I. Requirements for Progression to the Internship

Progression to the internship is dependent on the teacher candidate: A) meeting the Academic Requirements to be eligible for the internship, B) completing the Criminal Disclosure Form, and C) meeting the Professional Criteria set forth below.

A. Academic Requirements

To be eligible for the internship year students must have completed the following requirements:

1. Students must have completed all teaching major and/or teaching minor(s) requirements as well as pre-intern teacher certification coursework and other courses required for teacher certification.

2. Students must have the bachelor's degree awarded prior to beginning the internship.

3. Those students who applied to Teacher Education during the 1994-95 academic year to be admitted for Fall 1995 (as well as subsequent applicants) will be held to a minimum Grade Point Average of 2.5 for each of the following: university overall cumulative Grade Point Average, teaching major, and/or teaching minor(s).

4. Applicants must have a Grade Point Average of 2.5 or above for professional education courses required for teacher certification, with no individual grade below 2.0. Following approval by the Teacher Education Council, this requirement will take effect for students accepted into the teacher education program after January 1, 1999.

5. Students must pass all three components of the Michigan Test for Teacher Certification Basic Skills test (reading, writing and math).

6. Students must have completed the Michigan State Department of Education technology requirement.

B. Criminal Disclosure Form

The student must sign a Criminal Disclosure Form. Indication of conviction as an adult of a felony or misdemeanor involving moral turpitude or conviction of an act of immoral conduct contributing to the delinquency of a minor may preclude the student from participating in the internship. In addition, failure to provide this information or concealment or misrepresentation of information may result in denial of admission to the internship year or recommendation for teacher certification.

C. Professional Criteria

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

(1) Reliability and Responsibility

Prospective interns must generally have been present and on time for professional commitments, including classes and field experiences. Prospective interns must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Prospective interns 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 (indicated by documented evidence) about these and other requirements, including lying, stealing, plagiarism, forged signatures, etc., is not acceptable.

(2) Communication Skills and Social Relationships

Prospective interns must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without using offensive language with instructors or peers. Prospective interns must have shown that they are ready to accept constructive feedback in a professional manner. Prospective interns must have 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 (including outbursts in class, personal or sexual harassment, threats of suicide or of harm to others) are not acceptable.

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

Prospective interns must be able to engage in informal conversations with children and keep their attention in such conversations. Prospective interns must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Acts of disrespect to others (including racial slurs, judgmental statements about families, and prejudicial treatment of students) are not acceptable.

II. Procedures for Decisions and Notification

A. Academic Requirements and Criminal Disclosure Form

Primary responsibility for certifying that a prospective intern has met all academic requirements and complete the Criminal Disclosure Form will lie with the Student Affairs Office. The Student Affairs Office will solicit records of students’ progress from the Teacher Education Department, course instructors, the students themselves, or students’ academic advisors as appropriate. Representatives of the Teacher Education Department and the department of the student’s major, including team leaders and coordinators
will also inform the Student Affairs Office about students’ academic progress as appropriate.

If a student’s records are not complete or if a student has failed to meet one or more requirements, then the Student Affairs Office will notify the student and the Teacher Education Department (usually the student’s team) before May 30 prior to the beginning of the student’s internship. If the deficiencies are not remedied before the end of the summer term, the Student Affairs Office will notify Teacher Education Department (the student’s team), and the beginning of the student’s internship will be delayed until the beginning of the next internship year. A student who wishes to appeal a decision to delay his or her internship may invoke the University grievance procedure as outlined in Academic Freedom for Students at MSU (published in Spartan Life).

B. Professional Criteria

Primary responsibility for certifying that a prospective intern has met all Professional Criteria will lie with the Department of Teacher Education and its designated representatives, including course instructors and collaborating teachers. The following procedures will be used to assure that all teacher candidates are systematically evaluated according to the Professional Criteria and that potential problems are investigated:

- All collaborating 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 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 following the procedures described below.
- The Teams will request information from course instructors teaching TE 301, TE 401, and TE 402 about students who may not be meeting the Professional Criteria and will investigate any concerns expressed by course instructors following the procedures described below.
- Teams will investigate concerns expressed by other course instructors, including instructors in other departments, following the procedures described below.

When an instructor or team faculty member notices that a student may have difficulty meeting any of the Professional Criteria, the instructor or faculty member will document the incident or concern and consult with the Team Coordinator and/or Team Leader. The Team Leadership will review the case. If the concern is serious enough to jeopardize the student's progress to the internship, the student will be notified in writing.

If a student is unwilling or unable to address a concern, or if there is a recurring pattern of difficulty with one or more of the Criteria, the Team Leadership will again review the case. In the event of a recommendation that a student is not eligible for the internship the student will be notified in writing. The Team Leader will then inform in writing the Assistant Chair/Coordinator of the Teacher Preparation Programs of the action with an accompanying explanation for the recommendation. The Assistant Chair will be responsible for reviewing the action and, when appropriate, forwarding the decision to the Student Affairs Office. Copies of the letter explaining the nature of the student's failure will be kept with the student's files both by the Team and by the Student Affairs Office.

A student who wishes to appeal a Team decision may invoke the University grievance procedure as outlined in Academic Freedom for Students at MSU (published in Spartan Life).
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.

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.

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.

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.

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 liaison, collaborating teacher, field instructor 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.