SECONDARY TEACHER PREPARATION TEAM
PRE-INTERNSHIP GUIDE

Secondary Team Website: http://education.msu.edu/te/secondary
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Welcome Message

Dear Secondary Teacher Candidates,

Welcome to the College of Education and the Secondary Team! In 1988, a Michigan State University College of Education task force began redesigning the teacher education program. The result is a three-year teacher certification program with the final year being an internship in a school. One of the primary goals of our program is to develop a partnership between practicing teachers and teacher educators, working toward making meaningful connections between classroom fieldwork and university coursework.

We believe that people do not learn from experience alone, but through experience in combination with careful preparation, good mentoring, discussions with colleagues, and well-designed courses. Therefore, we seek to develop sustained connections among teacher candidates, MSU faculty and staff, and practicing teachers.

The program blends classroom experience with inquiry and reflection in a series of dialogues with MSU professors and mentor teachers. We hope that, through this collaborative effort, the graduates of our program will be teachers who teach for understanding, who will reach diverse bodies of students, who will be thoughtful and skilled about linking subject matter in a responsive curriculum, who will cultivate learning communities, and who will be engaged in democratic reform. Working together, we plan to continue building a teacher certification program that reflects our collective visions of the kinds of teachers needed to meet the educational needs of an increasingly diverse student population in an increasingly complex society, informed by new perspectives about subject matter and learning.

We look forward to getting to know you and working with you. If you have questions, we encourage you to contact the appropriate resource person listed in this handbook.

Sincerely,
The Secondary Team at MSU
# Required Teacher Education Courses

<table>
<thead>
<tr>
<th>Year Semester</th>
<th>Number</th>
<th>Cr</th>
<th>Title</th>
<th>Average Fieldwork</th>
<th>What Students Do</th>
</tr>
</thead>
</table>
| Freshman or Sophomore any | TE 150 | 3 | Reflections on Learning | None | • Study human learning  
• Reflect on own learning |
| Freshman or Sophomore any | TE 250 | 3 | Human Diversity, Power & Opportunity in Social Institutions | 2 hrs./wk. | • Study processes that distribute opportunity in society  
• Examine effects of human characteristics and culture  
• Consider justice issues |
| Junior Fall or Spring (Summer by advisor approval only) | TE 302 | 4 | Learners and Learning in Contact: Thinking like a Teacher | 2 hrs./wk. | • Analyze teaching-learning relationships  
• Study teacher strategies for creating learning opportunities  
• Think about knowing students and addressing their learning needs and interests  
• The role of literacy |
| Senior Fall | TE 407 | 5 | Teaching Subject Matter to Diverse Learners | 4 hrs./wk. | • Study what it means to understand subject matters  
• Practice subject-specific strategies to promote student learning  
• Learn about classroom organization consistent with those strategies  
• Technology requirements |
| Senior Spring | TE 408 | 5 | Crafting Teaching Practice | 4hrs./wk. | • Continuation of TE 407  
• Extension of TE 407/408 for teaching minor area |
| Internship Fall | TE 501 | 6 | Internship in Teaching Diverse Learners I Professional Roles & Teaching Practices I Reflection & Inquiry in Teaching Practice I | 35 hrs./wk. | • Co-planning and co-teaching with mentor and support from field instructor  
• Explore teachers’ roles and responsibilities in school and community  
• Curriculum development  
• Study own teaching |
| Internship Spring | TE 502 | 6 | Internship in Teaching Diverse Learners II Professional Roles & Teaching Practice II Reflection & Inquiry in Teaching Practice II | 35 hrs./wk. | • Lead teaching and reflection with coaching from mentor and support from field instructor  
• Study own teaching  
• Prepare portfolio |
Secondary Team Resource People

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<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leaders</td>
<td>Kelly Hodges</td>
<td>116R Erickson</td>
<td>432-9601</td>
<td><a href="mailto:hodgesk@msu.edu">hodgesk@msu.edu</a></td>
</tr>
<tr>
<td>Team Support</td>
<td>Amy Peebles</td>
<td>116 Erickson</td>
<td>355-1726</td>
<td><a href="mailto:tpp@msu.edu">tpp@msu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Jamie Archer</td>
<td></td>
<td>355-1741</td>
<td><a href="mailto:tchrprep@msu.edu">tchrprep@msu.edu</a></td>
</tr>
<tr>
<td>Team Coordinators</td>
<td>See below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Teacher Preparation</td>
<td>Corey Drake</td>
<td>118A Erickson</td>
<td>355-1713</td>
<td><a href="mailto:cdrake@msu.edu">cdrake@msu.edu</a></td>
</tr>
<tr>
<td>Chair, Department of Teacher Education</td>
<td>Margaret Crocco</td>
<td>318 Erickson</td>
<td>355-5091</td>
<td><a href="mailto:croccom@msu.edu">croccom@msu.edu</a></td>
</tr>
<tr>
<td>Assistant Dean for Student Affairs</td>
<td>Susan Dalebout</td>
<td>134 Erickson</td>
<td>353-9680</td>
<td><a href="mailto:sdd@msu.edu">sdd@msu.edu</a></td>
</tr>
<tr>
<td>College of Education Advisors</td>
<td>See website</td>
<td>134 Erickson</td>
<td>353-9680</td>
<td>Schedule appointment</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Mary Kimball</td>
<td>252 Student Services</td>
<td>353-5940</td>
<td><a href="mailto:bentley1@msu.edu">bentley1@msu.edu</a></td>
</tr>
</tbody>
</table>

Secondary Team Coordinators

These are the people to call if you have ANY questions regarding the Secondary Team.

**Chicago area:**

**Lana Brown**

*Lana is located in the Chicago area*

Chicago Public Schools

Placements for: English, Math, Science, Social Studies, World Language

**Brownl64@msu.edu**

**Grand Rapids area:**

**Connie VanBelois**

*Connie is located in the Grand Rapids area*


**Vanc@msu.edu**

**Lansing area:**

**Kelly Hodges**


**Hodgesk@msu.edu**

**Chris Kaiser**

Bath, Charlotte, Dewitt, Eaton Rapids, Grand Ledge, Haslett, Laingsburg, Mason, Okemos, Owosso, Portland, St. Johns Placement for: English, Social Studies

**Kaiserch@msu.edu**

**Susannah Van Horn**

Placements for: Art

**Van@msu.edu**
Michael Everett
140 Nat Resource
517-432-0292
everettm@msu.edu
Placements for: Agriscience

Southeast Michigan area:
Sylvia Hollifield
517-884-9713 or 313-578-9713
hollifi2@msu.edu
Sylvia's office is located in the MSU Detroit Center, 3408 Woodward Ave, Detroit, MI 48201
Berkley, Bloomfield Hills, Clarkston, Detroit Public Schools, Ferndale, Novi, Plymouth-Canton, Southfield, Troy, Utica, Walled Lake, Waterford, West Bloomfield
Placement for: English, Math, Science, Social Studies, World Language, Art

Secondary Team Subject Area Leaders in the College of Education
These people coordinate and supervise the course instruction and field instruction in the subject-area-specific courses in TE.

<table>
<thead>
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<th>Subject</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Agriscience</td>
<td>Matt Raven</td>
<td>310 A Nat Resources</td>
<td>432-0293</td>
<td><a href="mailto:mraven@msu.edu">mraven@msu.edu</a></td>
</tr>
<tr>
<td>Art</td>
<td>Susannah Van Horn</td>
<td>356 Erickson</td>
<td>355-7022</td>
<td><a href="mailto:van@msu.edu">van@msu.edu</a></td>
</tr>
<tr>
<td>English</td>
<td>Django Paris</td>
<td>329 Erickson</td>
<td>884-6639</td>
<td><a href="mailto:dparis@msu.edu">dparis@msu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Jennifer VanDerHeide</td>
<td>356 Erickson</td>
<td>353-4348</td>
<td><a href="mailto:jvheide@msu.edu">jvheide@msu.edu</a></td>
</tr>
<tr>
<td>Math</td>
<td>Kristen Bieda</td>
<td>312 Erickson</td>
<td>432-9925</td>
<td><a href="mailto:kbieda@msu.edu">kbieda@msu.edu</a></td>
</tr>
<tr>
<td>Science</td>
<td>Amelia Gotwals</td>
<td>325 Erickson</td>
<td>355-8531</td>
<td><a href="mailto:gotwals@msu.edu">gotwals@msu.edu</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Kyle Greenwalt</td>
<td>328 Erickson</td>
<td>353-0824</td>
<td><a href="mailto:greenwlt@msu.edu">greenwlt@msu.edu</a></td>
</tr>
<tr>
<td>World Languages</td>
<td>Sandro Barros</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Major and Minor Area Contacts
Advisors or faculty contacts in the home departments for the various teaching majors and minors are available on the College of Education website. If you have a question about a course substitution or need scheduling advice related to your teaching major or minor, these people can help you.
See http://education.msu.edu/academics/undergraduate/contacts-majors-minors.asp
Additional University Resources

The university provides many other resources that can help support you during both the undergraduate courses and the internship. Links to these and other resources are also available at http://www.msu.edu/current/index.html.

**Accommodations for disabilities.** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-RCPD or on the web at http://rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

**Office of Supportive Services.** "In the 1960’s the Office of Supportive Services was established by a team of committed faculty members who were concerned about addressing unjust institutional and other social factors. They also recognized the need to provide post-secondary educational opportunities to students who might not have had the chance to attend college. It is the commitment of higher education, as well as our office, to provide educational and career opportunities to such students. OSS works to enable these students to develop coping and self-management survival skills for success within the University. OSS also provides motivation, academic advising, social counseling, personal planning, career guidance and skill enrichment seminars." See http://oss.msu.edu/.

**Counseling Center.** Normal, capable and reasonable people sometimes face situations and problems that they find difficult to manage by themselves. Your course instructors or Team Coordinator might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building. Website: http://www.counseling.msu.edu/

**Family Resource Center (FRC).** The mission of the FRC is to help MSU students, staff, and faculty, navigate their responsibilities at work, school, and home. The FRC offers a range of services for families, including a family resource guide for students with children. See http://www.frc.msu.edu.

**Learning Resources Center (LRC).** The LRC staff is available to help you with everything from understanding difficult texts and programming your graphing calculator, to converting .wmv files for your iPod and making high-impact, interactive slideshow presentations. With only so many hours in the day and so many days until the next test, it’s their mission to help you work smarter. Create a plan to efficiently maximize your strengths and help you reach your academic goals. The LRC is located at 220 Bessey Hall. See http://lrc.msu.edu/.
Writing Center. Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, you should contact the University's Writing Center at 300 Bessey Hall and a number of other campus locations. Website: http://writing.msu.edu/
Frequently Asked Questions

When do we learn about methods of teaching my subjects?
In TE 407 (Teaching Subject Matter to Diverse Learners) and TE 408 (Crafting Teaching Practice) the sections are organized according to subject matter majors. During the internship year, TE 802 and 804 continue to address planning and teaching subject matters. In TE 409, you will address teaching methods in your minor area.

When do we get experience in classrooms and really begin teaching?
During TE 407 and 408 you will spend time each week in a classroom setting. Field assignments are closely linked to the coursework. They generally include observations, interviewing students, planning, and implementing short lesson plans with the whole class. You are not expected to take extensive responsibility for the full classroom until the internship year, and even then only for limited periods of time at first. All of this is designed to prepare you gradually to take the lead in the classroom during the spring of your internship year.

When and where are my internship courses scheduled?
Your 800-level internship year coursework (TE 801/3, 802/4) is scheduled on Fridays and begins and ends according to the MSU calendar. Coursework takes place on the MSU campus, except for those students completing internships in the Chicago Public Schools.

When do I learn where my internship placement will be?
During the fall of the senior year, you will complete an Internship Placement Request. We will gather detailed information about your preferences and interests. You will also be asked to submit an internship placement 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 MSU’s spring semester. It is impossible to guarantee this time frame, as we are dependent upon many factors in the school districts beyond our control.

When does internship begin and end? Do we follow the school or the MSU schedule?
First, know that a mandatory Opening Day Institute for interns and mentors is held the week before MSU classes begin. There are separate Opening Day Institutes for Lansing/Grand Rapids areas and for Southeast Michigan area. These dates are posted on the team’s website, and you should confer with your mentor teacher about this in advance so that you can both attend. You will be expected to begin your field placement officially on the first day that teachers in that district report for work, usually about a week before school begins in your placement district. Generally, you will follow your placement school’s calendar for holidays and winter and spring breaks, although you must follow the schedule for MSU class meetings each semester, regardless of your school’s breaks. You will officially be finished with your internship on the last day of MSU’s spring semester, providing no extenuating circumstances arise that would extend the end date for your internship. Calendar information can be found in the Secondary Team Google Calendar as it becomes available.

What is the internship schedule like? Can I plan to work in the evenings?
The internship schedule is intensive. You are expected to keep your weekdays until 5:00 p.m. available for internship-related activities. You will need to meet with your mentor teacher after school, attend faculty meetings and after school
events, and attend university classes. You will also need time to plan and prepare lessons, grade papers, etc. Some interns do need to work during the internship year but it is recommended that you work no more than ten hours per week and on the weekends only. If a heavier work schedule appears necessary for you, talk it over with your coordinator.

**How much does the internship year cost?**

Information about the tuition and fees for the internship year can be found on the financial aid website at [http://www.finaid.msu.edu/](http://www.finaid.msu.edu/). You can use the Cost Calculator to compute your estimated tuition and fees. For Your Level, select teacher certification intern. For How many credits? (one semester), enter 12. The calculator will return the cost per semester, so you will need to double this to estimate the total tuition and fees for the internship year.

**What kinds of financial support are available for the internship year?**

Many of the College of Education scholarships are still available for the internship year. Go to the College of Education website at [http://education.msu.edu/resources/students/scholarships/](http://education.msu.edu/resources/students/scholarships/) for information about college-based scholarships. Applications are typically available for these scholarships in January. Because as an intern (except for music education student teachers) you are no longer an undergraduate, you will have independent student status for financial aid purposes. You will also no longer be subject to the undergraduate cap on financial aid. As a result, you will qualify for a financial aid package and should fill out a FAFSA form. For more information and to fill out the FAFSA, go to [http://www.finaid.msu.edu/](http://www.finaid.msu.edu/). Note especially the link for the Teaching Internship at the left. If you have questions, contact [Mary Kimball in the Financial Aid Office](mailto:Mary.Kimball@msu.edu).

**Can I make my own arrangements for an intern placement?**

Absolutely NOT. The Secondary Team develops and maintains working relationships with particular schools in particular districts. Each district has its own policies and procedures, often changing from year to year, and the Team Coordinators work with districts to remain in compliance with their policies and needs and seek approval for placements in particular schools. Our goal is to place interns in clusters so that an MSU field instructor can work with a group of interns in a school and so that interns have a peer support group as they move through this intensive and challenging year. If there are special circumstances you would like to discuss about an intern placement, talk to one of the [Secondary Team coordinators](mailto:Secondary.Team.Coordinators@msu.edu).
Secondary Team Field Placement Policies

For Art, English, Mathematics, Science, Social Studies, and World Language Majors

The information below is taken from http://education.msu.edu/students/undergraduate/pdfs/Field-Placement-Policies.pdf.

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

Every year in the College of Education we place about 450 interns, along with approximately 1000 teacher candidates from earlier stages of the program. As we place them, we want to make placements that will satisfy all, but we must balance a range of considerations described below. Teacher candidates should especially note that:

- **We do not permit teacher candidates or interns to seek or arrange 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.**

Placements:

- **are subject to change**
- **are made in partner schools**
- **match the certificate**
- **respond to urban need**
- **protect the integrity of assessment and personal relationships**
- **for TE 302 through 408 are in the Lansing area**
- **for each candidate are from a range of settings**
- **for the internship are made in several populations centers across the state**
- **in distant sites have additional guidelines**
- **follow a planned schedule**

**Placements are subject to change**

The teacher preparation program does not control, for example, school district decisions to re-assign teachers, or teachers’ decisions or move or retire, or teachers getting ill or pregnant. Thus, all placements are subject to change at any time due to circumstances beyond our control. Should this occur, we will make every attempt to find an alternative placement as soon as possible. Most teachers are off duty in the summer months, many go away for some period of time, and some desirable mentor teachers won’t know their teaching assignments until August. So placement is likely to go slowly in June, July, and part of August, and early placements are not necessarily better placements.
Top
Placements are made in partner schools
We place teacher candidates in schools where we have developed or are developing school-university partnerships for teacher education that support better placement conditions. 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.

Top
Placements match the certificate
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 level or situation.

Top
Placements respond to urban need
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.

Top
Placements protect the integrity of assessment and personal relationships
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 bias arising from existing relationships or prior associations. For example:

- We do not place teacher candidates in school districts they attended as k-12 students, unless the district was a very large district (e.g., Lansing, Detroit, Grand Rapids, etc.). 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, enrolled, or a member of the school board.

Top

Placements for TE 302, TE 407 and TE 408 are in the Lansing area

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1 “Close Relative” means a connection between persons by blood, marriage, adoption, domestic partnership, or other personal relationship in which objectivity might be impaired
Prior to the internship, we place teacher candidates only in the Lansing area. Most teacher candidates are carrying a full academic program, only part of which is in teacher education. Therefore, we place teacher candidates, in TE 302, TE 407, and TE 408 only in schools within an approximately 30-minute drive from MSU.

**Placements for each candidate are from a range of settings**

In general, we do not place interns in the same placement as their senior year unless there is a strong reason for an exception. That is, we prefer to give teacher candidates varied experiences in more than one setting across their program.

**Placements for the internship are made in several populations centers across the state**

For the internship, we place teacher candidates in several areas across the state, and particularly in major population centers including the Lansing area, the Grand Rapids area and the Southeast Michigan (Detroit and outlying suburbs) area. We do this partly to achieve the commitments described above and partly to help teacher candidates reduce the expense of the program by offering the possibility of serving their internships closer to home. Potential interns will indicate in November of the year prior to their internship their preference for the geographic area of their internship placement. We ask that interns consider their personal and financial circumstances carefully before indicating this preference, so that we can plan accordingly for placement strategies in the various geographic areas. If for any reason an intern’s circumstances require a change in geographic area, the intern should notify their placement coordinator immediately.

**Placements in distant sites have additional guidelines**

In making placements in areas other than the Lansing 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. Note that all interns who indicate a preference for the Lansing area will be placed in the Lansing area.

- **If a particular placement is offered in a requested distant area, and a teacher candidate declines it, that teacher candidate will not be guaranteed another placement in that requested distant 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.

- **We attempt to make placements that require commutes of no more than forty-five minutes, one way.** We cannot guarantee this feature of the placements. Particularly in the Southeast Michigan area, commuting times may be longer.
Placements follow a planned schedule

**October:** Teacher candidates who are on schedule for the internship in the next academic year and who will not have graduated by December complete the Secondary Course Record form (the “Blue Form”). These forms must be completed in collaboration with an advisor from the intern’s major area, and returned to the College of Education Student Affairs Office. Post-baccalaureate candidates need not complete this form, even if they are still taking coursework to complete their teaching major and/or teaching minor.

**November:** Teacher candidates who are on schedule for the internship in the next academic year complete the online Internship Placement Request form by the due date, approximately December 1st.

**November – January:** Teacher candidates who are on schedule for the internship write placement resumes to prospective mentor teachers. Guidelines for writing a placement resume are in the Junior/Senior handbook. 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.

**February – March:** The Team works with schools and teachers to arrange placements. Although we will try to accommodate a prospective intern’s first choice of level (middle/high) or setting, we often cannot honor all of these in our attempts to match students with mentor teachers who are interested in working with an intern.

**March - May:** Students are informed of those placements that have been arranged and the procedure to follow to contact their prospective mentor teacher. The prospective intern and mentor teacher report back to the Team to confirm the placement. The Team continues to identify placements for any interns who have not yet been placed.

**June, July, and August (and in a few cases September):** Finish placements that could not be made on the intended schedule, and re-place prospective interns whose placements fell through.

Placements are not complete until the intern files a Placement Confirmation Form

When prospective interns have visited the school and met the mentor teacher, they file a Placement Confirmation form with the Team. Interns receive the form along with the information about their placement. The form is returned to the Secondary Team.
Criteria for Progression to the Internship

The information below is taken from [http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp](http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp).

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 **Michigan Test for Teacher Certification (MTTC)** for elementary teaching or the subject test corresponding to the teaching major for secondary teaching,

C) submit a complete **Conviction 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 teaching minor 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);  

4. earned a Grade Point Average of 2.5 or above for pre-internship, professional education courses required for teacher certification, with no individual grade below 2.0,

5. earned a minimum grade of 2.0 in all courses in the Planned Program for Elementary Certification

6. passed all three components of the Michigan Test for Teacher Certification Professional Readiness Exam (PRE) (reading, writing, and math); and,

7. completed the Michigan State Department of Education technology requirement.

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2 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.

3 Pre-internship professional education courses required for teacher certification include the following:
   - TE 150, CEP 240/TE 250, TE 301/302, TE 403/404/405/406 and TE 407/408
   - TE 842 (for CSD majors)
   - STA 481 and STA 482 (for Art Education majors)
   - CSD 483 (for Communicative Sciences and Disorders majors)

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

5 This requirement applies to teacher candidates who were admitted to the teacher preparation program in Fall 2012 or later.
B. Pass the required Michigan Test for Teacher Certification (MTTC)

Students seeking elementary certification, including those in special education and early childhood education, must pass the Elementary Education MTTC (Test #103) as a condition for progression to the internship (TE 501).

For elementary certification students, passing the Elementary Education MTTC is a requirement for completion of the teacher certification program and a State of Michigan requirement for certification to teach in grades K-5. Students who also wish to teach in grades 6-8 must pass the MTTC corresponding to their teaching major. Students in Special Education and Early Childhood Education must pass tests in their respective areas (i.e., Learning Disabilities and Early Childhood Education) to become endorsed to teach in those areas. Passing these subject matter tests is not required for program completion and progression to the internship; however, it is required if the student is to be recommended for certification in those areas.

For those seeking secondary certification (including the K-12 majors of Art Education, Communicative Sciences and Disorders, Music Education and Physical Education), students must take and pass the MTTC corresponding to their major as a condition for progressing to the internship (TE 501, CSD 883, MUS 495). All secondary education students, except those in Music, Art, Social Studies and Physical Science (comprehensive group majors), are required to complete an approved teaching minor. For secondary education students, passing the MTTC corresponding to the minor is a requirement for becoming certified to teach the minor and a requirement for placement in the minor subject area during the internship. While it is in the best interest of secondary teacher candidates to be certified in both their major and minor areas, the Michigan Department of Education permits secondary candidates to earn provisional certification in the major without certification in the minor.

In addition to passing the MTTC corresponding to their teaching major, students who wish to be certified to teach world languages are required to meet oral proficiency standards established by the State of Michigan. Secondary candidates with world language majors must meet the standard as a condition for progression to the internship. Secondary candidates with world language minors and elementary students with world language majors or minors are not eligible for internship placements in world languages unless they have met the standard. All candidates must meet the standard before they can be recommended for certification in a world language.

C. Conviction Disclosure Form

It is important that prospective interns be appropriate candidates for the teaching profession. 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 and other crimes may, therefore, preclude the teacher candidate from participating in the internship. To be eligible for the internship, the teacher candidate must complete, sign, and submit the Conviction Disclosure Form to the Student Affairs Office. Concealment or misrepresentation of information required to be disclosed in the Conviction 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 to gradually 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 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

(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 orientations. 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.
Procedures for Decisions and Notification

A. Academic Requirements and Conviction Disclosure Form

The Student Affairs Office will have primary responsibility for confirming that a teacher candidate has met all Academic Requirements and submitted the Conviction Disclosure Form. Students are responsible for ensuring that they meet all criteria for progression to the internship, including fulfilling grade requirements. Students should meet with advisors to verify grade point averages if necessary.

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 Conviction 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 assuming 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 302, TE 407 and TE 408 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 302, TE 407, and TE 408 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 serious enough to warrant a recommendation that the teacher candidate not be allowed to progress to the internship, the Team Leader will inform the teacher candidate and the
Director of the Teacher Preparation Programs of the recommendation and of the basis for it. The Director 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 Director 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 Director of the recommendation and the basis for it. The Director 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 Director will contact and, preferably, meet with the teacher candidate prior to making this determination.

The teacher candidate may appeal the decision to the Assistant/Associate Dean of the College of Education.
State of Michigan Subject Tests

The information below is taken from http://education.msu.edu/academics/undergraduate/mttc.asp. Candidates for Michigan teacher certification are required to pass tests designed by the State of Michigan to ensure that certified teachers have the necessary basic skills and content knowledge to teach effectively. The competency exams are known as the Michigan Test(s) for Teacher Certification (MTTC).

Students are responsible for reading and understanding testing requirements as printed in the Michigan Test for Teacher Certification registration booklet which is available online at http://www.mttc.nesinc.com/.

Secondary Teacher Candidate MTTC Requirements

Candidates for secondary teaching certification, including Music Education and Art Education students, must pass the appropriate subject-area examination for each subject area in which they intend to be certified. That is, to be certified in both their major and minor areas, candidates must pass both tests.

- The subject area test in the MAJOR must be passed prior to beginning the internship.
- The subject area test in the MINOR need not be passed prior to the internship, but if it is not, the intern may not teach in that area during the internship. The intern may still take the test in the minor area during the internship in anticipation of being recommended for certification in that area at the end of the internship. However, passing the minor test is not a requirement for program completion.

Registration

Information about test dates, costs, and registering for the tests is available at the MTTC website. Paper and pencil test are offered four times per year, in October, January, April and July. Some test areas are available online and on a more frequent basis. Test scores must be officially reported to Michigan State University. Follow directions when registering to ensure that scores are sent directly to MSU. Note that there is an additional fee to request that official scores be sent to the university AFTER the day of the test.

Study Guides

Study Guides and other preparation support can be found on the MTTC website. Contact an advisor in your subject area major or minor for more resources and support.

The table below lists the teaching majors and minors at MSU, the State of Michigan two-letter codes for these endorsement areas, and the MTTC three-digit codes for the associated tests. This table has been compiled for your convenience from http://education.msu.edu/academics/undergraduate/secondary/majors-minors.asp, http://www.michigan.gov/documents/mde/Endorsements_and_Codes_9_08_C64903_A_259556_7.doc and http://www.mttc.nesinc.com/MI17_testselection.asp and is not the official source of this information. Consult an advisor in the College of Education Student Affairs Office, 134 Erickson Hall, (517) 353-9680 for advice about your testing plans.

For additional information about the particular courses that these certification areas will allow you to teach, go to http://www.michigan.gov/documents/What_can_be_taught_composite_TQ_C107355_A112320_7_123436_7.doc or, if
this link becomes inactive, search for the “Classes that Can be Taught by Holders of Various Endorsements” document on the Michigan Department of Education website: [http://www.michigan.gov/mde](http://www.michigan.gov/mde).

### Majors

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### Minors

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<tr>
<th>Minor</th>
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<td>Earth Science</td>
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<td><strong>English as a Second Language (NS)</strong></td>
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**World Language Oral Proficiency Testing**

The information below is taken from [http://education.msu.edu/academics/undergraduate/oral-proficiency.asp](http://education.msu.edu/academics/undergraduate/oral-proficiency.asp).

The Michigan Department of Education (MDE) requires that all teacher candidates pass the Michigan Test for Teacher Certification (MTTC) for each area in which they wish to be certified (i.e. their teaching major(s) and minor(s)). In addition to passing the MTTC, candidates who wish to be certified to teach world languages are now required to meet oral proficiency standards in their languages. After May 1, 2010, candidates can no longer be recommended for certification in a world language unless they have met the established oral proficiency standard.

This requirement also has implications for the internship. Secondary education students with world language majors must meet the standard as a condition for progressing to the internship. Secondary education students with world language minors can intern but they will not be eligible for internship placements in world languages unless they have met...
the standard (i.e., secondary students can intern in the subject that is their teaching major, but they cannot intern in world languages without meeting the standard.)

At MSU, oral proficiency tests in each language are administered by the Center for Language Teaching Advancement (CeLTA). Students will find information about scheduling testing appointments and improving their oral proficiency on the CeLTA website at http://celta.msu.edu.

The American Council on the Teaching of Foreign Languages (ACTFL) rating scale for oral proficiency has 4 major levels: Novice, Intermediate, Advanced and Superior. Novice through Advanced are further broken down into the sublevels of High, Mid and Low. The State of Michigan defines the oral proficiency requirement in terms of this scale.

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<th>State of Michigan proficiency requirements</th>
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<td>French, German, Italian, Latin, Spanish</td>
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<td>Arabic, Chinese, Japanese, Russian</td>
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Oral proficiency can be demonstrated by meeting the standard on several different measures, including one developed at MSU called the “Simulated Oral Proficiency Interview” or SOPI. The SOPI is not available for all languages. It is important to note that there is a short version and a long version of the SOPI. Individuals seeking teacher certification must demonstrate proficiency on the long version. Proficiency demonstrated on the short version is not acceptable for certification.

All of the proficiency measures approved by the MDE are variations on – or simulations of – the more widely recognized American Council on the Teaching of Foreign Languages Oral Proficiency Interview (“ACTFL OPI”, or just “OPI”). For students who plan to teach in other states, or do something other than teach their language, the ACTFL OPI test may be a better choice. In either case, it is important to make testing arrangements through CeLTA and to have official results sent directly to MSU. Results sent to the student from the testing company are not considered official and cannot be accepted.

See also http://www.educ.msu.edu/students/undergraduate/pdfs/Oral_Proficiency_Requirement-Brouchure.pdf
Fingerprinting and Background Checks

Adapted from http://education.msu.edu/academics/undergraduate/conviction-disclosure-responsibility.asp.

Since July 1, 2008, the State of Michigan has required that all individuals “employed or regularly and continuously working” in Michigan schools must be fingerprinted using the LiveScan technology (digital fingerprinting) and submit to criminal background checks. This includes any individuals acting as substitute teachers.

Our partner schools vary in their interpretation of the fingerprinting/background check regulations with respect to teacher candidates. You should expect that prior to beginning your field work at any level of the teacher preparation program, your assigned placement school may require that you are fingerprinted. Typically, this will require that you go to an approved site for this procedure and that you pay for it yourself. You should wait until you find out about the requirements for your placement site before submitting to fingerprinting, but be advised you may need to get it done quickly in order to be on schedule for your required field work.

All undergraduate students who have school placements must submit to background checks conducted through the MSU Department of Human Resources. Students enrolled in specific TE and CEP courses are required to submit a consent form as directed by their course instructor or team coordinator. When the background check reveals a conviction, the Certification Officer is notified. Convictions revealed by the background check should already have been disclosed by the student on a Conviction Disclosure Form (CDF) or by subsequent notification as specified on the CDF. Failure to report a conviction or falsification of information on an application or CDF could result in dismissal from the teacher certification program.

Prior to beginning the internship, schools will require that interns be fingerprinted. MSU interns will have the results of the associated background check sent directly to their placement school. It is the intern’s responsibility to make sure that this is done prior to beginning work at the school and that the results are forwarded to the district offices of that school. MSU does not collect or maintain records of students’ fingerprints.

The MSU-based Conviction Disclosure Form (CDF), the background check performed through MSU HR on behalf of undergraduates and the fingerprinting process initiated by prospective interns together form a set of procedures that help teacher candidates meet state requirements for certification with respect to their criminal history, but each student also bears individual responsibility for forthright and accurate reporting of this history to SAO so that concerns can be addressed in a timely fashion. Students are required to disclose convictions to the SAO on the CDF, and in writing when any new activity appears on their criminal history – before a criminal background check reveals a conviction that has not been previously reported.

Students with questions should contact the Dr. Susan Dalebout, MSU Certification Officer, in the Student Affairs Office, 134 Erickson.
First Aid and CPR

Legislation signed into law in 2003 requires that teacher candidates complete courses in first aid and cardiopulmonary resuscitation (CPR) prior to being recommended for an initial teaching certificate. Michigan State University, and all other Michigan teacher preparation institutions, must confirm that this requirement has been met before a recommendation for the Provisional Teaching Certificate is sent to the Michigan Department of Education.

First aid certification is typically valid for a period of 3 years. CPR certification is typically valid for 24 months. You should consider completing the First Aid and CPR courses during your senior year, as long as the specific course and certification you complete will remain valid when your application is processed by MSU in the summer following your internship year.

See http://www.michigan.gov/mde/0,4615,7-140-5683_14795-75289--00.html for the State of Michigan First Aid and CPR requirements, and http://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf for the MDE-approved list of First Aid and CPR providers.
Professional Conduct Policy

From [http://education.msu.edu/academics/undergraduate/professional-conduct.asp](http://education.msu.edu/academics/undergraduate/professional-conduct.asp).

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 liaison, and if appropriate, your subject-matter field instructor. For your on-campus courses, you must notify your course instructor. Any absence during a semester from on-campus courses or pre-internship field placements is cause for concern and may affect your grade. 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, 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.

**Academic Integrity**

In instances of academic dishonesty, violation of professional standards or falsification of records, the University's policy on the Integrity of Scholarship and Grades will be enforced. This means that at the instructor’s discretion, a student may receive a penalty grade on an assignment and/or in the course, and a report must be filed which becomes part of the student’s academic record. Additional penalties are possible, depending on the nature of the infraction. Moreover, teachers are the guardians of academic integrity in society. Teacher candidates are expected to meet the highest standards in this regard, and to uphold these standards among their students and colleagues. It is the standard practice of teachers to borrow ideas and materials from a variety of sources. Take care to properly attribute these sources and to refrain from representing another’s intellectual property as your own. Instructors and course syllabi provide additional guidelines for applying these principles to specific assignments and products.

**Confidentiality**

By both professional standards and the federal Family Educational Rights and Privacy Act (FERPA, see [http://www2.ed.gov/policy/gen/guid/fpeo/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpeo/ferpa/index.html)), teachers are expected to respect the privacy and dignity of the children and families with whom they work. Likewise, as part of your preparation to enter the teaching profession, we
expect you to use discretion when discussing or otherwise representing your experiences in schools. Always take care to protect the identities of children, adults and institutions in all media formats, including your spoken word. Be judicious and thoughtful about the content of stories about the classroom you share, and the contexts in which you share those stories. For example, do not discuss classroom experiences in public settings like restaurants or hallways, or on social media sites such as Facebook. Ask your collaborating teacher if there are additional district or school requirements regarding confidentiality that you must observe.

**Classroom Discussions**

Your field experiences are an important part of your learning and you will be discussing them in your course meetings. Do not relate stories from classrooms or schools that include sensitive information about a child, adult, family or institution. When discussing classroom situations, do so carefully. Use a fictitious name for any student involved. Mask the name of a student on any written or visual work shared in class. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

**Interviews**

When collecting information by interview, clearly state, or give to the interviewee in writing, the purpose of the interview and the uses you will make of the material. Obtain written permission for these uses. Ask your instructor for an example if you are unsure how to word this statement. Use pseudonyms and screen or mask identifying information when reporting interviews with children or adults, or when sharing artifacts of student work.

**Photographs, Audio and Video**

Occasionally there are circumstances which require that a student’s whereabouts be kept secret and photographs and recordings are not allowed. Most schools and districts require written permission from parents/guardians for taking any photographs, audio or video recordings. Before taking photographs or making audio or video recordings, your instructor can help you draft a release form for collecting these media, which you must then review with the classroom teacher and revise further as needed.

**Portfolios**

Your professional portfolio is a significantly more public representation of your work in schools than most other course assignments. Confidentiality considerations and releases for this use deserve special attention. Use pseudonyms and screen or mask names and personal identifying information. Always secure and maintain records of explicit written permission for any artifacts, photographs or recordings you include in print or electronic portfolios.

**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, and paraprofessionals.

**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. See the Teacher Preparation Program’s Procedures for Handling Disputes for more information.
Incomplete Grades

Secondary Team teacher candidates may receive an I-Incomplete in a Teacher Education course (i.e. TE 302, 407, 408, 501, 801, 802, 502, 803, 804) if illness or another compelling reason has made it impossible to complete the work of the course on time (subject to the University “Postponement of Grading” policies below). Since each course is a prerequisite for the next course in the sequence, it is policy that incomplete grades be completed by the beginning of the next semester in order to continue to the subsequent Teacher Education course in the next semester of the program. That is, an incomplete for a fall semester course must be completed by the first day of spring semester. An incomplete for a spring semester course must be completed by the first day of fall semester unless the teacher candidate takes courses during the summer. The DF-Deferred grade and the ET-Extension grade are not available to pre-internship teacher candidates.

Postponement of Grading (from http://www.reg.msu.edu/academicprograms/Print.asp?Section=528)

When special or unusual circumstances occur, the instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete or DF-Deferred or ET-Extension marker.

I-Incomplete

The I-Incomplete may be given only when the student

(a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and

(b) has done satisfactory work in the course; and

(c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year. The required work must be completed, and a grade must be reported to the Office of the Registrar, no later than the middle of the student's next semester in attendance (summer session excluded) if that semester is within one calendar year following receipt of the I-Incomplete. Exception to this deadline: An instructor may submit an Administrative Action form stating that course structure necessitates delay of make-up grading until the end of the student's next semester in attendance. Failure to complete the required work by the due date will result in a grade of I/o.o, I/NC or I/N, depending on the grading system under which the student was enrolled. (A student who does not register for MSU courses subsequent to receipt of an I-Incomplete has one calendar year to complete the required work; after that, the I-Incomplete will be changed to I/U on the student's academic record, and the course may be completed only by re-enrollment). An extension of time for completion of the required work may be approved by the College offering the course only by means of an Administrative Action form documenting physician-certified illness or other extraordinary circumstances. An Extension of Time is a formal agreement between the instructor and the student. After an Extension of Time has been
filed, the work must be done by the deadline determined by the instructor or the I-Incomplete will be changed to I/o.o, I/NC, or I/N depending on the grading system under which the student was enrolled.

**DF-Deferred**
The DF-Deferred applies to the numerical, the CR-NC, and P-N systems. Given only to graduate students who are doing satisfactory work but cannot complete it because of reasons acceptable to the instructor. The required work must be completed and a grade reported within six months (190 calendar days from the last class day of the term of instruction), with the option of a single six-month extension (190 calendar days). If not completed within the time limit, the DF-Deferred will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work.

**ET-Extension**
The ET-Extension applies to the numerical, the CR-NC, and P-N systems. Given to undergraduate, graduate, and graduate-professional students only in courses specifically approved by the University Committee on Curriculum. Approval requires specification of the time period within which work must be completed. Courses that involve field experience or thesis work and courses in which work normally extends beyond one semester are the types of courses normally considered. A final grade must be reported upon completion of the final course in the sequence or in the time approved for the completion of the work. If a final grade is not reported in these periods, the ET will be changed to ET/o.o, ET/NC or ET/N, depending on the grading system under which the student was enrolled.
Junior Year Time Line

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April</td>
<td><strong>Schedule TE 407/8.</strong> Read the comments in the schedule carefully to ensure you enroll for a section that matches your teaching major. Remember to save two (2) two-hour blocks of time each week for field work, so that you can see the same class periods twice a week. Field work will be scheduled in the fall, at times that align with the placement school bell schedule. Field work scheduled in the middle of the day typically requires more time to account for school lunch schedules. Travel time to the placement school is in addition to these requirements. Including travel, most field placements will require at least three (3) MSU class periods.</td>
</tr>
<tr>
<td>Summer</td>
<td><strong>Plan you MTTC testing.</strong> Make plans to take and pass your subject area MAJOR tests before graduating. Prospective interns must attempt their MAJOR and RX or DI tests by the January test date.</td>
</tr>
</tbody>
</table>

Remember...

- **You may take summer classes the summer after your senior year and still progress to the internship.** However, if you can’t graduate by the end of the summer following your senior year, you will need to delay your internship year. To request a delay, go to [http://education.msu.edu/academics/undergraduate/teacher-preparation-forms.asp](http://education.msu.edu/academics/undergraduate/teacher-preparation-forms.asp) and fill out the Request to Change Internship Year form. You must complete this form to reserve a spot in the internship year you desire.

- **Delay taking TE 407 and 408 until the year just prior to your internship if possible.** If you have questions, contact your coordinator.

- **Keep your official record of teaching majors and minors up to date.** Advisors in the College of Education will begin auditing internship requirements in the fall of the senior year. You may appear ineligible to intern if your course enrollment does not match the majors and minors you have on file. To make changes in your teaching major or teaching minor, go to [http://education.msu.edu/academics/undergraduate/teacher-preparation-forms.asp](http://education.msu.edu/academics/undergraduate/teacher-preparation-forms.asp) and fill out the Teaching Major/Minor/Additional Endorsement Change Request.
### Senior Year Time Line for Progressing to the Internship

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td><strong>Plan your MTTC testing.</strong> Make plans to take and pass your subject area MAJOR tests before graduating. Prospective interns must attempt their MAJOR and RX or DI tests by the January test date. Paper-and-pencil testing is offered in October, January, April, and July. See <a href="http://www.mttc.nesinc.com/MI17_testdates.asp">http://www.mttc.nesinc.com/MI17_testdates.asp</a> for more details.</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Apply for graduation by first Friday of Fall semester if graduating in Fall. Receive Secondary Course Record form in TE 407/STA 481 or by email from coordinator. The form is required for all prospective interns for the coming year except post-baccalaureate candidates and others who have completed their degree before the start of the current fall semester. <strong>Make appointment with advisor in your major.</strong> You will complete a portion of the Secondary Course Record form with your advisor and an advisor signature is required on the form. Together, you and your advisor will document your plan for completing all remaining requirements for internship progression, including upcoming summer enrollment.</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Submit the completed Secondary Course Record form. Advisors in the College of Education will use the information provided on the form to audit your requirements for internship. Submit the completed form to their office, 134 Erickson. <strong>Decided whether to apply for Chicago internship.</strong> Interested candidates should plan to attend the informational meeting in late October and complete the separate Chicago internship application at <a href="http://www.educ.msu.edu/chicagoIntern/application/default.asp">http://www.educ.msu.edu/chicagoIntern/application/default.asp</a>.</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Submit online Internship Placement Plans form. You will receive an email invitation to complete this form in mid-November. Form is due by December 1. If you do not complete the form, you will not receive an internship placement. <strong>Submit draft</strong> internship placement resume in internship placement course on D2L. Due by December 1. Draft resumes will be reviewed by your internship placement coordinator.</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>Attend internship area meeting if interning in Grand Rapids or Southeast Michigan.</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>Complete a FAFSA. See information at <a href="http://finaid.msu.edu/">http://finaid.msu.edu/</a>. <strong>Apply for scholarships on the College of Education website.</strong> Application typically opens in January and closes in early February. See <a href="http://education.msu.edu/resources/students/scholarships/">http://education.msu.edu/resources/students/scholarships/</a>. <strong>Submit final internship placement resume in internship placement course on D2L</strong>. <strong>Apply for graduation</strong> by first Friday of Spring semester if graduating in Spring or Summer.</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>Submit Graduate Certification application and Conviction Disclosure Form. Submission is monitored by the College of Education advisors and is submitted to their office, 134 Erickson, by spring break.</td>
</tr>
<tr>
<td>March/April/May/June</td>
<td><strong>Receive tentative placement information.</strong> See internship information. See internship coordinator for details and questions. <strong>Make appointment to meet with prospective mentor teacher</strong> <strong>Complete online placement confirmation form.</strong> You will receive an email invitation to complete this form in mid-March. Form is due within 2 weeks after meeting with prospective mentor.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summer</td>
<td><strong>Remediate any progression deficiencies</strong> by the end of Summer semester</td>
</tr>
</tbody>
</table>

Progression to the internship is dependent on the teacher candidate:

A)  [meeting the Academic Requirements](#) to be eligible for the internship

B)  [passing the MTTC](#) in the teaching major

C)  completing the [Conviction Disclosure Form](#)

D)  meeting the [Professional Criteria](#)
Internship Placement Resume

During the internship placement process, personnel departments, principals, department heads and teachers will review your internship placement resume. The placement is your introduction to a prospective mentor; it gives them a chance to decide if they would like to meet you as a prospective intern.

Format your resume so it is very easy to read. Use an easy-to-read font. A one-page resume is usually long enough to communicate the needed information in this context. Keep the resume to two pages or less, or no one will bother to read it.

Any resume is both an informational and marketing tool. You want your placement resume to represent you well. Spelling, grammar, punctuation and formatting must be correct. The spell check will not catch all errors. Carefully proofread the resume yourself, and then have someone else read it. Mentor teachers and principals sometimes reject applicants for internship who do not present themselves well in writing, as they do not appear to be good role models for their students.

Regarding capitalization, the only subjects that are capitalized in a sentence are languages (math, biology, English, French) unless the name of a specific course is used (American History, Biology 102). When subjects are not in a sentence, such as listing your major and minor under the Education section, they should be capitalized. (Major: History | Minor: English). Under the Personal Interest section, do not capitalize the items (family, reading, golf, tennis, hunting).

The internship placement resume is NOT the same as a professional resume. Our partner schools are looking for particular information about your educational background, your field experiences and your work in your subject area or with children. Follow the format specified here so that your information is easy for readers to find. A template is shown on the next page, and two sample resumes (a one-page and a two-page version) follow. Please review the following guidelines along with the template:

**Contact information:** Provide your phone number and MSU email. Include your current address and your permanent address. If you know your internship address, provide that also. Prospective mentors pay close attention to your address and may reject you if your internship address is too far from the school, as they fear you will spend too much time in transit every day to devote enough time to your teaching.

**Professional Goals:** A brief statement of the placements for which you would be qualified. Do not state specific preferences about grade level or subjects here to avoid giving the impression you would be unsatisfied with any potential mentor teacher or school interested in working with you. Specific preferences for grade level or courses can and should be put in the internship placement request form.

**Education:** Secondary students’ degrees are not from the College of Education. You will not complete the Teacher Preparation Program on the date you expect to earn your bachelor degree. You can add "Enrolled in Teacher Preparation Program" with your degree listing, or make a separate listing with the month and year you expect to complete the MSU Teacher Certification Program. Also, federal regulations prohibited MSU from requiring that candidates release their academic information in order to secure an internship placement. **Do not**
list your GPA on this resume. If someone asks for this or other privileged academic information, talk with your internship coordinator before releasing the information.

Pre-Internship Field Experience: Briefly describe your field experiences in TE 250, 302, 407, and 408, and in any other MSU courses in which you did field work in schools. Include both the range of weeks and hours per week you spent in these placements. Give information about what you did in the classrooms. Do not list the names of your mentor teachers.

Related Work Experience, Other Work Experience, or Volunteer Experience: If the experience is related to teaching or children, give a brief description of duties or accomplishments. If there is little or no relationship to teaching, simply list the experience and dates, or omit entirely. Do not list the name of your supervisors.

Personal Interests: Do not omit this – it is important to potential mentors. This would be the appropriate place to mention coaching or other extracurricular experiences you are interested in, if any.

Your resume will be submitted electronically via the D2L internship placement course. You will submit the draft as a MS Word document, by December 1, and you will receive feedback from your internship coordinator. The final version must be submitted as a .pdf file, for ease of distribution to schools. See D2L site for due date of the final resume.
**Full Name**
Email
Phone

**Professional Goals**
State your interest in the secondary level and your subject matter qualifications (teaching major and/or minor). Include any other information about special challenges that you would like to have next year (e.g. working with ESL students, being in an urban school, etc.).

**Education**
- **Year of graduation**
- **Name of institution (e.g. Michigan State University)**
- **Degree completed or to be completed**
- **Majors and minors**
  - **Do not include your GPA.**
- **Year of graduation**
- **Community college or other university, if applicable**
- **Year of graduation**
- **High school, City, State**

**Pre-internship Field Experiences**
Briefly describe your field experiences in TE 250, 302, 407, and 408, as well as other courses with field work.
- **Semester(s)**
  - **Name of school or placement site** (hours/week)
  - **Describe your typical responsibilities and any special projects or lessons you planned and taught.**
  - **State what you learned from these experiences.**
  - **Do not include your mentor’s name.**

**Other Teaching-related Experiences** (paid or volunteer - list the most current first)
This section includes tutoring, summer camp counseling, coaching, childcare, subject-related experiences, etc.
- **Year**
  - **Name of institution or organization**
  - **Brief description of responsibilities and special projects. State what you learned from these experiences.**

**Other Work Experience**
Other significant jobs or experiences you have had, if any. You do not need to include dates, places or responsibilities. Describe what you learned from these experiences such as self-discipline, assuming responsibility or leadership, better writing skills, deeper content knowledge, etc., if significant and relevant to your teaching.

**Awards or Scholarships Received**

**Personal Interests**
List extra-curricular activities during college or high school, hobbies, travel, special interests or skills such as music, theater, etc. Mentor teachers find this information very helpful so do not omit it. If you have interests in coaching or other extra-curricular activities during the internship, this is the place to mention them.

*Please do NOT include reference information*
Jane Doe
doejane@msu.edu
(517) 555-5555

1088 S. Homeaddress Street
Home City, MI 00000

5345 W. Secondary Drive, Apt 59
Lansing, MI 48917

Professional Goals: I intend to become a secondary social studies teacher. I am particularly interested in incorporating dramatic activities to meet the needs of all learners.

Education:
2012 Michigan State University, East Lansing, MI
Bachelor of Arts in History Education
Undergraduate Minor: Theater
Teaching Majors: History, Social Studies (RX)

2008 Home City High School, Home City, MI

Pre-Internship Field Experience:
Fall 2011-Present Meridian High School, Haslett, MI
Placement included four hours a week observation and working with students in a world History class. Taught lesson on imperialism in Africa. Learned strategies for facilitating engagement and discussion in small group activities.

Spring 2011 Dwight Rich Middle School, Lansing, MI
Placement included two hours a week observation, individual tutoring and working with students in a special education classroom. Learned about helping students advocate for their learning needs while meeting classroom expectations.

Professional Experience:
2011-2012 TE 407/8 Section Representative, Student Advisory Group, Michigan State University, East Lansing, MI

2011 Summer School Teacher’s Aid, Home City Elementary School, Home City, MI

2009 Teacher Aid, Alternative Spring Break in Pennsylvania. Worked with people with disabilities through Capital Area Therapeutic Riding Association (CATRA), Lansing, MI

2008 Tutor, Coalition for Literacy, Michigan State University, East Lansing, MI

Theatre Experience: While at Michigan State University, I worked in the following productions and roles:
2011 sub-Urbia, by Eric Bogosian: Assistant Director
2011 The Comedy of Errors, by William Shakespeare: Lightboard Operator, Set Construction
2009 The Diary of Anne Frank, by Frances Goodrich and Albert Hackett: Set Construction
2008 MSU Dance Concert: Soundboard Operator

Awards and Scholarships Received:
2009-present Michigan State University Dean’s List
2008 Michigan Competitive Scholarship
2006-2008 Home City High School National Honor Society

Personal Interests: drama, writing, dance, travel, music, reading, swimming
STUDENT M. INTERN

Current: 807 MSU Street, #110, Lansing, MI 48912 (517) 000-0000
Permanent: 77890 W. Home Blvd., Home Town, MI 00000 (000) 555-0000
Internship: 2309 Main St., Teacherville, MI 99999 (999) 555-5555
internstudent@msu.edu

PROFESSIONAL GOALS
I intend to teach English and biology at the secondary level.

EDUCATION
2011 Michigan State University, East Lansing, MI
Honors College, College of Arts and Letters
Bachelor of Arts Degree
Major: English Minor: Biology
Summer 2009 Michigan State University Overseas Study: London, England

2006 Home Town High School, Home Town, MI

PRE-INTERNSHIP FIELD EXPERIENCE
Jan 2011-Apr 2011 Field Placement at Lansing Sexton High School, 4 hours/week
• Planned, taught, and analyzed literature lessons for tenth and eleventh grade English classes
• Developed and investigated research questions about teaching writing using classroom observations and student interviews
• Maintained a reflective journal based on classroom observations and experiences

Oct 2010-Dec 2010 Field Placement at Pattengill Middle School, Lansing, 4 hours/week
• Observed lessons and classroom management strategies in seventh grade language arts classes
• Worked with small groups of students on reading, writing, and comprehension skills
• Maintained a reflective journal based on the teacher’s practices, my own experiences, and on conversations I had with numerous students

May 2010-Jun 2010 Field Placement at Otto Middle School, Lansing, 4 hours/week
• Observed lessons and classroom management strategies in sixth grade special education classes
• Worked with small groups of students in math and science
• Practiced strategies for management of small-group work

TEACHING-RELATED WORK EXPERIENCE
Mar 2011-present Substitute Teacher, Professional Education Services Group (PESG)
• Taught in classrooms ranging from kindergarten to twelfth grade
• Implemented lessons and assist students with their work
• Practiced classroom management strategies

Sep 2011-Dec 2011 Reading Tutor, ABC Elementary School, Home Town, MI
• Worked one-on-one with two at-risk second grade students
• Assisted students in journal writing
• Provided students with opportunity to practice reading strategies with published texts as well as their own writing

Sep 2009-May 2010 Math tutor for sixth grade student
• Planned math lessons supportive of those the student received in school
• Assisted the student with homework
• Helped the student to develop her general problem-solving strategies

OTHER EXPERIENCE
August 2010-present  Phlebotomist, Olin Health Center Laboratory, Michigan State University, East Lansing, MI
• Obtain blood specimens from patients
• Check patients into the Laboratory Information System and ensure that all received specimens are recorded
• Learned to use online medical records system

May 2010-present  Caretaker for a disabled child, Tri-County Community Advocates, Lansing, MI
• Coordinate and participate in activities with the client
• Practice basic physical therapy with the client
• Learned to work with parents and professionals to increase quality of care

May 2009-Aug 2009  Academic Orientation Program Student Employee, Michigan State University, East Lansing, MI
• Register and help schedule freshmen and transfer students for classes
• Set up email accounts and demonstrate use of the email system for freshmen and transfer students
• Learned to anticipate common mistakes and questions and address them in my instructions

LEADERSHIP EXPERIENCE
Student Recruiter, H-STAR, Honors College Recruiting Team, 2008-present
Health Advocate, Health Education Department, Olin Health Center, Michigan State University, 2009-2010
Student Coordinator, COMPASS program for incoming freshmen, Health Education Department, Olin Health Center, Michigan State University, 2010-present

HONORS AND MEMBERSHIPS
Phi Beta Kappa member
Golden Key National Honor Society member
National Society of Collegiate Scholars member
Michigan State University Student Employee of the Year, finalist, 2010
William and Margaret Cole International Study Award recipient, 2009
Noyce Education Scholarship, 2009-2010
Broad Summer Teaching Fellow, 2010
Honors College Service Corps member, 2005-2006

PERSONAL INTERESTS
My interests and hobbies include playing golf and tennis, traveling, and reading all types of literature. I played softball, volleyball, and tennis at Home Town High School, was elected captain of the tennis team during my senior year, and was named an All-Conference Academic Athlete in 2006. I hope to eventually coach either volleyball or tennis at the high school level.