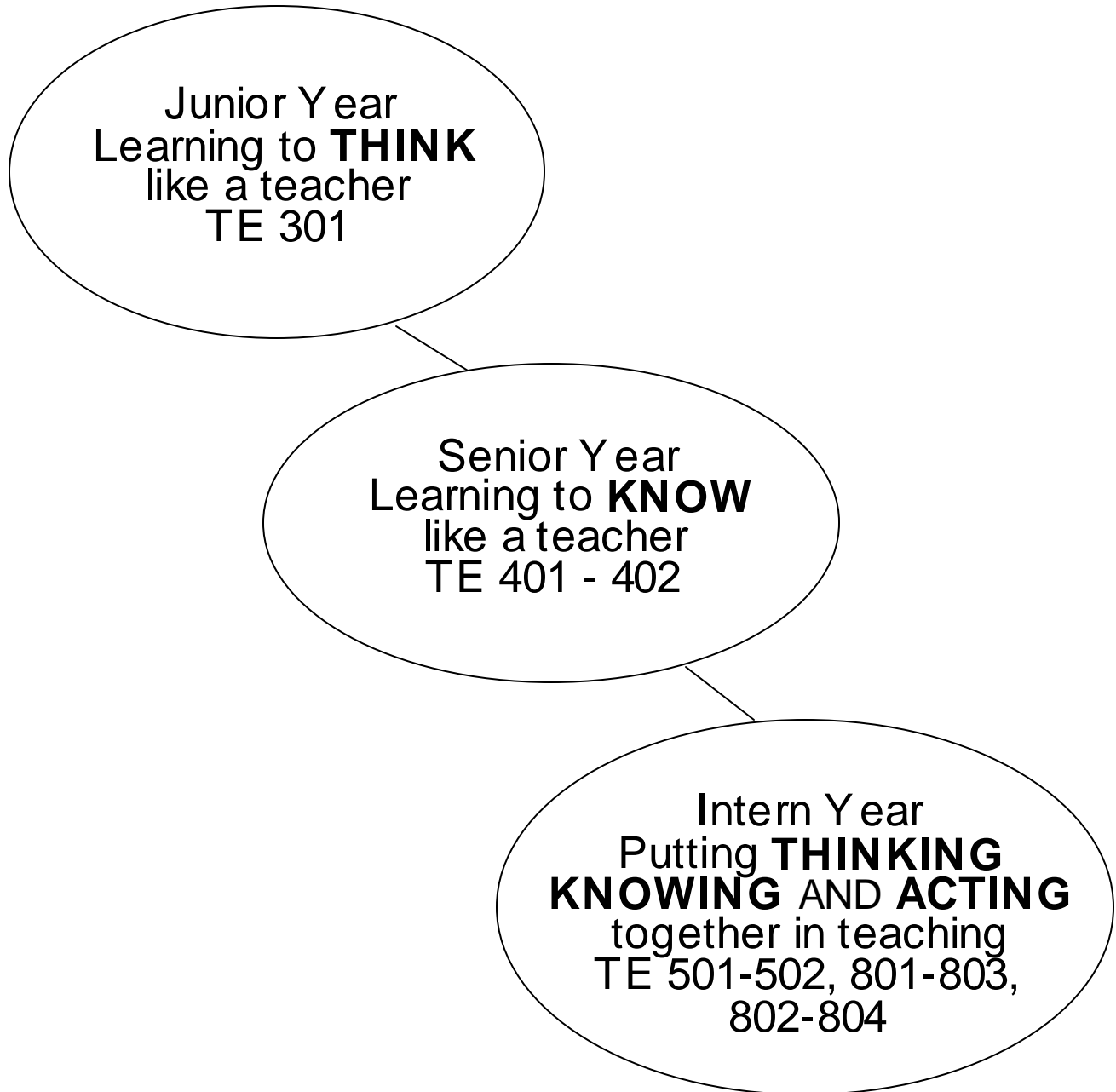
- All persons are learners and bring particular experiences, perspectives, and insights to educational settings which are essential contributions to be built upon in any teaching - learning relationship. The responsible and effective teacher must assume the capacity of all learners and seek ways to extend their knowledge and interests.
- Teachers are learners as well, and need to pursue and extend their own interests in and understanding of subject matter and how to teach it in ways that respect the integrity of students and the disciplines. And, they need to examine those understandings in light of ongoing developments in disciplinary fields.
- Teaching practice is complex and evolving in relationship to new learners, changing school circumstances, new perceptions and understandings, interactions with colleagues, etc. Reflection and inquiry are essential tools for life-long learning by teachers.
- Teachers have essential experience and insight about the education of youngsters which are necessary resources for successful schools. School settings which do best in educating youngsters also foster teacher initiative and collaborative decision making.

Beliefs About Learning to Teach

- Novices learn best in the company of exemplary teachers who are committed to ongoing study and improvement of their own practice.
- Novices need carefully structured and sequenced opportunities to practice thinking and acting like a teacher.
- Both universities and schools have important and complementary contributions to make to novices learning.

Team 3

Teacher Certification Program



Program Overview

Summary Of The Michigan State University Teacher Preparation Program

MSU's five-year teacher preparation programs begin with two pre-professional courses taken before admission. Many students are admitted in the fall of the junior year and take TE 301 in the spring semester. After graduation, students serve a one-year unpaid internship which combines extensive practice teaching with supporting master's-level seminars. The intended sequence is summarized below.

Year Semester	Number	Cr	Title	Fieldwork	What Students Do	Course Description
Jr., Fall latest	TE 150	3 (3-0)	Reflections on Learning	None	Study human learning, reflecting on one's own learning in college classes as example.	Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.
Jr., Fall latest	TE 250 or	3 (3-0)	Human Diversity, Power and Opportunity in Social Institutions	None	Study processes that distribute opportunity in society including the school; how human characteristics including culture affect those processes; issues of justice.	Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social, and economic consequences for individuals and groups.
	CEP 240	3 (2-2)	Diverse Learners in Multicultural Perspective			Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.

Admission To The Teacher Certification Program

Jr., Fall or Spr.	TE 301	4 (3-4)	Learners and Learning in Context: Thinking like a teacher	3 hrs./week	Consider relationship between teaching and learning, how teachers create learning opportunity, what it means to "know" students and build on their learning needs & interests.	Role of social context and sociocultural background in learning. Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context. Multiple literacies.
Sr., Fall	TE 401	5 (3-8)	Teaching Subject Matter to Diverse Learners	Average 4 hrs./week; interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.	Study and practice what it means to understand subject matters, subject-specific strategies to promote student understanding, forms of classroom organization consistent with those strategies.	Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings. Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

Year Semester	Number	Cr	Title	Fieldwork	What Students Do	Course Description
Sr., Spr.	TE 402	6 (4-8)	Designing and Studying Practice	Average 4 hrs./week	Same as above.	Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines. Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.
5th, Fall	TE 501	6 (2-24)	Internship in Teaching Diverse Learners, I	Average 25 hrs./week	Co-planning and co-teaching w/mentor teacher, with support from MSU field instructor; continued work in curriculum development; study of one's own teaching; exploration of teacher's roles and responsibilities in relation to the school and community.	Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical & field-based explorations of common teaching dilemmas.
	TE 801	3 (2-3)	Professional Roles & Teaching Practice, I			Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Relations of teachers to colleagues, families, other service providers, and community leaders. Roles in school governance.
	TE 802	3 (2-3)	Reflection & Inquiry in Teaching Practice, I			Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity & applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.
5th, Spr.	TE 502	6 (2-24)	Internship in Teaching Diverse Learners, II	Average 25 hrs./week	Lead teaching and reflection w/coaching from mentor teacher and MSU field instructor; continued study of one's own teaching; preparation of professional portfolio.	Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
	TE 803	3 (2-3)	Professional Roles & Teaching Practice, II			School-agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.
	TE 804	3 (2-3)	Reflection & Inquiry in Teaching Practice, II			Collecting, analyzing, and interpreting data on teaching, learning, and educational policy. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

MSU Teacher Preparation Program Standards Overview

The program standards represent understandings, skills, commitments, dispositions necessary to be an effective and responsible beginning teacher. Developed by faculty from Michigan State University and by teachers from Alliance Schools associated with the Teacher Certification Program, these standards are also compatible with state and national initiatives aimed at assessing beginning teaching.

Students will work toward these standards across the program as they learn to think, know and act like beginning teachers. Because the Program Standards represent the desired outcomes of the program, however, they particularly pertain to the intern year. The Program Standards offer the entire intern-year staff--university instructors, seminar leaders, MSU field instructors, mentor teachers--as well as the interns, a framework for assessing progress and learning. During the fall semester, we seek evidence that interns are making satisfactory progress in meeting each of the Program Standards in order to pass TE 501 and to be recommended to continue with TE 502. Recommendation for continuing the internship experience will be based on the professional judgment of the MSU field instructor, the mentor teacher and relevant others who are familiar with the intern's teaching practice. In order to be recommended for teacher certification by the end of the internship year, an intern will need to show that she or he is capable of responsible, autonomous teaching based on the Program Standards. During the spring semester, we seek evidence that the interns have met the Program Standards and are ready to assume the responsibilities of beginning teaching.

Program Standards

Standard 1: Knowing subject matters and how to teach them

- The intern understands the subject matter(s) as needed to teach it (them).
- The intern thoughtfully links subject matter and students, creating a responsive curriculum.
- The intern plans and implements a curriculum of understanding.
- The intern is thoughtful about assessment and its relationship to planning and teaching.

Standard 2: Working with students

- The intern respects and cares for all students in his/her charge.
- The intern promotes active learning and thoughtfulness.
- The intern builds on students' interests, strengths, and cultural backgrounds.
- The intern treats all students as capable of learning.

Standard 3: Creating and managing a classroom learning community

- The intern creates a safe, caring, productive environment in the classroom.
- The intern makes the classroom an inclusive community.
- The intern helps students develop personal and social responsibility.

Standard 4: Working and learning in a school and profession

- The intern works well as a teacher in a school community.
- The intern works productively with his/her MSU field instructor, mentor teacher, and seminar instructor in ways that support his/her learning to teach.
- The intern reflects on his or her experience and seeks opportunities for continued learning and improvement.
- The intern is open to alternatives and constructive feedback.

The Program Standards in Practice

The process of evaluating and assessing interns' progress over the course of the year can be a difficult and complicated process. The MSU Teacher Preparation Program Standards are in place to both provide interns with aspirations as they grow and develop professionally, and guide those who work with them to provide the interns with appropriate opportunities and assessment framework. Trying to envision what the standards look like in practice can prove to be difficult. The following is not intended to be the "authoritative" guide to what the standards mean, but a launching point for exploring what it meant to be a successful teacher intern, and the ways in which those who work with them can assist in the process.

Aspirations to Discuss With Interns

This is NOT a checklist or evaluation form. It IS a list of aspirations for teaching that mentor teachers, field instructors, and interns usefully could discuss. It is organized by the same categories and sub-categories as the Program Standards, and so might help interns, mentor teachers, and field instructors to understand what the categories in the evaluation worksheets mean.

Standard 1: Knowing Subject Matters and How to Teach Them

The intern understands the subject matter(s) as needed to teach it (them) to students.

- The intern knows and understands the main goals, core concepts, important information, tools of inquiry, and important practices of the disciplines that s/he teaches.
- The intern understands how the disciplines that s/he teaches are applied, used, practiced, and enjoyed in various settings and enterprises outside the school, and can make connections between the subject matter and his own life.
- The intern monitors and assesses his own understanding of the subject matter, notices when his own understanding is inadequate for teaching, and uses a variety of resources for support and to continue learning about the subject matter.
- The intern represents subject matter knowledge and ways of knowing accurately and appropriately in teaching.
- The intern knows what is likely to be difficult for students and finds ways to address those difficulties.

The intern plans and implements a curriculum of understanding.

The intern thoughtfully links subject matter and students, creating a responsive curriculum.

- The intern identifies central concepts, information, and skills that are critical for students to understand, and sets instructional goals accordingly.
- The intern frames worthwhile purposes that take into account district and/or school curriculum guidelines, subject matter standards (e.g., NCTM), and students' backgrounds, learning needs, and interests.
- The intern considers a wide range of teaching resources, evaluating their appropriateness and making necessary adaptations.
- The intern integrates or connects subject matter areas where appropriate.

- The intern constructs units and lessons that make the core aims, central concepts, important information, tools of inquiry, and important practices of a discipline meaningful for students.
- The intern combines questions, tasks, materials, and participation structures that will engage students, stimulate and support their thinking, organize their in-depth exploration of topics, and otherwise promote genuine understanding.
- The intern plans coherent units and lessons that have beginnings, middles, and endings; that are connected sensibly to preceding and following units and lessons; that are connected sensibly to other subjects; and that suit the place and the time of year.
- The intern provides good reasons for his or her decisions about content and instruction.

The intern is thoughtful about assessment and its relationship to planning and teaching.

- Prior to instruction, the intern finds out what students already know, believe, or feel about the matter to be taught; figures out how that prior experience is likely to affect instruction; and plans accordingly.
- The intern monitors, documents, and studies individual and group work throughout the course of instruction, and uses that information to make decisions about what to do next.
- The intern constructs or selects assessment tasks (assignments, tests, questions, etc.) that allow and require students to show their understanding, e.g., ability to connect ideas, use ideas, solve problems, apply skills.
- In evaluating students' work, the intern distinguishes between genuine understanding and other performances (going through the motions, memorizing for the test, etc.).
- The intern treats assessments as information not only about student learning but also as information about the quality of instruction, and acts accordingly.
- The intern gives students written and oral feedback in a timely manner that focuses on supporting learning, as distinct from simply giving a grade.

Standard 2: Working with Students

The intern builds on students' interests, strengths, and cultural backgrounds.

- The intern teaches coherent lessons that are organized about some framework, have a clear aim and focus, proceed reasonably from a thoughtful beginning to a thoughtful ending, and keep all students involved.
- The intern leads class discussions that explore problems and ideas, that elicit diverse responses from many students, and that get students to think.
- The intern helps the students to make connections between new content and prior learning.
- The intern asks appropriate and stimulating questions, listens carefully, and responds thoughtfully to student's ideas, comments, and questions.

- The intern adjusts or adapts lessons to accommodate students' individual needs and abilities and to include all students in class activities.
- The intern adapts her own role to the activity that s/he is trying to produce among students, e.g., tries to figure out when to talk and when to listen in a class discussion.
- The intern monitors and checks for students' understanding (prior knowledge, throughout lesson) and flexibly adjust her plans in response to students' actions and other contingencies.

The intern promotes active learning and thoughtfulness.

The intern treats all students as capable of learning.

- The intern values and respects each student's thinking and actively elicits and considers students' thinking in planning and teaching.
- The intern demonstrates curiosity about what students already know, what they are thinking, and how they understand or make sense of what they are learning.
- The intern understands and uses a variety of approaches to encourage students' development of critical thinking, problem solving, and performance skills.
- The intern seeks and uses information about students' prior knowledge in planning. The intern builds on information about student understanding gained from such tasks for further planning.
- The intern continually elicits and responds to student ideas in order to shape and challenge student understanding. The intern thinks about: How are students making sense of this? How are they going astray?
- The intern connects class topics, materials and activities to students' out-of-school activities and experiences.
- The intern understands how to motivate students to learn and how to maintain students' interest even in the face of temporary failure.

The intern respects and cares for all of the students placed in his or her charge.

- The intern treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn.
- The intern interacts and communicates clearly with students, making students feel cared for and listened to.
- The intern seeks ways to encourage all students to participate in the activities of the class.
- The intern understands how children learn and develop, and organizes activities that support their intellectual, social, and personal development.
- The intern uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.
- The intern discovers relevant differences among students, accommodates those differences or uses them as resources in the classroom, and modifies the task or environment as needed to support students' continued involvement in learning.

- The intern learns about students' interests, strengths, and cultural backgrounds in order to connect class topics and activities to students' experiences (and interact with them effectively).
- The intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The intern takes particular care on behalf of students who face particular challenges in school, e.g., student with learning disabilities, students who have been victims of discrimination to date.
- The intern effectively uses outside resources (home, school, community) to support students' learning and to deal with their problems.

Standard 3: Creating a Classroom Learning Community

The intern creates a safe, caring, and productive environment in the classroom.

- The intern develops and refines a clear and reasonable approach to classroom management, and plans specifically for the management of instruction and students.
- The intern's classroom management strategies match and support his/her instructional goals. The intern analyzes and works to improve the fit between classroom management strategies and instructional goals.
- The intern establishes and maintains regular routines for classroom activity.
- The intern establishes consequences for inappropriate behavior that are fair and appropriate, and follows through on the consequences.
- The intern develops shared values and expectations with students regarding their interactions, academic work, and individual and group responsibilities.
- The intern organizes and introduces activities so that students are prepared for them and can carry them out successfully.

The intern makes the class an inclusive community.

- The intern creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking.
- The intern actively engages students together in making sense of meaningful concepts and skills.
- The intern employs a variety of participation structures (whole group, small group, individual, etc.) that suit the lesson goals and tasks.
- The intern creates a classroom learning environment in which students and teachers are jointly engaged in developing shared expectations and/or standards for their joint work.
- The intern understands and builds appropriate connections between learning community qualities and subject matter goals.
- The intern helps students to learn to work alone and with others and to participate in decision making, problem solving, and conflict resolution.

- The intern uses knowledge of effective verbal, nonverbal and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The intern models effective communication when presenting ideas and information and asking questions, and promotes effective communication among students.

The intern helps students develop personal and social responsibility.

- The intern sets norms for social interaction among students that foster respect and cooperation.
- The intern uses multiple strategies (e.g., nonverbal cues, proximity, voice) to manage student behavior and keep students on task.
- The intern helps students to understand rules and routines and to learn to follow them.
- The intern employs management strategies that encourage personal responsibility and self-motivation in students.
- The intern deals with minor disruptive behavior such as talking inappropriately in reasonable and consistent ways that regain students' attention and keep the class moving.
- The intern works with students who have severe behavioral or emotional problems in an organized and professional way that helps them to develop and follow through on reasonable plans to overcome their problems.

Standard 4: Working and Learning In A School And Profession

The intern works well as a teacher in a school community.

- The intern's appearance, manner, and communication satisfy the expectations for a responsible adult member of the school.
- The intern is "good to work with" --punctual, reliable, responsible, friendly, energetic, and reasonable.
- The intern works with other school personnel in an open, civil, and constructive manner that respects their roles in the school.
- The intern reacts appropriately to stressful situations.
- The intern works with parents and guardians in an open, civil, and constructive manner that treats them as partners in their child's education.
- The intern participates in the life of the school, including taking advantage of professional development opportunities available to teachers.

The intern is open to alternatives and constructive feedback.

- In setting academic, social, and moral goals, the intern considers alternatives, chooses among them reasonably, and can explain why the goals chosen are important.

- In deciding what to do, the intern considers alternatives, chooses reasonably among them, and can explain why those choices are reasonable.
- The intern thinks both for now and for later, remembers what's important, and anticipates problems.
- Having planned carefully, the intern also implements those plans flexibly in light of developments.
- The intern systematically seeks information about the consequences of his/her actions, and uses that information in making decisions for the future.

The intern works productively with his/her MSU field instructor, mentor teacher, and seminar instructors in ways that support his/her learning to teach.

- The intern works with the mentor teacher and field instructor in an open, civil, and constructive manner that acknowledges their roles in the intern's education.
- The intern negotiates reasonable observer, co-teaching, and lead teaching roles with the mentor teacher, and keeps the bargains made.
- The intern engages in open and honest communication with the mentor teacher and field instructor about the situations, issues, and challenges that the intern faces.
- The intern seeks feedback from the mentor teacher and field instructor and treats that feedback as an opportunity to learn.

The intern reflects on his or her experiences and seeks opportunities for continued learning and improvement.

- The intern uses the contents of the 800-level courses to guide and inform his or her work in the classroom and school.
- The intern figures out how events and outcomes in the current situation may be relevant to other situations, and tries to recall how past situations may provide guidance in the current one.
- The intern studies how his or her choices and actions affect others, and adjusts his thinking and actions accordingly.
- The intern considers different perspectives, arguments, and alternatives, even when they are different from or conflict with his own.
- The intern uses co-planning, co-teaching, and other forms of collaborative work to learn about teaching.
- The intern uses writing such as a journal as a tool in planning and for reflecting on her teaching and her students' learning.
- The intern seeks interaction with other professionals who can help the intern carry out immediate duties and learn for the future.
- The intern makes and carries out plans for his/her own learning.
- The intern demonstrates a disposition to think about teaching not only in terms of "what works" in a lesson but also to consider questions of purposes and alternatives.

Providing Interns With Opportunities to Learn and Practice

As interns work closely with their mentor teachers, field instructors and course instructors across the year, learning what teaching particular students in particular contexts entails and beginning to develop defensible perspectives on teaching and learning, they need many different kinds of opportunities to learn and practice. As these opportunities are provided, the interns will grow to meet the MSU Program Standards. All those involved with interns need to work together to create opportunities that *prepare* interns to engage in these activities, and opportunities to *actually engage* in these activities with support. The opportunities for interns listed below correlate with the Program Standards which are used to assess and evaluate interns' progress over time.

In **teaching subject matters**, they need a chance to work on units that encompass current disciplinary standards concerning

- the nature of and major ideas in disciplines;
- processes of inquiry and the nature of evidence in the disciplines;
- the ways in which new information and experiences interact with prior knowledge to shape learning;
- the integration of the arts across the curriculum;
- strategies for helping students from varied backgrounds connect with important subject matter knowledge;
- ways to construct, try, and evaluate authentic assessments that both reveal and document students' learning, and that are useful both in evaluating one's own teaching and in communicating with parents and others.

In **working with students**, interns need opportunities and support to

- co-plan and co-teach lessons that are designed to be coherent and highly engaging for students, and then gather and analyze information that would enable the intern to assess how the students actually did experience the lesson;
- develop and practice ways to value students' ideas, questions, and experiences and to hear their voices with respect;
- explore the challenges and opportunities that students with special needs face in the classroom, figure out how to adapt instruction to include these students, and to assess those adaptations;
- explore how students from different histories, cultures and communities might respond differently to their teaching practices, figure out how to adapt instruction to include these students, and to assess those adaptations;
- develop and practice ways to model a love of learning for students.

In **creating and managing a classroom learning community**, interns should have opportunities and support to develop, practice, and reflect on the creation of inclusive settings in which students participate in learning together. This includes:

- classroom management strategies that are consistent with and supportive of the instructional goals suggested above;

- strategies for promoting and evaluating students' self-discipline, self-evaluation, and self-regulated learning;
- strategies for involving and assessing students in task-oriented small group learning;
- strategies for engaging students in genuine discussion of intriguing questions and problems;
- strategies for encouraging students to be tolerant and supportive of each other.

In **working and learning in a school and profession**, interns need opportunities and support to

- have on-going conversations with their mentor teachers as a way to come to understand how teachers think about, plan for and reflect on their practice;
- work with their mentor teachers to co-plan units in which the mentor teacher takes the lead;
- gradually and over time assume increasing responsibility for taking the lead in co-planning;
- explore a variety of lesson, daily, unit, and long range planning formats with their mentor teachers;
- plan and carry out small studies within their classrooms in which they pose questions about teaching and learning, undertake study and action to answer that question, and learn systematically from that activity.

SECTION TWO

GENERAL PROGRAM AND TEAM 3 POLICIES

Team 3 Helpful Information

Team 3 Coordinating Personnel:

On-Campus Program

Team Leaders	Sandy Wilcox	343A EH	355-1741	wilcoxs@msu.edu
	Sandra Crespo	116P EH	353-3035	crespo@msu.edu
Coordinator	Kathy Moon	353 EH	432-3671	kmoon@msu.edu
Assistant Coordinator	Nancy Rudd	346 EH	432-9620	nrudd16@msu.edu
Team Secretary	Scherrie Kilgore	347 EH	355-1741	kilgore@msu.edu
Team 3 Advisor	Amanda Idema	134 EH	353-9684	grayama1@msu.edu

The Team 3 on-campus offices are located on the third floor of Erickson Hall in bay 347.

SE Michigan Area Internship Program

Coordinator	Judy Thompson	**	**	thomps38@msu.edu
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**MSU Birmingham Center
(248) 723-9354

2436 W. Lincoln
Suite F101
Birmingham, MI 48009

Team 3 Website:

For complete and up to date information on all aspects of Team 3, visit our website at <http://ed-web3.educ.msu.edu/TE/team3/default.htm>

Student Advisory Board:

There is a Student Advisory Board for Team 3 that is composed of representatives from each of the course sections (TE 301/401/402). This board addresses questions and concerns from students as well as organizes special team events. The board meets about every two or three weeks.

Student Mailboxes:

Each student on Team 3 has an individual "mailbox" in the 347 Erickson Hall bay. Your mailbox is actually a hanging file in a 4-drawer filing cabinet labeled TEAM THREE STUDENT MAILBOXES. There is a drawer for each level (juniors and seniors). Please check your folder periodically for special messages or announcements. Some of your instructors will also return papers to you in your mailbox, especially at the end of the semester.

Team 3 Calendar:

Meetings and team events will be posted and updated on the web along with announcements of teaching positions, conferences, and job and volunteer opportunities, so if you forget a meeting time, place, or date, you can check the calendar. If you want to post something, ask Scherrie to help you.

Team Three Times:

There is a Team 3 newsletter, the Team Three Times, that provides information about team events and happenings. The newsletter will be sent to you via electronic mail several times during the year. Everyone is encouraged to submit articles to any Student Advisory Board member or Team Coordinator.

Electronic Mail:

Every student at MSU is eligible to access mail.msu.edu, MSU's student electronic mail accounts. The service will help you communicate with other students, faculty and computer users around the world. Instructions for opening an account can be found in any of the MSU computer labs. For more information or to get answers to your questions, contact a consultant at the Computing Information Center located in Room 305 Computer Center or call 353-1800.

Check your email often. If you do not, you may be missing information on courses, scholarships, meetings, and the College of Education events of interest to you. We are relying more and more on email rather than phone or US mail to contact students.

Advisors:

Do you have a quick question for an Academic Advisor? Use your MSU email account to send quick questions to the College of Education's Advisors:

Regular Elementary Education:

Amanda Idema – grayama1@msu.edu

Special Education:

Jean Brown - brownj32@msu.edu

If your question is too complicated for an email response you will be asked to schedule an appointment to resolve your issues.

Children's Literature:

Local public libraries are the best sources for MSU students to use to find books for children. There is no collection of current children's literature on campus at MSU, but the Lansing and East Lansing public libraries have strong collections of such books. The East Lansing Public Library is located at 950 Abbott Road, near the Post Office (351-2420). The main branch of the Capital Area District Library is located in downtown Lansing at 401 S. Capitol (325-6400).

It is also possible to find supplementary material about children's literature by exploring sites on the World Wide Web. Try locations such as:

- *Children's Literature Web Guide*
<http://www.ucalgary.ca/~dkbrown/index.html>
- *The Horn Book*
<http://www.hbook.com>
- *Book Links*
<http://www.ala.org/BookLinks/>
- *Awards for Children's Books*
<http://ils.unc.edu/award/home1.html>

Professional Library:

A variety of textbooks and other books with education themes are available for check-out from the Team 3 office in 347 Erickson. A complete listing of the current titles can be found on the Team 3 website.

Scholarship Information:

If you are interested in applying for scholarships for the intern year, get started NOW looking for possible sources of scholarship money and gathering your materials. Having your materials ready in advance will give you an advantage. Sometimes there is very little time between the announcement and the deadline for applications for scholarships. You will be preparing a resume for the internship placement process anyway; you can revise it for scholarship applications. Work on general material for a personal statement now and get people to read it and give you advice and feedback about it; you can tailor it for each scholarship you apply for. Detailed scholarship information is available on the College of Education home page (<http://www.educ.msu.edu/>) under Info for Students/Scholarships.

University Resources

Learning Resources Center (LRC), 209 J Bessey Hall, 355-2363

The LRC provides instructional facilities, staff, and materials for MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. Appointments are **not** necessary. All services and workshops are provided free of charge.

Writing Center, 300 Bessey Hall, 432-3610, grammar@pilot.msu.edu

Experienced writing consultants talk one-on-one with writers of **all** levels of proficiency at **all** stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine tuning your writing. For an answer to a quick question, use the Grammar and Usage Hotline at the same phone and e-mail address.

Career Information Center (CIC), 6 Student Services Building, 353-6474 ext. 335

The CIC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules.

MSU Career Development and Placement Services, 113 Student Services Building, 355-9510

This office assists students in the College of Education who are activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Office staff assist teacher certification students in career planning and understanding market research.

Service Learning Center, 26 Student Services Building, 353-4400

MSU students may receive placement assistance here for volunteer experiences and internships related to their major. The office is open Monday - Friday, Noon - 5:00 pm.

Counseling Center

Main Office: 207 Student Services Building, 355-8270

Branch: 335 Olin Health Center, 355-2310

Detroit Area Interns - after 5:00 PM and on weekends contact:

Oakland County - Common Ground, (248) 456-0909

Macomb County - Macomb County Crisis Line, (810) 307-9100

Wayne County - Emergency Telephone Service, (313) 244-7000

Students should feel free to contact the Counseling Center for personal concerns and crises. Professional counseling and psychological services are offered to assist with both immediate personal and career concerns and longer range plans. All services are confidential. Initial consultations are free of charge; all services are free to currently enrolled students carrying 1 or more credits. A multitude of specialized groups and workshops are offered each semester, with varying topics which usually include stress management and test anxiety. Handouts about these groups and workshops are available in 207 Student Services.

A 24-hour Sexual Assault Crisis Line for women and men who have been sexually assaulted (and their friends, families, and roommates) can be reached at 372-6666.

The Testing Office, 207 Student Services Building, (inside the Counseling Center), 355-8385

Registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the MTTC are available in the College of Education Student Affairs Office, 134 Erickson Hall.

Overseas Study Office, 108 International Center, 353-8920

This office can assist students who want to include an international study experience in their program of study.

Team Assignments, Field Placements & Internship Preferences

Team Assignments

Upon admission to Teacher Education, students are assigned to a particular TE Team.

- Elementary Education -- Team 1, 2, or 3
- Secondary Education -- Team 4
(*except as noted below*)
- Music Majors & Audiology and Speech Majors - Not assigned to teams. Placements are arranged directly by their major departments.

Field Placements

Students enrolled in TE 301 through TE 402 are placed for field work in the greater Lansing area in order to minimize travel time. For the internship year, field placements are made in the Lansing area and in selected sites that are distributed more broadly. A list of sites available for internship placement is provided with a survey which students complete prior to internship placement.

The first consideration in making field and internship placements is to prepare you for certification in Michigan.

To do that, we place you in situations that match the teaching certificate you intend to earn, and which prepare you to teach diverse students in diverse settings. We also seek to place you in settings which best fulfill your educational needs as we see them. Our second consideration is to place you in schools with which we have developed good working relationships and which support a productive combination of course work and field work. Our third field placement consideration is your preference of a location for the internship year. We attempt to honor your preference, provided that we can satisfy the first two considerations and have enough placements in a given location for all who want internships there.

Under no condition are students allowed to negotiate their own placements.

State of Michigan Competency Exams

Candidates for Michigan teacher certification must pass tests designed by the State of Michigan to ensure that certified teachers have the necessary basic skills and content knowledge to perform effectively in Michigan schools. The competency exams are known as the Michigan Test for Teacher Certification (MTTC). The required tests include:

Basic Skills Test - This test must be taken and all subtests passed by all candidates for Michigan certification before being admitted to the certification program. The test includes sub-tests in reading, writing, and math. If one or more subtest is failed, the particular subtest(s) can be retaken. Michigan State University students are encouraged to take the Basic Skills test during their freshmen year but the test should be taken no later than the fall of the sophomore year.

Subject Area Tests - Students must pass the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching prior to the internship year.

Elementary Certification - For those seeking elementary certification, including special education and early childhood education, students must take and pass the MTTC in elementary education (test #83) as a condition for progression to the internship (TE501).

For elementary education students, passing the elementary education test is a requirement for completion of the teacher certification program and is the minimal requirement of the State of Michigan in order to receive certification to teach in grades K-5. If you additionally wish to teach in grades 6-8, you must pass tests in subject matter areas where you wish to receive endorsements (you must have completed majors or minors in these areas.) Students in special education or early childhood must pass tests in their respective area (e.g., HI, EI, LD, or VI or early childhood education) in order to be endorsed in those areas and eligible to teach in those areas. Passing these subject matter tests, however, is not required for program completion.

Other Information - Registration booklets are available in 134 Erickson Hall. Information about test dates, costs, and registering for the tests is included in the booklet. The booklet also includes sample questions and objectives for the Basic Skills Test. **Test scores must be officially reported to Michigan State University. Follow directions in the test booklet to insure that scores are sent directly to MSU.**

Study Guides for the subject area tests can be ordered through the test registration booklet. Objectives for the subject area tests and many of the study guides are available at the assigned reading desk at the Main MSU library. An advisor in Room 134 Erickson Hall can assist candidates in determining the specific State of Michigan tests to take that correlate with their specific teaching major and/or minor(s).

Frequently Asked Questions - Answers to frequently asked questions about the MTTC are available at the following web address: <http://www.ed-web3.educ.msu.edu/te/ele/mttcfaq.htm>

Students are responsible for reading and understanding testing requirements as printed in the Michigan Test for Teacher Certification registration bulletin which is available in 134 Erickson Hall.

Communication Channels

If you have questions or concerns about your Teacher Education program, it is important that you bring them to the attention of the appropriate people. If you are having personal difficulties in the program, we will try to support you. If we know what your questions are, we can try to answer them. If we know that there are problems in the program, we can work together to try to solve them. However, if people do not communicate about issues of concern, nothing can be done about them.

A general rule is to start by talking first with the people most directly involved to try to solve a problem. Only if you are not satisfied with the result should you go to a higher level.

Concerns about a Course:

Your first course of action if you are confused or dissatisfied in a course is to talk directly with the instructor. The instructor needs feedback from you in order to help you and others in the class. If you don't know how to approach the instructor or how to conduct such a conversation, you can seek help from the Team Coordinators. Undergrads should call or email Kathy Moon (kmoon@msu.edu or 432-3671) or Nancy Rudd (nrudd16@msu.edu or 432-9620). Interns should contact Judy Thompson (thomps38@msu.edu or (248) 723-9354). They can help you prepare for a conversation with an instructor or facilitate the conversation.

Appealing a Grade or Decision:

If you are unhappy about a grade or a decision that an instructor has made, after talking to that instructor, contact the appropriate coordinator. If necessary, they will consult with the Team Faculty Leaders, Sandy Wilcox and Sandra Crespo, for further steps.

If you are unhappy with a Team decision, after talking with the Team Coordinators and Leaders, contact Sharon Schwill, the TE Program Coordinator, at schwill2@msu.edu or 355-1713.

If you wish to appeal a Program decision, you may contact the Teacher Education Department Chairperson, Mary Lundeborg at mlunde@msu.eu or 353-5091.

If you are not satisfied with a Department decision and wish to appeal it, you may then contact the Associate Dean of Student Affairs, Cassandra Book at cassbook@msu.edu or 355-1787.

Personal Difficulties:

Everyone runs into obstacles and difficulties in their lives from time to time. If something occurs in your life, such as illness, a death or illness in the family, depression, divorce, or any number of other things, please let your instructors know. Also, please alert Kathy, Nancy or Judy of serious difficulties. If necessary, we can refer you to campus services and make adjustments in time deadlines and other requirements to allow you to continue in the program.

Professional Conduct Policy

MSU Teacher Preparation Program Team 3 Approved by the Teacher Preparation APPC, 1/11/96

In this time of transition from being a student to being a professional teacher, it is important that you begin to see yourself as a lifelong learner rather than a student fulfilling university requirements. Both your school-based experiences and your university coursework are vital and integral components of your professional preparation. Because the way you conduct yourself in these settings reflects on you as a professional, we want to be clear about your responsibilities with regard to professional and ethical conduct. Failure to comply with these (and other university policies governing student conduct) will result in a review of your progress by your team and specific recommendations regarding your continued participation in the teacher certification program.

Attendance and Punctuality

You are expected to be present and on time for your professional commitments. If you must be absent from any one of your professional responsibilities due to illness or an emergency, you must inform the people who are affected by your absence. That is, for your field placement you must notify your mentor teacher, your field partner(s) if you have one, and your MSU liaison or field instructor. For your on-campus courses, you must notify your course instructor. More than two absences during a semester from on-campus courses or pre-internship field placements is cause for concern. Recurring absences or tardiness will put your recommendation for continuation in the program in jeopardy. During the internship, interns who are absent more than four days in a semester in their school placement may be required to make up the time.

If you have difficulty meeting this expectation because of an emergency or any other reason, talk to your course instructor or Team coordinator in advance or as soon as possible. Informing the appropriate people about extenuating circumstances will allow us to work with you to make appropriate arrangements.

Confidentiality

Classroom Discussions:

Your field experiences are an important part of your learning and you will be discussing them in your courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved if you need to include family or individual information in your explanation or if the situation is particularly difficult. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews:

Use pseudonyms and screen/mask identifying information when reporting interviews with children/youth/adults. If an assignment requires you to interview an adult, you should clearly state or give to the interviewee, in writing, the purpose of the interview and the uses you will make of the material. Ask your instructor for an example if you are unsure how to word this statement.

Photographs/Videotapes/Audiotapes:

Always ask permission of the classroom teacher to make students' photographs/videotapes/ audiotapes or to use them in displays/portfolios. Occasionally there are circumstances which require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes or audiotapes. Be sure to check with the classroom teacher on what is needed.

Portfolios:

If you use students' work or interview material in your portfolio, use pseudonyms and screen/mask names and personal identifying information.

District Requirements:

Ask your classroom teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

Dress and Deportment in Schools

When you are in school, you are expected to dress appropriately. You will be viewed and judged as another adult by students, parents, teachers and other people in the building. Be polite and considerate of other adults in the building including the principal, custodians, secretary, paraprofessionals, etc.

Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced which prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements.

Professional Communication

Professional education can be an intensely personal and challenging process. In your classes and field placements, you are expected to give and accept constructive feedback appropriately and to react appropriately in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of your fellow students.

If you have concerns, problems, or questions about any aspect of your coursework or fieldwork, you should first address them to the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Team coordinator or faculty leader.

Policies Regarding Team 3 TE Courses

Policy on Grades of Incomplete

Team 3 teacher candidates may receive an "incomplete" in a Teacher Education course offered by Team 3 (i.e. TE 301, 401, 402, 501, 801, 802, 502, 803, 804) if illness or other personal circumstances have made it impossible to complete the work of the course on time. Since each course is a prerequisite for the next course in the sequence, it is Team 3 policy that incompletes should be completed by the beginning of the next semester. That is, incompletes for fall semester courses must be completed by the first day of spring semester. Incompletes for spring semester courses must be completed by the first day of fall semester unless the teacher candidate takes courses during the summer. In this circumstance, incompletes in spring semester courses must be completed by the first day of summer semester if the teacher candidate is in the Post BA program, or by the mid-term of the summer session in which the teacher candidate is enrolled if the teacher candidate is a regular five-year program student.

There may be unusual circumstances, such as an extended illness, that would lead to a student receiving an incomplete in a course with the condition that the course be repeated the next time it is offered. Under such circumstances, it would be the individual instructor's responsibility to set the conditions and time for satisfactory completion of the course. It would also be the instructor's responsibility to communicate any unusual conditions, such as time extensions, to the registrar's office. Even in these circumstances, students are expected to complete a course before beginning the next course in the program sequence.

Participation in Team 3 Classes

As you begin your professional career in teaching, we want to support you in recognizing your responsibility to contributing to the learning of others. This includes not only the students in schools that you will work with, but also your colleagues on Team 3 who will accompany you through your teacher education program. Much of your learning about teaching will occur in a social context, that is, in the company of others who are learning to teach as well. Your Team 3 teacher education courses depend on the participation of everyone so that you not only benefit from hearing other people's perspectives and ideas, but you also assume responsibility for contributing to the learning of your professional colleagues.

It is the policy of Team 3 that everyone is expected to participate in class discussions, activities, assignments and other events. Participation can take many forms such as contributing to whole-group and small-group discussions in class; completing assignments in a timely manner so that you can contribute your interpretations and thinking about topics, concepts, and issues being considered; joining in cooperative group tasks; attending special Team 3 events; etc. Your active involvement in your classes and in other Team 3 happenings will be vital to your own learning as well as to those who are learning with you. Your participation will contribute to your course grade.

Assignments-Due Policy

Assignments for your Team 3 courses are expected to be completed in a timely manner. They are due on the date designated by your course instructor. If you have circumstances that prohibit you from turning in an assignment on time, you need to talk to your instructor about your situation and establish an alternative due date if necessary. Turning in an assignment late without prior approval from the course instructor will jeopardize your grade on the assignment.

Independent Study Policy

On occasion, Team 3 students may seek independent study or field study credits from Team 3 faculty as part of their academic program. These credits may be sought for a variety of reasons, such as the need for one or two credits to bring the total number of credits a student carries to full-time status, thus allowing the student to receive full financial aid. Other students may want to study in an area of interest beyond what the program offers in our regular courses. Under most circumstances, full-time faculty negotiate independent studies on an individual basis without the need to refer to a student's connection to Team 3's program. A project agreement form for an independent study must be on file in the College of Education's Student Affairs Office.

There may be situations, however, when a Team 3 student requests an independent study that is dependent on Team 3 relationships such as a field study that requires time in schools. Under these circumstances, it would be expected that the sponsoring faculty member would discuss the nature of the study with other Team 3 faculty or staff who are responsible for field experiences so that any additional field time and assignments that are expected to be accomplished in the field site can be arranged in a manner that complements Team 3 fieldwork and relationships with schools.

Independent studies will not substitute for our regular teacher education courses offered by Team 3. That is, TE 301, 401, 402, 501, 502, 801, 802, 803, and 804 cannot be taken as independent study credits nor should they be offered on an individual basis to a student. A student's learning in these courses depends on interaction with peers in a group setting.

Team 3's policy is that only full-time regular or temporary faculty may be the instructor of record for an independent study. It is assumed this type of teaching can be incorporated into a full-time load at the discretion of the sponsoring faculty person. There may be occasions when a part-time staff person or graduate assistant would lead an independent study under the guidance of a faculty member. However, part-time staff and graduate assistants usually do not have load time for leading independent studies as an integral part of their responsibilities, nor are there funds allocated for overload work for part-time staff and graduate assistants for this purpose.

Meeting the Technology Requirement 2004-2005

The formal statement of the Technology Requirement is provided in the Student Handbooks produced by the Student Affairs Office, 134 Erickson Hall, which are given to teacher candidates upon admission. The following statement describes how the technology requirement can be met and the practical standards to be employed. More detailed examples are provided in the following table, Technology Requirements for Team 3 Teacher Candidates. Further information concerning each requirement can be found on the web page located at <http://ott.educ.msu.edu/newott>

The MSU teacher preparation program requires that the technology requirements be met in full before the teacher candidate enters the internship. Although Team 3 makes every effort to ensure these requirements are met during normal course attendance and/or to inform you of other options available for meeting the requirements, in the end it is the **student's responsibility** to meet them.

How can teacher candidates meet the requirement?

Teacher candidates can satisfy each part of the technology requirement in the following way:

1. DEMONSTRATE THROUGH COURSE ASSIGNMENTS.

Instructors of Teacher Preparation courses (e.g., 301, 401, 402) are encouraged to design course assignments that allow teacher candidates to demonstrate their technological competence. Course instructors can determine if a student meets certain requirements by examining the product or behavior as specified in the following table.

What is required?

The technology requirement consists of five parts:

- E-mail
- World Wide Web
- Word Processing or Presentation software
- Database or Spreadsheet
- Educational Software

Each of the five parts has two levels. You must demonstrate a simple or fundamental use described in the "Level 1" of Table 1 for all five areas.

Simple or fundamental use: This set of criteria requires that students demonstrate basic functional use of these forms of educational technology and can show that they are capable of using these technologies.

Additionally, you must demonstrate an adaptive, professional/pedagogical use in one area as described in the "Level 2" of Table 1.

Adaptive, pedagogical or professional use: This set of criteria requires that students demonstrate their use of an educational technology within the context of an authentic teaching or learning environment. Adaptive or pedagogical use of educational technology requires thought and critical examination of the value technology brings to teaching or learning in the classroom. Professional use implies the use of technology as a tool for one's own professional growth or development.

To view your technology requirement status, please visit the TechTracker at <http://ott.educ.msu.edu/newott/>

Entry-Level Standards for Michigan Teachers

Michigan has seven entry-level standards for beginning teachers; one of those focuses on technology. Information about all the standards can be found at:

<http://ed-web3.educ.msu.edu/infostu/cert/jobsstand.htm>

Printed below is the content of the 7th standard:

Standard 7: An ability to use information technology to enhance learning and to enhance personal and professional productivity.

- a. Design, develop, and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations;
- b. Identify and apply resources for staying current in applications of information technology in education;
- c. Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and distance learning to support teaching/learning;
- d. Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests, and promoting, reinforcing, and organizing data regarding student performance;
- e. Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision making including word processing, database management, spreadsheets, and graphic utilities;
- f. Demonstrate knowledge of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology; and
- g. Use information technology to enhance continuing professional development as an educator.

Excellence in Teaching with Technology Awards

To encourage teacher candidates to creatively explore the use of technology in real educational settings, we have developed the Program of Award of Excellence in Teaching with Technology. All teacher candidates, including interns, may apply for the Award. Application materials and evaluation standards will be available from the Tech Guides web site or room 130 Erickson.

Technology Requirements for Team 3 Teacher Candidates

Level 1: Fundamental ("simple") use

E-mail – TE 301

This part of the requirement will be checked off when teacher candidates and their instructor/Tech Guide exchange e-mail which include use of subject lines, signature files, and attached documents.

OR Equivalent performance or product, as judged by the instructor and Tech Guide.

Word Processing – TE 301

This part of the requirement will be checked off when teacher candidates submit a paper which includes: title, header or footer, page numbers, a table, a drawing, and consistent margins. The paper will be spell-checked, saved in Rich Text Format (RTF) and shared with instructor/Tech Guides.

OR This part of the requirement will be checked off when teacher candidates present printouts of two alternative PowerPoint presentations of the same content, each including at least 5 cards each with at least 4 points on some cards, but using differing fonts and styles, graphics, and transitions.

OR Equivalent performance or product.

Level 2: Professional/pedagogical ("adaptive") use

This part of the requirement will be checked off when teacher candidates write a thoughtful and innovative instructional plan that includes the use of e-mail as an essential component.

OR Equivalent performance or product, as judged by the instructor and Tech Guide.

This part of the requirement will be checked off when teacher candidates submit an electronic word processor document containing features typical in complex materials for students or complex products by students, specifically, an automatically generated table of contents, outline formatting, and no spelling errors that a spell-checking program can detect.

OR This part of the requirement will be checked off when teacher candidates submit electronic files containing two document templates (sometimes called "stationery"), with styles (sometimes called "font styles" or "paragraph styles"), that the candidate might use to prepare materials for K-12 pupils, or that K-12 pupils might use in a writing assignment.

OR This part of the requirement will be checked off when teacher candidates write a thoughtful and innovative instructional plan that includes the use of word processing or presentation software as an essential component.

OR Equivalent performance or product.

Spreadsheet or Database TE 401/402 – Math

This part of the requirement will be checked off when teacher candidates present printouts of a data set two columns wide and 20 rows long, that uses formulas in the third column or twenty first row to compute new variables or summaries, and that represents the data in tables or graphs.

OR This part of the requirement will be checked off when teacher candidates present printouts of a database that contains at least 10 records and at least 4 fields per record, that uses the find/sort functions to select a sub-set of cases, and print out lists of the whole data set and the sub-set.

OR Equivalent performance or product.

This part of the requirement will be checked off when teacher candidates submit to their instructor or Tech Guide electronic spreadsheet files containing a numeric data set pertinent to a K-12 subject, along with statistical and graphical analyses that bring out patterns in the data that should be revealed to K-12 students, or that K-12 students should discover in the data.

OR This part of the requirement will be checked off when teacher candidates submit to their instructor or Tech Guide an electronic file containing a database that the teacher candidate has designed to organize and work with text such as the teacher candidate's notes on professional literature, the teacher candidate's feedback to K-12 students about their work, K-12 students' journal writing, etc. Such a database normally would include title fields, keyword fields, and author and date/time fields.

Technology Requirements for Team 3 Teacher Candidates

Level 1: Fundamental ("simple") use

Level 2: Professional/pedagogical ("adaptive") use

Spreadsheet or Database, cont.

OR This part of the requirement will be checked off when teacher candidates write a thoughtful and innovative instructional plan that includes the use of a spreadsheet or database as an essential component.

OR Equivalent performance or product.

Educational Software

TE 401/402 – Literacy

This part of the requirement will be checked off when teacher candidates submit a written review, from the point of view of a user outside of school, of one piece of educational software. The review will include a general description of the program, a description of the user's affective responses to the software, and a description of the user's cognitive responses to the software.

OR Equivalent performance or product.

This part of the requirement will be checked off when teacher candidates submit a review, from the point of view of a K-12 teacher, of one piece of educational software. The review will include an examination of the potential instructional uses of the software, and an evaluation of the artistic, technical and pedagogical qualities of the software.

OR This part of the requirement will be checked off when teacher candidates write a thoughtful and innovative instructional plan that includes the use of a piece of educational software as an essential component.

OR Equivalent performance or product.

This part of the requirement will be checked off when teacher candidates construct and share a categorized bookmark file of at least 20 sites with the instructor/Tech Guide.

OR Equivalent performance or product.

Instructors: At the end of the semester please email to the Team 3 office a class list of the students who have successfully completed the Tech Requirement for your specific course .

World Wide Web

TE 401/402 – Science

This part of the requirement will be checked off when teacher candidates provide the URL for a simple, working web page, made by the teacher candidate, containing at least 3 links to pages created by others.

OR This part of the requirement will be checked off when teacher candidates write a thoughtful and innovative instructional plan that includes the use of World Wide Web as an essential component.

OR Equivalent performance or product.

University Procedures on Felony Convictions and Teacher Certification Programs

The Michigan State Board of Education has authority under Part 10 ADMINISTRATIVE HEARINGS, of the Administrative Rules Governing the Certification of Michigan Teachers, to deny, suspend or revoke a teaching certificate (R 390.1201).

The rule(s) state:

Rule 101. (1) The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:

- (a) Fraud, material misrepresentation, or concealment in the application for a certificate.*
- (b) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.*
- (c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude.*

Students are asked to provide information indicating whether they have been convicted as an adult of felonies or misdemeanors involving moral turpitude prior to (1) admission to teacher education programs, (2) student teacher placement, and (3) term of graduation and application for teacher certification.

An applicant to a teacher education program who has been convicted as an adult of a felony or misdemeanor involving moral turpitude may be denied admission to teacher education or field placements or recommendation for certification. An applicant who has been convicted of such a felony or misdemeanor at any point in his or her academic program will be granted a hearing prior to a final decision regarding (1) admission to teacher education, or (2) field placement, or (3) recommendation for certification. Such a hearing will be initiated by the College of Education and referred to the Hearing Board of the Undergraduate Education Policy Committee for review and recommendation.

EXAMPLES OF CRIMES INVOLVING MORAL TURPITUDE

- A. Crimes involving a substantial misrepresentation of any material fact to the public, including bribery, fraud, aiding or abetting the filing of false claims, racketeering, or allowing an establishment to be used for illegal purposes.
- B. Crimes involving homicide, murder, manslaughter, mayhem, negligent homicide, assault, battery, and felonious assault.
- C. Crimes which involve a violent act or a threat of a violent act against a person or a crime constituting a sexual offense, which shall include any of the following:
 - ⇒ Criminal sexual conduct in any degree;
 - ⇒ Commercial activity involving child abuse, neglect or exploitation, kidnapping, adoption schemes, and prostitution;
 - ⇒ Child abuse or neglect;
 - ⇒ Cruelty toward, or torture of, any person;
 - ⇒ Attempts to commit any of the offenses specified in paragraphs (1) and (3) of this subdivision;
 - ⇒ Robbery, armed robbery, burglary, receiving stolen property, concealing stolen property;
 - ⇒ Extortion;
 - ⇒ Obtaining property by false pretenses;
 - ⇒ Larceny by trick;
 - ⇒ Larceny by conversion;
 - ⇒ Embezzlement;
 - ⇒ Arson;
 - ⇒ Offenses involving narcotics, alcohol or controlled substances that result in a felony conviction;
 - ⇒ Offenses involving adulterating drugs, controlled substances, preparations; poisoning; unlawful, manufacturing, delivery or possession with intent to manufacture or deliver drugs.

Team 3 Program Information Frequently Asked Questions

1. Which courses are "methods" courses? In other words, when do we actually learn to teach reading, math, etc.

In TE 301 you will begin to examine some big questions about curriculum such as the relationship of the curriculum to the learner. Team 3 also starts a literacy strand in TE 301. TE 401 and 402 concentrates on teaching subject matter to diverse learners. In the elementary sections, literacy, mathematics, social studies and science are the focus. During the internship year, TE 802 and 804 continue to address planning and teaching in literacy and mathematics.

2. When do we get experience in classrooms and really begin teaching?

During TE 301 you will spend some time during the semester in a setting with children or adolescents which will be a school classroom or some other educational setting. The focus is on studying the learner and how learning happens in different contexts. During TE 401 and 402, you will be in a school classroom each week for four hours. Usually you are placed with another Team 3 student as a partner. Field assignments are closely linked to the coursework and generally include observations, interviewing pupils, and planning and teaching short lessons, usually with small groups of pupils in the fall, and then with the whole class in the spring. You are not expected to take extensive responsibility for the full classroom until later in the fall of the internship year and then only for limited periods of time. All of this is designed to gradually prepare you to take the lead in the classroom during the spring of your internship year.

3. When will I know where my internship placement will be?

During the fall of the senior year prior to the internship, you will receive an Internship Placement Request Form to complete. This will ask you for detailed information about your preferences and interests. You will then be asked to submit a professional resume to be given to prospective schools during the placement process. You will receive guidelines for writing your resume in October. You need to turn it in to the team coordinator in November. We hope each student will know her or his possible placement and meet the mentor teacher by the end of spring semester. However, it is impossible to guarantee this time frame or placement preferences because we are dependent upon many factors in the school districts that are beyond our control.

4. Can I make my own arrangements for an internship placement?

No. Each team works with particular schools in particular districts. We place interns in clusters so that an MSU field instructor can work with a group of interns and their mentor teachers and convene the school-based guided practice seminar. In addition, clusters of interns in a school allow for interns to interact and support each other's learning more readily.

5. When does the internship begin and end? Do we follow the school's or MSU's calendar?

In general, you will follow the school-district calendar for the district in which you are placed. You will begin your placement on the day that your mentor teacher begins. There will be a meeting for Team 3 interns in late August before most districts begin to help you get started. You will follow your school's calendar for holidays and winter and spring break. You will finish your internship on the last day of MSU's spring semester classes, unless your internship is extended for some reason.

6. Can I plan on working during the internship year? What is the weekly schedule like?

You are expected to keep every day, Monday through Friday, until 5:00 P.M. available for program-related activities. You will need to meet with your mentor teacher after school, attend faculty meetings, attend your school-based guided-practice seminar, and attend the other university-based classes. You will also need to have time to prepare and plan lessons, grade papers, etc. Many interns do need to work during the year, but it is recommended that you work no more than ten hours per week. If a heavier work schedule is necessary, talk it over with the team coordinator.

7. If I want an additional special education endorsement, do I have to enroll in a master's program? If so, who should I talk to about the special education endorsement?

Yes, you will have to enroll in a master's program. You can contact anyone in the special education department (355-1837) and they will be happy to give you the information.

8. What is the difference between the internship year and student teaching?

In the past, students in the teacher preparation program spent ten weeks in a classroom for their student teaching experience. They assumed lead teacher responsibilities for approximately 6-7 weeks. In addition, they typically had a weekly on-campus seminar to talk about their experiences in the field.

In the five-year certification program, teacher candidates have a year-long experience that integrates further study about learning to teach within the contexts of graduate level courses and K-12 classrooms. Learning to teach is a process that continues throughout a teacher's professional career. Teachers learn from their experiences in classrooms, through engaging in study and reflection with colleagues, and from their continuing professional studies in university courses. The internship provides you with a first opportunity to combine graduate seminars with sustained work in classrooms. The internship year is intended to help you (a) develop knowledge, skills and dispositions to create learning communities that serve all children; (b) deepen your understanding of the subjects you teach and develop a repertoire of strategies and representations for teaching school subjects; (c) develop habits of mind and attitudes that will be a basis for responsive, responsible, and reasoned decision making regarding curriculum, teaching practices and forms of assessment; (d) develop habits of inquiry and reflection on your own practice so that you continually strive to modify your practice in light of what you are learning in both contexts---your mentor teacher's classroom and your graduate seminars.

If you have other questions, don't hesitate to contact a team leader or coordinator by calling the team office, 355-1741 or e-mailing one of these people directly.

SECTION THREE

GENERAL INTERNSHIP POLICIES

CRITERIA FOR PROGRESSION TO THE INTERNSHIP*

Requirements for Progression to the Internship Procedures for Decisions and Notification Professional Standards for the Internship

I. Requirements for Progression to the Internship

To progress to the internship a teacher candidate must: A) meet the Academic Requirements listed below, B) pass the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching, C) submit a complete Criminal Disclosure Form, and D) meet the Professional Criteria set forth below.

A. Academic Requirements

Before beginning the internship, teacher candidates must have:

- (1) completed all teaching major and/or teaching minor(s) requirements as well as all teacher certification coursework and other courses required for teacher certification;
- (2) been awarded the bachelor's degree; (Note: Music Education Students complete MUS 495, "Directed Teaching", as part of their baccalaureate degree.)
- (3) earned a Grade Point Average of 2.5 or above in each of the following: University overall cumulative Grade Point Average, teaching major, and/or teaching minor(s);[1]
- (4) earned a Grade Point Average of 2.5 or above for pre-internship, professional education courses required for teacher certification,[2] with no individual grade below 2.0,[3]
- (5) passed all three components of the Michigan Test for Teacher Certification Basic Skills test (reading, writing, and math); and,
- (6) completed the Michigan State Department of Education technology requirement.

Note:

[1] This requirement applies to teacher candidates who applied to Teacher Education during and after the 1994-95 academic year and who sought admission for Fall, 1995 or later terms.

[2] Pre-internship Professional education courses required for teacher certification including the following:

- TE 150, CEP 240/TE 250, TE 301, TE 401-2
- TE 842/3 (for Music and ASC majors)
- STA 481-2 (for Art majors),
- ASC 483 (for Audiology and Speech Science majors).

[3] This requirement applies to teacher candidates accepted into Teacher Education after January 1, 1999.

B. Pass the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching

For those seeking elementary certification, including special education and early childhood education, students must take and pass the MTTC in elementary education (test #83) as a condition for progression to the internship (TE 501).

For elementary education students, passing the elementary education test is a requirement for completion of the teacher certification program and is the minimal requirement of the State of Michigan in order to receive certification to teach in grades K-5. If you additionally wish to teach in grades 6-8, you must pass tests in subject matter areas where you wish to receive endorsements (you must have completed majors or minors in these areas). Students in special education or early childhood must pass tests in their respective area (e.g., HI, EI, LD, VI or early childhood education) in order to be endorsed in those areas and eligible to teach in those areas. Passing these subject matter tests, however, is not required for program completion.

For those seeking secondary certification, including Music, Audiology and Speech Sciences, and Art, students must take and pass the MTTC in both their major and minor as a condition for progression to the internship (TE 501, ASC 894A, MUS 495). For secondary education students, passing separate content area tests (e.g., major and minor) is a requirement for being certified to teach these specialty areas and is a requirement for completing MSU's teacher education program.

C. Criminal Disclosure Form

It is important that prospective interns be appropriate candidates for teacher education. In Michigan, the State Board of Education may refuse to grant, or may impose conditions upon, a teaching certificate for an individual who is convicted as an adult of a felony involving moral turpitude or who is convicted of an act of immoral conduct contributing to the delinquency of a child. Conviction of these crimes may, therefore, preclude the teacher candidate from participating in the internship. To be eligible for an internship, the teacher candidate must complete, sign, and submit to the Teacher Education Department the Criminal Disclosure Form. Concealment or misrepresentation of information required to be disclosed in the Criminal Disclosure Form may result in denial of admission to the internship year or in denial of recommendation for teacher certification.

D. Professional Criteria

The internship involves the intern in extensive co-planning and co-teaching with an experienced mentor teacher and requires the intern gradually to assume responsibility for all aspects of learning and teaching in the classroom. To be eligible for an internship, the teacher candidate must have demonstrated a readiness to work in accordance with the Professional Standards in part III below and an appropriate disposition for the profession of teaching. Therefore, a teacher candidate who meets the Academic Requirements listed above may be denied the opportunity to do an internship if, in the judgment of the Teacher Education Department, the teacher candidate has failed to meet any of the following Professional Criteria. The Professional Criteria are related to the Professional Standards used to evaluate interns' progress during the internship year (see part III below).

(1) Reliability and Responsibility

Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

(2) Communication Skills and Social Relationships

Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

(3) Comfort with and Concern for the Learning of all Children

Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

II. Procedures for Decisions and Notification

A. Academic Requirements and Criminal Disclosure Form

The Student Affairs Office will have primary responsibility for confirming that a teacher candidate has met all Academic Requirements and submitted the Criminal Disclosure Form.

If a teacher candidate's records are not complete or if a student has failed to meet one or more Academic Requirements or to submit the Criminal Disclosure Form, the Student Affairs Office will notify the teacher candidate and the Teacher Education Department (usually the teacher candidate's Team) before May 30 prior to the beginning of the teacher candidate's internship. If the deficiencies are not remedied before the end of the summer term, the Student Affairs Office will so notify the Teacher Education Department (the teacher candidate's Team), and the beginning of the teacher candidate's internship will be delayed until the beginning of the next internship after the deficiencies have been remedied.

B. Professional Criteria

The Department of Teacher Education and its representatives, including course instructors and mentor teachers, have primary responsibility for evaluating whether teacher candidates have met the required Professional Criteria. The following procedures will be used to assure that teacher candidates are systematically evaluated according to the Professional Criteria and that potential problems are investigated:

- All mentor teachers working with students taking TE 401 and TE 402 will be asked to fill out a questionnaire concerning the students' performance in the field, including their performance with respect to the Professional Criteria. Any classroom teacher indicating concerns about a student's performance or professionalism will be contacted by the course instructor or another Team representative, and the Team will investigate the concerns.
- The Teams will request that course instructors teaching TE 301, TE 401, and TE 402 identify students who may not be meeting the Professional Criteria and provide information about their possible failure to comply with the Professional Criteria. The Teams will investigate any such concerns expressed by other course instructors.
- Teams will investigate concerns expressed by other course instructors, including instructors in other departments, which might involve a student's failure to meet any of the Professional Criteria.

Generally, the Team Coordinator and/or Team Leader will review situations which may involve a teacher candidate's failure to meet any of the Professional Criteria. If the likelihood of failure to comply with the Professional Criteria is serious enough to jeopardize the teacher candidate's progress to the internship, the Team Leadership will review the case.

If the Team Leadership concludes that the situation involves a failure to comply with one or more of the Professional Criteria that is so serious that the Team recommends that the teacher candidate not be allowed to progress to the internship because of it, the Team Leader will inform the teacher candidate and the Assistant Chair/Coordinator of the Teacher Preparation Programs of the recommendation and of the basis for it. The Assistant Chair/Coordinator will be responsible for reviewing the recommendation and determining that the teacher candidate may, upon meeting certain conditions, proceed to the internship, or that the teacher candidate will not be allowed to proceed to the internship. The Assistant Chair/Coordinator will contact, and preferably, meet with the teacher candidate prior to making this determination.

If the Team Leadership concludes that the teacher candidate has failed to comply with one or more of the Professional Criteria, but that the failure is not, by itself, serious enough to prevent the teacher candidate from progressing to the internship, the teacher candidate will be notified of the failure and of the teacher candidate's need to comply with the Professional Criteria in the future. If the teacher candidate again fails to comply with any of the Professional Criteria, the Team Leadership will again review the case. If, because of the teacher candidate's repeated failure to comply with one or more of the Professional Criteria, the Team Leadership recommends that the teacher candidate will not be allowed to progress to the internship, the Team Leader will inform the teacher candidate and the Assistant Chair/Coordinator of the recommendation and the basis for it. The Assistant Chair/Coordinator will be responsible for reviewing the recommendation and determining that the teacher candidate may proceed to the internship upon meeting certain conditions or that the teacher candidate will not be allowed to proceed to the internship. The Assistant Chair/Coordinator will contact and, preferably, meet with the teacher candidate prior to making this determination.

The teacher candidate may appeal the decision to the Associate Dean of the College of Education.

III. Professional Standards for the Internship

The Teacher Education Program has adopted the following Professional Standards which are used to evaluate interns' performance and make decisions about recommendations for certification.

Standard 1: *Knowing subject matters and how to teach them*

- The intern understands the subject matter(s) as needed to teach it (them).
- The intern links subject matter and students, creating a responsive curriculum.
- The intern plans and implements a curriculum of understanding.
- The intern uses appropriate assessment strategies and links them to planning and teaching.

Standard 2: *Working with students*

- The intern respects and cares for all students in his/her charge.
- The intern promotes active learning and thoughtfulness.
- The intern builds on students' different interests, strengths, and cultural backgrounds.
- The intern treats all students as capable of learning.

Standard 3: *Creating and managing a classroom learning community*

- The intern creates a safe, caring, productive environment in the classroom.
- The intern makes the classroom an inclusive community.
- The intern helps students develop personal and social responsibility.

Standard 4: *Working and learning in a school and profession*

- The intern works well as a teacher in a school community.
- The intern works productively with his/her MSU field instructor, mentor teacher, and seminar instructors in ways that support his/her learning to teach.
- The intern reflects on his or her experience and seeks opportunities for continued learning and improvement.
- The intern is open to alternatives and constructive feedback.

* Approved by the Teacher Education Council: Spring 1999 and October 1999.

* Approved by the University Committee on Academic Policy: September 30, 1999 and October 28, 1999.

Michigan State University Teacher Education Program

Intern Placement Policies

During the internship, prospective teachers work closely with their mentor teachers, MSU field instructors and MSU course instructors to put together in practice what they have learned and continue to learn about subject matter, curriculum, pedagogy, and learners. Intern placements are made carefully to insure that interns have ample opportunities not only for practical experience but also for thoughtful reflection upon the analysis of that experience.

Each year we place more than 450 interns, along with approximately 1000 teacher candidates in earlier stages of the program. As we place them, we must balance a range of considerations as described below. Teacher candidates should be familiar with placement policies in order to understand how decisions are made. Teacher candidates should especially note that:

- **We do not permit teacher candidates to seek their own placements.**
- **We ask teacher candidates to express some of their preferences regarding placements, and we do attempt to satisfy those preferences, but we CANNOT GUARANTEE to do so.**

What we consider in making placements:

When making placements, we strive to follow these principles:

1. We place teacher candidates in schools where we have developed or are developing school-university partnerships for teacher education. This means that whenever possible, teacher candidates are placed in groups within schools that are within a compact geographic area, rather than being distributed across many schools with only one or two teacher candidates in each. When teacher candidates are placed in groups in compact areas, MSU personnel can spend more of their time working with teacher candidates and developing strong partnerships with schools and teachers.
2. We place teacher candidates in situations that match the teaching certificates that they want to earn. Placing ALL candidates in situations that match their intended certificates takes priority over placing any candidate in a preferred grade or situation.
3. We give high priority to placements in schools in urban centers that serve students who live in poverty, who live amidst substantial social problems, and/or who have special needs. We place teacher candidates where they can learn to teach diverse students in diverse settings. Michigan teaching certificates authorize the persons who hold them to teach all Michigan children in given grades and subject matters. When teacher candidates accept admission to our program, they accept the obligation to prepare themselves to teach all those children, in all those places.
4. Prior to the internship, we place teacher candidates only in the Lansing area. Prior to the internship, most teacher candidates are carrying a full academic program only part of which is in teacher education. Therefore, we place teacher candidates, in TE 301, TE 401, and TE 402 only in schools within a 30-minute drive from MSU.
5. For the internship, MSU places teacher candidates in several areas across the state, and particularly in major population centers including the Lansing area, the Grand Rapids/Holland area, the Jackson area, and the greater SE Michigan area. We do that partly to achieve the commitments described above, and partly to help teacher candidates reduce the expense of the program by serving their internships closer to home. ***Special Education interns, with a few exceptions, will be placed in a Lansing area school.***

In making placements in distant sites, (e.g., Grand Rapids/Holland, Jackson, greater SE Michigan area), we follow these guidelines:

- **Indicating a preference for a distant site does not guarantee placement in that site.** When the number of requests for a distant site is greater than the number of placements available, a lottery system may be used to determine who will be placed in the distant site. Before resorting to a lottery, we will give preference to those teacher candidates who want placements in schools in urban centers or in schools that serve students who live in poverty, who live amidst substantial social problems, and/or who have special needs. Then, remaining teacher candidates who have requested a distant site area will be included in a lottery to determine who will get the remaining available placements.
- **If a particular placement is offered in a requested distant site area, and a teacher candidate declines it, that teacher candidate will not be guaranteed another placement in that requested distant site area.** That is, if the initial placement is declined, the candidates will go to the bottom of the list of candidates desiring that distant site, and if there are not sufficient placements to accommodate everyone who prefers that site, candidates who declined their initial placement will be placed instead in the Lansing area.

6. We avoid placing teacher candidates in situations where they are already known or may already have close associations with school personnel or students. The operating principle here is that evaluations of performance should not be subject to preexisting bias. For example:

- We do not place teacher candidates in school districts they attended as K-12 students, unless the district was a large urban district (e.g., Lansing, Detroit, Grand Rapids, Flint, Pontiac). In this event, we do not place teacher candidates in the schools they attended as K-12 students.
- We avoid placement in districts (or, in the case of large districts, in schools) where a close relative of the teacher candidate is employed.

7. Placements are subject to change at any time due to unanticipated circumstances beyond our control. Should this occur, we will make every attempt to find an alternative placement as soon as possible. During the summer, however, it is extremely difficult to contact school personnel. Therefore, placements that need to be changed over the summer may take longer to confirm.

Team 3 Internship Placement Policy, Procedures and Eligibility

The first consideration in making internship placements is to prepare you for certification in Michigan. To do that, we place you in situations that match the teaching certificate you intend to earn, and which prepare you to teach diverse students in diverse settings. We also seek to place you in settings which best fulfill your educational needs as we see them. Our second consideration is to place you in schools with which we have developed good working relationships and which support a productive combination of course work and field work. Our third field placement consideration is your preference of a location for the internship year. We attempt to honor your preference, provided that we can satisfy the first two considerations and have enough placements in a given location for all who want internships there. Under no condition are students allowed to negotiate their own placements.

Placement Procedures

1. Oct. - Nov. Senior-level students complete the Internship Placement Request form. These forms are to be completed and returned to the Team office by December 1st.
2. Oct. - Nov. Seniors and Post BA students write resumes to prospective mentor teachers. Guidelines for writing a resume are given to students in October and are also available on the Team 3 website. These resumes will be given to the school at which the Team is suggesting a placement. The Team contacts schools to talk about the number of interns each school would like to have for the next year.
3. Feb. - Mar. The Team works on arranging placements. Although we will try to accommodate a student's first choice of grade level, we often have to look at second and third choices to match students with mentor teachers who are interested in working with an intern.
4. April - May. Students are informed of those placements that have been arranged and the procedure to follow to contact their prospective mentor teacher. The student and mentor teacher report back to the Team to confirm the placement. The Team continues to identify placements for any seniors who have not yet been placed.

NOTE: The Team will make every attempt to identify placements by the end of April. However, sometimes a placement is difficult to make due to circumstances which we cannot anticipate in advance. The Team will continue to work on placements even through the summer if it is necessary.

Eligibility For The Internship Year

To be eligible for the internship year students must have completed all teaching major and/or teaching minor(s) requirements as well as teacher certification coursework and other courses required for teacher certification. Students must have the bachelor's degree awarded prior to beginning the internship. Students will be held to a minimum GPA of 2.5 for each of the following: university overall GPA, teaching major, and/or teaching minor(s). A GPA of 2.5 or above must also be maintained for pre-internship, professional education courses required for teacher certification, with no individual grade below 2.0. Students must also pass the required State of Michigan certification tests for elementary teaching and the Michigan State Department of Education technology requirement. Students must complete, sign and submit the Criminal Disclosure Form.

Eligibility For Teacher Certification

In addition to the criteria for the internship, to be eligible for teacher certification students must successfully complete the internship year.

TEAM THREE SENIORS INTERNSHIP PREPARATION CHECKLIST

WHEN	WHAT	WHERE	DONE
September	Investigate dates for taking State of MI Elementary Education examination and subject area minor's test.	134 Erickson Hall for test booklet	
September/ October	See your advisor for graduation clearance. You must meet all requirements for graduation and you must graduate with at least a 2.5 GPA overall and in your major and/or minor(s).	Elementary Majors see an advisor in 134 Erickson Hall. Other majors see advisors in 134 Erickson and in the college of their major.	
October	Apply to graduate if finishing in December.	Registrar - 150 Administration Bldg.	
October	Complete Internship Checklist and return to 134 Erickson Hall by December 1, 2004 . Complete Internship Preference Form and return to Team 3 Secretary by December 1, 2004 .	Distributed by Team 3 in your TE 401 section or from the team office, 347 Erickson Hall	
October	Receive guidelines for preparing your resume as part of the internship placement process.	Distributed by Team 3 in your TE 401 section or from the team office in 347 EH or on the Team 3 website	
November	Submit your resume by November 22, 2004 .	Team coordinator - 347 Erickson Hall	
December	Pick up scholarship information (optional).	134 Erickson Hall	
January	Apply for financial aid (everyone is eligible).	Forms available in Financial Aid Office - Student Services Bldg.	
January	Apply for scholarships (optional).	134 Erickson Hall	
February	Complete forms for Student Affairs Office: 1. Lifelong Education or Graduate School application 2. Felony Conviction Form	134 Erickson Hall	
Feb/March	Apply to graduate if finishing spring/summer.	Registrar - 150 Administration Bldg.	
March/ April	Be sure you have completed the Technology Requirement. It is part of the Criteria for Progression to the Internship. You will not be cleared to intern until the technology requirements are met.	Team 3 Secretary - 347 Erickson Hall	
June/July	Reactivate application to graduate if formerly expected to graduate in spring.	Registrar - 150 Administration Bldg.	

LIFELONG EDUCATION

Lifelong Education Status includes all students attending the University who are not pursuing a University degree or an Agricultural Technology or Veterinary Technology certificate. First-time Lifelong Education students should complete the [online Lifelong Education Application](#).

The purpose of the Lifelong Education status is to permit and facilitate access to MSU courses (on-campus, off-campus, or workshop) for persons not wishing to pursue an undergraduate or graduate MSU degree. With the exception of high achieving high school students, this status is limited to persons who have attained a high school diploma or its equivalent. Students who have obtained a baccalaureate degree are considered Graduate Lifelong Education students. All other students are considered Undergraduate Lifelong Education students.

A person who has been denied admission to an undergraduate program at MSU may not attend as a Lifelong Education student until at least two years have elapsed from the date of that denial.

Students pursuing MSU degree programs, students pursuing programs in the Institute of Agricultural Technology or English Language Center, students pursuing the Veterinary Technology certificate program, and students who have been recessed or dismissed from MSU or any other college or university are not eligible for enrollment as Lifelong Education students.

Rules of Application, Enrollment, and Fees

1. Students who have a baccalaureate degree are considered Graduate Lifelong Education students. This information is collected as part of the application procedure. The degree granting transcript is not required as proof. Lifelong Education students who wish to be admitted as graduate degree candidates must make regular application for their desired graduate degree programs with the Office of Admissions and Scholarships. They must do so in accordance with established application deadlines for the given semester.

2. Lifelong Education students are assessed fees at the Lifelong Education rate, with the exception of specifically designated programs approved by the Board of Trustees. Regular Lifelong Education rates are set at a per credit amount. There are no additional fees associated with this status (i.e. no registration, or late registration fees, etc.).

3. Prerequisites, grading standards, class assignments, and attendance requirements of a course apply to all students in that course including Lifelong Education students.

4. Colleges, departments, and schools determine rules of access to the courses for which they are responsible, and may limit enrollment by Lifelong Education students in certain courses.

5. The Coordinator of Lifelong Education Student Affairs will monitor students' academic progress each semester to ensure that once nine or more credits have been attempted, a cumulative grade-point average of 2.00 for Undergraduate Lifelong Education students, or 3.00 for Graduate Lifelong Education Students, has been achieved. Failure to maintain the appropriate GPA standard may result in removal from Lifelong Education status.

6. Lifelong Education students are not eligible for most sources of financial assistance including federal financial assistance programs, graduate assistantships, and most fellowships. The Mildred B. Erickson Scholarship is an exception; for information call 353-1635.

7. Lifelong Education students who contemplate subsequent admission to degree programs must seek advice from the admitting department or school and college as to the applicability of courses/credits taken while in Lifelong Education status. There is no guarantee that these credits will be acceptable. Applicability is subject to the following general limits:

a. no more than 16 Lifelong Education credits may be applied to the undergraduate degree program.

b. no more than 10 Lifelong Education credits may be applied to the graduate degree program except in the Teacher Certification Internship-Year Studies Program, where the 12 credits taken in Teacher Education 801, 802, 803, and 804, or their equivalents, may be applied to a master's degree program.

c. courses taken under the Lifelong Education status may not be transferred to Human, Osteopathic, or Veterinary Medical Programs but instead may be used to waive program requirements.

Lifelong Education — Enrollment and Registration

You will be able to enroll using the enrollment system during the designated enrollment periods. In order to enroll using either method you must have obtained both your Personal ID (PID) and your Personal Access Number (PAN). Generally, you will receive a bill in the mail following your enrollment activity. In some cases you may choose to pay at least the Minimum Amount Due at an [MSU Regional Offices \(during scheduled hours\)](#). In order to become registered you must return the payment stub portion of your Registration Billing Statement along with payment at least equal to the "Minimum Amount Due" indicated on the bill. Payment should be mailed to the address indicated on the back of the payment stub. Your payment and stub must be received by the indicated due date for you to become registered. **(NOTE: Even if your "Minimum Amount Due" is \$0.00 you must return the payment stub by the indicated due date.)** Failure to meet these requirements will result in your being disenrolled - you will lose all the courses in which you enrolled. If at least the Minimum Amount Due was paid at an Extension office prior to the Registration Bill being produced, the bill will be mailed out for information only; no action will be required.

If there are any "HOLDS" noted on your Registration Billing Statement you must resolve these prior to the payment due date indicated on the bill in order to become registered. Failure to resolve all listed holds will result in your being disenrolled. (See HOLDS section for more information.)