Junior/Senior Student Handbook

Team One — Elementary

Updated August, 2002
Team One Student Handbook

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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 fieldwork, 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 1 students begin learning to "think and feel like a teacher," by enrolling in TE301, a course in which, among other things, they do a careful study of one child. 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.
**Summary Of The Michigan State University**
**Teacher Preparation Program--Team One**

**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.

<table>
<thead>
<tr>
<th>Year Semester</th>
<th>Number</th>
<th>Cr</th>
<th>Title</th>
<th>Fieldwork</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr., Fall</td>
<td>TE 150</td>
<td>3</td>
<td>Reflections on Learning</td>
<td>None</td>
<td>Study human learning, reflecting on one’s own learning in college classes as example.</td>
</tr>
<tr>
<td>Jr., Fall</td>
<td>TE 250 or CEP 240</td>
<td>3</td>
<td>Human Diversity, Power and Opportunity in Social Institutions; Diverse Learners in Multicultural Perspective</td>
<td>None</td>
<td>Study processes that distribute opportunity in society including the school; how human characteristics including culture affect those processes; issues of justice</td>
</tr>
<tr>
<td>Jr., Spr.</td>
<td>TE 301</td>
<td>4</td>
<td>Learners and Learning in Context: Thinking like a teacher</td>
<td>2 hrs./week child study</td>
<td>Consider relationship between teaching and learning, how teachers create learning opportunity, what it means to “know” students and build on their learning needs &amp; interests.</td>
</tr>
<tr>
<td>Sr., Fall</td>
<td>TE 401</td>
<td>5</td>
<td>Teaching Subject Matter to Diverse Learners</td>
<td>Average 4 hrs./week; interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.</td>
<td>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.</td>
</tr>
<tr>
<td>Sr. Spr.</td>
<td>TE 402</td>
<td>6</td>
<td>Designing and Studying Practice</td>
<td>Average 4 hrs./week planning and teaching content-oriented lessons to small groups and whole class</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>

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**Admission To The Teacher Certification Program**

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<table>
<thead>
<tr>
<th>5th, Fall</th>
<th>TE 501</th>
<th>6</th>
<th>Internship in Teaching Diverse Learners, I Professional Roles &amp; Teaching Practice, I Reflection &amp; Inquiry in Teaching Practice, I</th>
<th>Average 25 hrs./week</th>
<th>Co-planning and co-teaching w/collaborating teacher, with support from 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.</th>
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</thead>
<tbody>
<tr>
<td>TE 801</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TE 802</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th, Spr.</td>
<td>TE 502</td>
<td>6</td>
<td>Internship in Teaching Diverse Learners, II Professional Roles &amp; Teaching Practice, II Reflection &amp; Inquiry in Teaching Practice, II</td>
<td>Average 25 hrs./week</td>
<td>Lead teaching and reflection w/coaching from collaborating teacher and field instructor; continued study of one's own teaching; preparation of professional portfolio.</td>
</tr>
<tr>
<td>TE 803</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TE 804</td>
<td>3</td>
<td></td>
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</tbody>
</table>
Team One Program Information
Frequently Asked Questions

1. I don’t see any courses that say Reading Methods or Math Methods. When do we learn that?

In TE301 you will begin to examine some big questions about curriculum such as the relationship of the curriculum to the learner. The title of TE401 and 402 is Teaching Subject Matter to Diverse Learners. In the elementary sections the year is divided into four segments, one each focusing on Literacy, Math, Science, and Social Studies. During the internship year, TE802 and 804 continue to address planning and teaching in subject matters.

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

During TE301 you will be expected to spend some time each week in a setting with children which will probably be in a school classroom. The focus at this point is on studying the learner and learning happens both in and out of schools. During TE401 and 402 you will spend time each week in an arranged school placement. Field assignments are closely linked to the coursework and generally include observations, interviewing students, and planning and implementing short lesson plans primarily with small groups of students. 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. How will I complete the Technology Requirement for the Internship?

Team 1 is incorporating the Technology requirements into the coursework for TE301, TE401 and TE402. If you complete all these courses with Team 1 you shouldn’t have to do anything additional to complete the requirements. However, if you transfer teams or delay your program, you may have to complete certain portions of the technology requirement on your own.

4. 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 Request Form to complete. This will ask 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. We hope that each student will know their placement and be able to visit the teacher and classroom prior to the end of the spring semester. However, it is impossible to guarantee this time frame as we are dependent upon many factors in the school districts beyond our control. However, we can assure you that if you know right now that you want to be in the general Lansing area, you will be. If you do not want to be in Grand Rapids, you will not be placed there.

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

In general you will follow the school calendar for the district in which you are placed. You will be expected to officially begin your placement on the first day that teachers in that district are expected to
report for work. With a few exceptions, you will follow your school's calendar for holidays and the winter break and you will have a one-week spring break which is determined by the school calendar. You will officially be finished your internship on the last day of MSU's spring semester.

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

Initially, you are expected to keep every day until 5:00 p.m. available for scheduling program-related activities. You will need to meet with your collaborating teacher after school, attend faculty meetings, attend a guided practice seminar in your school and attend university classes. You will also need to have time to plan and prepare lessons, grade papers, etc. Many interns do need to work during the internship year but it is recommended that you work no more than ten hours per week. If a heavier work schedule is necessary for you, discuss it with your field instructor and collaborating teacher.

7. Can I make my own arrangements for an intern placement?

No. Team One is working with particular schools in particular districts. We place interns in clusters so that an M.S.U. Field Instructor can work with a group of interns in a school and convene a weekly guided practice seminar. If there are special circumstances you would like to discuss about an intern placement, talk to a Team 1 Coordinator.

8. How do I register for 401/402?

It is very, very important that you register in the correct sections for these courses next year. These two courses examine learning and teaching in the four core subjects—literacy, math, science and social studies. You will cover two subjects in one course and the remaining two subjects in the other course. All of the Team 1 sections will be matched so that you will get all the subject areas over the course of the year.

Team 1 sections for TE 401/402 are the following:

**EXAMPLES:**
- Sec 001. Math/Literacy in Fall; Science and Social Studies in Spring.
- Sec 002. Math/Literacy in Fall; Science and Social Studies in Spring
- Sec 003. Science/Social Studies in Fall; Literacy/Math in Spring.
- Sec 004. Science/Social Studies in Fall; Literacy/Math in Spring.

These are the only sections in which you should register next year. You should register for TE 401 in the fall and 402 in the spring. The other sections of TE 401/402 are reserved for other teams, for secondary majors and for Post BA students, and will NOT match up with Team 1 sections. Each section is divided into 2 subject components Math/Literacy or Social Studies/Science. You must have all 4 components by the end of TE 402.

We recommend planning your schedule from the following website [http://ntweb8.ais.msu.edu/ScheduleBook/schedule.asp](http://ntweb8.ais.msu.edu/ScheduleBook/schedule.asp) versus stuinfo or pilot. Detailed notes have been written for each section and are most easily viewed on a web browser. Some of the older scheduling systems will not show these notes.
It cannot be stressed enough to confirm that your subjects pairings will match between 401 and 402. If you sign up for section 001 or 002 in the fall you must sign up for section 001 or 002 in the spring; if you sign up for 003 or 004 in the fall, you must sign up for 003 or 004 in the spring. Don’t wait until the last minute to register or the section you need may be filled and there is very little leeway for overrides. If you have difficulty fitting Team 1 sections into your schedule, you must discuss your options with the Team 1 coordinator. **DO NOT REGISTER IN ANOTHER SECTION JUST BECAUSE IT FITS YOUR SCHEDULE.** The coordinator will help you make adjustments if necessary.

9. What if I have a different question that is not answered here?

Ask Peggy Champardé, Team One Coordinator
303 Erickson Hall
353-9135
e-mail: pegchamp@msu.edu
CRITERIA FOR PROGRESSION TO 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 certification², 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.

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 (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, 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 collaborating 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.

During your 401/402 field experiences, your collaborating teacher will assess your development along these three criteria:
Team One – Senior Year (401/402) Collaborating Teacher Evaluation Form

Please circle to indicate the senior’s progress along the professional criteria according to:

1 = Excellent  2 = Satisfactory  3 = Needs Improvement

**RELIABILITY AND RESPONSIBILITY**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the senior reliable and in your classroom on time?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Is the senior prepared with materials and plans?</td>
<td></td>
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<tr>
<td>Does the senior take initiative in working with children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the senior communicate &amp; make-up absences, tardies?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION SKILLS AND SOCIAL RELATIONSHIPS:**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the senior act as an adult leader in the classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(and not just as a “buddy”)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the senior behave professionally</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>With students?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>With adults?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the senior seek and use feedback constructively?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMFORT AND CONCERN FOR THE LEARNING OF ALL CHILDREN**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the senior take a genuine interest in children’s learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the senior demonstrate sensitivity to diversity and ethnic issues?</td>
<td></td>
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</tr>
<tr>
<td>Is the senior able to engage in academic conversations with children and maintain their attention? Talk about student learning?</td>
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</tbody>
</table>
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 collaborating 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 collaborating teachers working with students taking TE 301 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.

- 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 Michigan State University Teacher Education Program has adopted four Professional Standards that are used to evaluate interns' performance and make decisions about recommendations for certification.

Where do the program standards come from?

The professional standards, attached to the Criteria for Progression to the Internship, represent the program’s vision of the kind of teacher we are trying to prepare and the kind of teaching we want interns to learn and demonstrate. They provide all of us—TE students, interns, CTs, instructors, field instructors, faculty—with a common framework and language for talking about teaching and learning. They were initially written by MSU staff and collaborating teachers based on our own ideas and experience and national and state-level efforts to frame professional standards for beginning teaching. They have continued to evolve through ongoing conversations with interns, field instructors, CTs and MSU instructors.

The standards can be a dynamic tool in teacher education and learning to teach if we take responsibility for figuring out what the standards mean for our own practice and learning. During the intern year, the standards serve as a basis for assessing interns’ progress and documenting their learning.

How are the standards used?

During the fall semester, we seek evidence that interns are making satisfactory progress in meeting each of the Standards in order to pass TE501 and to be recommended to continue with TE502. Recommendation for continuing the internship experience will be based on the professional judgment of the MSU field instructor, the collaborating 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. Therefore, 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.

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1 In creating these standards, we have drawn on the work of the National Board for Professional Teaching Standards, model standards for beginning teaching developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), State of Michigan teaching standards, and Enhancing Professional Practice: A Framework for Teaching, C. Danielson, 1996.

* 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.
Teacher Education Program Standards

The four program standards include:

1. Knowing subject matters and how to teach them.
2. Working with students.
3. Creating and managing a classroom learning community.
4. Working and learning in a school and profession.

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.

In preparing for subject matter teaching, interns…

- evaluate their own understanding of subject matter and take appropriate steps to deepen and extend it.
- identify “big ideas” and frame worthwhile goals based on knowledge of students, standards and curriculum expectations.
- consider a wide range of resources in the school and beyond, evaluating their appropriateness and making necessary adaptations.
- take into account what students already know, how they learn and what they may find difficult or confusing.
- plan instruction and assessment together so that they support important goals for student learning.
- design, adapt and sequence learning activities that promote intellectual involvement with content and active construction of understanding.
- think through the particulars involved in carrying out lessons (e.g. introductions, explanations, student groups, discussion questions, directions, timing)
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

In working with students, interns…

• communicate clearly and accurately.
• help students make connections between what they already know and what they are studying.
• elicit student thinking, listen carefully and work to build on students’ ideas.
• use a variety of instructional strategies to make knowledge accessible and interesting to diverse learners.
• monitor students’ intellectual involvement and take steps to challenge or re-engage them.
• adjust their instruction based on ongoing assessment (both on the spot and over time).
• provide students with informative feedback on their work.

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.

In creating and maintaining an effective environment for learning, interns…

• foster shared responsibility and high expectations for student learning.
• develop a culture of learning characterized by respect for diverse people and ideas, inquiry and intellectual risk-taking.
• develop procedures for the smooth operation of the classroom and the efficient use of time (e.g. routines and transitions).
• establish norms for individual and group behavior and clear consequences which are consistently enforced
• use multiple strategies (e.g. non-verbal cues, proximity, voice) to manage student behavior and keep students engaged in learning.
• arrange space and materials to achieve safety and accessibility and to promote learning.
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, 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.

In developing as a professional educator, interns…

- are punctual and rarely absent and communicate appropriately about any absences.
- act in a dependable and ethical manner, dress appropriately and maintain student, parent and teacher confidentiality.
- react appropriately in stressful situations.
- give and accept constructive feedback.
- seek opportunities to observe and be observed and to discuss teaching and learning with their CT, field instructor and fellow interns.
- work on developing their practice by raising questions and investigating problems and issues that arise in their teaching and seminars.
- use information about student learning to assess their own effectiveness.
- work collaboratively with families to support student learning and keep them informed about students’ academic and social progress.
Teacher Preparation Program Team One
Professional Conduct Policy

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 collaborating teacher, your field partner(s) if you have one, your MSU field instructor, and if appropriate, your subject-matter 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.

**Policy on Incomplete Grades in Team One TE Courses**
Team One teacher candidates may receive an "incomplete" in a Teacher Education course offered by Team One (i.e. TE301, 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 One's 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 enrolling in the next course in the program sequence.
Team One Planning Framework
Designing a Unit/Lesson

Mapping Out the Content
• What do I know about the content?
• What primary and secondary sources will help me develop my understanding?

Considering Your Learners
• What do my students already know about this content?
• What might be difficult for them to understand?
• How does/could this content enter their lives?

Planning Learning Opportunities and Instruction
• What tasks will help students achieve the desired learning outcomes?
• How will I group students?
• Will I use/adapt existing materials, create new ones, do some of both?
• What overarching question will focus the unit?
• How will I accommodate individual differences?
• How can I use what I know about the students to inform my decisions?

Developing a Performance Assessment
• How will students demonstrate their learning?
• How will they show that they have acquired the knowledge and/or skills I am trying to teach?
• How will I know that students have achieved the desired learning outcomes?
• What evidence will I accept that students have learned?

Framing Worthwhile Goals and Justifying Them
• What do I want my students to learn?
• What knowledge, skills, and dispositions do I want my students to acquire and develop?
• Why are these learning outcomes important?
Mapping Out the Details For an Individual Lesson

• How will I handle the transition to the lesson?

• How will I start the lesson (e.g. introduce purposes, ask a question, review previous lesson)?

• What directions will I give?

• What materials will I need and how/when will I distribute them?

• What questions will I ask?

• How much time will we spend on different parts of the lesson?

• How will I manage transitions within the lesson?

• What difficulties may come up?

• How will I wrap it up?

• How will I gauge the students’ learning and use that to inform my next steps?
Common Lesson Plan Format

Overall Purpose: What do you want students to learn?

Rationale: Why is it worthwhile? (Link to Standards, Benchmarks, Curric. Guidelines, or to other key educational principles)

1st Learning Activity:

Objectives: (Particular learning outcomes, concepts, skills to be gained from this activity)

Opening:

What Will Happen? (Make sure what happens does address purpose and objectives)

Assessment: (Are you doing any preassessment? How will you know what sense kids are making of the activity as you carry it out? What will you do / look for? Will you do any final assessment or create a product which will serve to indicate students’ understanding?)

Approximate Time:

Preparation / Materials:

Things to Consider:
What children know?
What children might find difficult?

Transition To Next Learning Activity:

1st Learning Activity:

Objectives:

Opening:

What Will Happen?

Assessment:

Approximate Time:

Preparation / Materials:

Things to Consider:

(And so on)

Note: The different learning activities that go together to form a lesson usually have some interconnection or deliberate sequence. For example, the first activity may launch or introduce some idea. The second activity may provide students with a chance to conduct an exploration of that idea with particular materials. The final activity may offer them an opportunity for reflection on what they’ve learned.
Portfolios

Team One has been developing the use of portfolios in the program over the past few years. Currently it is a requirement during the internship year that each intern prepare and present a professional portfolio. There is no required use of portfolios in the undergraduate courses, although some instructors are experimenting with the idea. Graduating interns have advised us to let students know about the portfolio when they enter the program so they can be collecting material right from the start.

Excerpts from portfolio guidelines for interns (full guidelines can be found on the Team One Website, under the Intern Handbook link)

What is a professional portfolio for interns?

A professional portfolio is a purposeful collection of artifacts with commentary that documents your progress and accomplishments in learning to teach. Creating a portfolio helps you clarify your values and stance as a beginning teacher, connect those values and beliefs to your developing practice, and articulate your accomplishments to prospective employers. Your completed portfolio will also provide the teacher education program with a documentation of your development as a teacher. Your portfolio will include:

- a statement of your teaching philosophy
- examples from your teaching which illustrate how you implement your values and beliefs in practice
- samples of student work with your analysis of student learning
- photos and other artifacts of classroom interactions which illustrate the kinds of learning opportunities you have designed and the kind of classroom community you are striving to create
- resume and other credentials introducing yourself as a prospective employee

Although the particular work of assembling your portfolio will occur during spring semester of the intern year, many of the experiences and ideas which you will draw on are things you have already done or thought about at previous points in the teacher preparation program, or things you will do as part of your TE course assignments. With help from your field instructor and course instructors, you will review previous assignments and search out big ideas, emerging interests and commitments about yourself as a teacher. These materials will be consolidated into a series of portfolio entries.

You will present this portfolio to program staff and interns’ family members and invited guests at a special program in late April. You may also use your portfolio to introduce yourself to prospective employers at job interviews.

Why is developing a professional portfolio important?
• It is a tool for consolidating and representing your learning; a place to collect evidence of your professional interests, commitments, and accomplishments as a teacher in relation to professional standards for teaching.

• It is a possible tool for employment; a means of demonstrating your professional priorities, values, knowledge, skills, and accomplishments as a teacher. It is a way of "putting your best foot forward" as you introduce yourself to prospective employers.

While not all employers review portfolios, many give prospective applicants an opportunity to refer to them during interviews. More importantly, many interns from previous years have advised us that the experience of preparing a portfolio and the effort involved in representing the experience of learning to teach and articulating personal interests and commitments and accomplishments was an invaluable tool in preparing them for job interviews.

What will my portfolio really look like?

The organization of the portfolio begins with a statement of philosophy which presents your core values and ideas about teaching. You are then challenged to illustrate how you have worked toward enacting your values and ideas in practice in subsequent entries about your teaching and the kind of classroom learning community you have attempted to create. The portfolio will be prepared in a three-ring binder using plastic sleeves with tabs for easy identification of particular sections. It will feature artifacts from your teaching accompanied by labels, captions / commentaries which explain what these artifacts reveal about your ideas, values, and practice. These labels or captions are as important as the artifacts themselves. They allow your portfolio to stand on its own if you are asked to leave it at an interview site.

Additional advice for undergraduate students from previous interns:

They advise that you should get a file box or two drawer filing cabinet and start collecting. Collect a lot. You never know what might be useful. Get some pictures taken of yourself working with students in classrooms. Save some work that the students do for you. (Always be attentive, of course, to confidentiality issues as described in the Professional Conduct Policy)

Try to organize the materials you gather and evidence of your learning. (This will also be handy when you construct your resume). It will be helpful to make a list of different aspects of yourself as a teacher which you want to include (i.e., learning about learners). Begin striving to gain experiences and gather materials which show evidence of your efforts.

Make certain it's not just you in those pictures "posing," or simply the students. Make them "inter-active" photos.

Gather a wide range of evidence: pictures, written work, analysis of events, etc. Reflect, reflect, reflect on your learning/teaching.
Document experimentation with different teaching methods and ways of thinking (to show growth and changes over time). Remember to reflect.

Take notes on ideas for lessons, collect literature, take pictures, involve yourself in organizations and committees.

Take pride in your work. Once you have this portfolio done, you will have a great sense of self-satisfaction in seeing all that you have accomplished in your five years at MSU.

Don't get in a tizz...

You will receive more information about the portfolio requirements in the internship year and you will spend time with other interns thinking about and working on your portfolios. For now, think of yourself, not as a student fulfilling course requirements, but as a beginning professional learning to be a teacher. You want to save material that might help you reflect on and document that learning. By saving things you are also beginning your own professional resource library.
Meeting the Technology Requirement, 2002-2003

The formal statement of the Technology Requirement is provided in the Student Handbooks produced by the Student Affairs Office, Erickson Hall 134. Elaborated examples for meeting the Tech Requirement appear on the web page: http://ott.educ.msu.edu/newott.

How do teacher candidates meet the requirement?
The Technology Requirements are embedded into course assignments and expectations for the courses. All students who successfully complete the Team 1 301, 401, 402 course sequence will thus also pass the Technology Requirement through course assignments.

What is required?: The technology requirement consists of five parts:

- **E-mail** (Level 1 completed in TE 301)
- **World Wide Web** (Level 1 completed in TE 401/02-Social Studies, Level 2 completed in TE 401/02-Literacy)
- **Word Processing or Presentation software** (Level 1 completed in TE 301, Level 2 completed in TE 401/02-Literacy)
- **Database and Spreadsheet** (Level 1 completed in TE 401/02-Math/Science)
- **Educational Software** (Level 1 completed in TE 401/02-Math/Science)

You must demonstrate a simple or fundamental use described in the "Level 1" of Table 1 for all five areas. Additionally, you must demonstrate an adaptive, professional/pedagogical use in one area as described in the "Level 2" of Table 1.

Table 1. Summary of performances and products that satisfy the technology requirement

NOTE: To provide clear images of acceptable performances, the table is very specific about the products and performances required. To support adaptation of the requirement to subject matter fields and teaching situations, the table provides that instructors and Tech Guides may accept equivalent performances or products as meeting the requirements.

<table>
<thead>
<tr>
<th>Software</th>
<th>Required For Admission to Internship</th>
<th>Level 2: Professional/pedagogical (&quot;adaptive&quot;) use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail TE 301</td>
<td>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. <strong>OR</strong> Equivalent performance or product, as judged by the instructor and Tech Guide.</td>
<td>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. <strong>OR</strong> Equivalent performance or product, as judged by the instructor and Tech Guide.</td>
</tr>
</tbody>
</table>
### World Wide Web

**Level 1 TE 401/02 Social Studies**

- 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, as judged by the instructor and Tech Guide.

**Level 2 TE 401/02 Literacy**

- 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, as judged by the instructor and Tech Guide.

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### Required For Admission to Internship

<table>
<thead>
<tr>
<th>Software</th>
<th>Level 1: Fundamental (&quot;simple&quot;) use</th>
<th>Level 2: Professional/pedagogical (&quot;adaptive&quot;) use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Level 1 TE 301</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Level 2 TE 401/02 Literacy</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td>Equivalent performance or product, as judged by the instructor and Tech Guide.</td>
<td>Equivalent performance or product, as judged by the instructor and Tech Guide.</td>
</tr>
<tr>
<td><strong>Spreadsheet or Data Base</strong></td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
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, as judged by the instructor and Tech Guide.

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.

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 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, as judged by the instructor and Tech Guide.

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

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

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 a Team Coordinator. Call Peggy Champarde, pegchamp@msu.edu, 353-9135. She 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, contact Peggy Champarde. If necessary, she will consult with the Team Faculty Leaders about a decision.

If you are unhappy with a Team decision, contact Sharon Schwille, the TE Program Coordinator, at schwill2@msu.edu, 355-1713.

If you wish to appeal a program decision, you may contact the Teacher Education Department Chairperson, Steve Koziol.

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.

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 Peggy 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.

Team One Student Advisory Meetings

Periodically, Team One arranges Student Advisory Meetings these meetings provide opportunities for:

- bringing students' questions and concerns to the attention of the Team One Steering Committee;

- contributing students' viewpoints to discussions about various aspects of program planning and development;

We would like you to consider attending these meetings. It is a good way to get to know other students and faculty and to have some influence on the development of your teacher education program. The meetings will be announced during your classes and will be chosen at that time.
Team One Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randi Stanulis</td>
<td>Faculty Team Leader (Senior, Internship Year)</td>
<td>306 Erickson</td>
<td>432-9112</td>
<td><a href="mailto:randis@msu.edu">randis@msu.edu</a></td>
</tr>
<tr>
<td>Jay Featherstone</td>
<td>Faculty Team Leader (Junior/Senior Year)</td>
<td>307 Erickson</td>
<td>432-4858</td>
<td><a href="mailto:josfe@msu.edu">josfe@msu.edu</a></td>
</tr>
</tbody>
</table>
Peggy Champardé  Team Coordinator (School-University Relations, Field Instructor Co-Coordinator, Junior/Senior Student Concerns)  303 Erickson  353-9135  pegchamp@msu.edu

Helen Featherstone  TE 401-402 Coordinator (Senior Year)  116E Erickson  432-1532  feather1@msu.edu

Sharon Schwille  Field Instructor Co-Coordinator  316 Erickson  355-1713  schwill2@msu.edu

Lynn Paine  Inquiry Coordinator  317 Erickson  355-3266  painel@msu.edu

Margaret Malenka  Grand Rapids Coordinator (Intern Year)  MSU West  355-4997  malenka@msu.edu

Barb Meloche  Cluster A Leader  364 Erickson  339-2984  melocheb@msu.edu

Judy Thompson  Cluster B Leader  364 Erickson  321-8985  thomp452@msu.edu

Jane Boyd  Cluster C Leader  364 Erickson  325-6767  jameena@aol.com

Judy Redding  Team One Program Secretary  302 Erickson  353-9761  redding5@msu.edu

Elizabeth Heilman  Instructor  360 Erickson  432-4860  eheilman@msu.edu

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**Team One Advisor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joella Cogan</td>
<td>432-2733</td>
<td>Lead Advisor Student Affairs Office 134 Erickson Hall</td>
<td><a href="mailto:coganj@msu.edu">coganj@msu.edu</a></td>
</tr>
<tr>
<td>Jennifer Watson</td>
<td>353-5120</td>
<td>Advisor Student Affairs Office 134 Erickson Hall</td>
<td><a href="mailto:Watsonj4@msu.edu">Watsonj4@msu.edu</a></td>
</tr>
</tbody>
</table>

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**Team One Alliance Schools – 2002/2003**

**Lansing Area**

**Lansing District**
- Attwood Elementary School
- Averill Elementary School
- Cavanaugh Elementary School

**CLCCA**
- Cumberland Elementary School
- Otto Middle School
- Pattengill Middle School
- Walnut Elementary School
- Woodcreek Elementary School

35
Haslett District
Wilkshire Early Childhood Center

East Lansing District
Glencainm Elementary School
Red Cedar Elementary

Okemos District
Wardcliff Elementary School

Perry District
Shaftsburg Elementary School

Williamston District
Williamston Discovery Elem. School (K-2)
Williamston Explorer Elem. School (3-5)

Waverly District
Winans Elementary School
Colt Elementary School

Grand Rapids
Burton Elementary School
Challenger Elementary School
Oakdale Elementary School
Sherwood Park Elementary
Stocking Elementary School
West Oakview Elementary School

Muskegon/Holland
Longfellow Elementary School
Oakview Elementary School