

This document is also available online at <http://www.lssu.edu/education/applicationmaterials.php>.

Phase ONE spans the period from admission to the University through Admission to the School of Education (functionally this means permission to take 300-level or higher EDUC courses).

After beginning at University:

- ❑ Check the School of Education website regularly <http://www.lssu.edu/education> , the Education Groups page under My.LSSU, and the School of Education podcast folder: follow the link - <http://www.lssu.edu/podcast/education.php> for updates, announcements and meetings.
- ❑ All official School of Education messages, announcements and information will be sent to your LSSU email account. Check this account regularly (daily) and empty the trash so you always have room for our messages. Be sure you are a member of the School of Education GROUP – go to My.LSSU, select from the upper right corner “Groups” follow menus from there.
- ❑ All correspondence, including email, should reflect a professional standard appropriate to a teacher, i.e. proper grammar, spelling, and punctuation. Do not use your personal email account (e.g. imalovebunny@hotmail.com) for professional email messages to the schools and teachers, to the education faculty or staff. We might be amused, but it doesn't convey the right level of professionalism for you as an aspiring educator. The same holds true for your personal networking site (e.g. Facebook) – don't have pictures of underage drinking or other activities that would be hard to explain to your principal.
- ❑ Keep a paper copy of your college catalog, the School of Education Handbook (which can be found at <http://www.lssu.edu/education/documents/UGHandbookJuly10.pdf>), and course syllabi for all your courses in a safe accessible place. Establish a personal advising folder where you keep all records of your program, and copies of all paperwork related to your degree, field experiences, etc. Bring this paperwork, and updated degree audits, when you come for advising each semester. You are primarily responsible for your progress and paperwork.
- ❑ Download the Teacher Education, Vocabulary Glossary, from the School of Education Handbook, and become familiar with the terms.
- ❑ See your advisor at least twice each semester. Keep your degree audit **current** by filling in the semester and grade for each course you complete. Keep copies of any course substitution waivers, or transfer evaluations in your personal advising folder.
- ❑ Download degree audits for your programs from the School of Education website. <http://www.lssu.edu/education/degreeaudit.php> . Note that audits change over time based on your year of entry. You will follow the audit based on when you entered the university, or when you declared your major/minor – which ever is LATER.
- ❑ All teacher certification students must meet all the specified performance standards:
 - All EDUC courses must have a grade of B- (2.700) or higher and
 - All courses in your academic major and/or minor(s) must be completed with a minimum grade of at least a C (2.000) and The GPA of your academic major and/or minor(s) (and in the elementary planned program courses) must be at least 2.700 and Your overall GPA must be at least 2.700.
- ❑ Review your eligibility for the **TEACH Grant**, which is an award up to \$4000/year renewable up to \$16,000 for majors in math, science and world languages. Service commitment is required. Download information from <http://www.lssu.edu/finaid/teach.php>.
- ❑ To qualify for admission you must complete the following course requirements. Other requirements are listed on the application for admission. ENGL110, ENGL111, COMM101 and one of the following: MATH110 or MATH207 (ask adviser about other acceptable math classes for admission). Some course alternates can be accepted by the LSSU School of Education. Some introductory courses can be taken concurrently, while others must be completed in sequence; e.g. ENGL110 before ENGL111). These courses, with EDUC150/250, are required for admission to the School of Education. You must have completed at least 60 semester hours and at least 80 hours of field experiences with youth.
- ❑ Complete EDUC150 – a lecture course, (note: 150 and 250 can be taken together).

- ❑ Complete EDUC250 (including required field experiences) – keep copies of all field reports and evaluations. Required records from field work are reported on forms found on the LSSU website: <http://www.lssu.edu/education/allforms.php> . The guidelines for field experience are posted, along with the required forms F310, F315 and F320.
- ❑ Complete the Michigan Test for Teacher Certification BASIC SKILLS TEST **within 2 attempts**. Register by mail (forms at the School of Education) or online <http://www.mttc.nesinc.com/> .
- ❑ Complete Forms [F023](#) or [F024](#) regarding field placement background checks which will ask questions about your criminal history, convictions and pending charges (if any). File Form [F025](#) the background disclosure form. Certain criminal convictions will prohibit the issuance of a Michigan Teacher Certificate, or cause its immediate revocation. Turn in these forms to your EDUC250 instructor – keep copies of all documents submitted. Guidelines for field experiences are posted on our website.
- ❑ Contact Jim Kerfoot, Field Placement Director, to arrange placements in the Sault Ste Marie area. Placements outside the area are arranged directly with the schools.
- ❑ Document ([guidelines here](#)) your work with children and youth prior to admission, a minimum of 80 clock hours. Evaluations from your supervisors are required – use form, [F315](#) – keep copies.
- ❑ Review your degree audit each semester prior to scheduling. Make sure each course you select is required in your program (except for any personal electives).
- ❑ Read the **Undergraduate Student Handbook** – download the most recent version from <http://www.lssu.edu/education/forms.php>

Preparing your Application for Admission to the School of Education

- ❑ The Application paperwork for Admission to the School of Education is downloaded from our website: (<http://www.lssu.edu/education/applicationmaterials.php>). The application is **DUE by NOON on the 2nd Friday in October, February and August**. Advising notes are provided at this site, as well as links to the needed supporting documents. Note the application deadlines. You must be formally admitted to the School of Education to take EDUC301 or higher.
- ❑ NOT ALL requirements have to be completed before you apply, but ALL MUST be completed by the END of the semester in which you apply. Admission, and permission to enroll in EDUC301 (and higher), requires that you meet all the conditions and terms stated on the application, and listed in the previous section.
- ❑ **Schedule Michigan Test for Teacher Certification Basic Skills Test**
<http://www.mttc.nesinc.com> **register for the test early in the semester before EDUC301.**
- ❑ Schedule to complete the written essay at the testing center ahead of the application deadline, usually this would be September, January or August the semester before you apply for admission.
- ❑ Schedule meeting with advisor to review **Academic Degree Audits** and the **Academic Plan of Study** found in the Application to School of Education. The degree audit (maintain this by updating your courses and grades as you go) shows the courses taken up to the point of the application for admission. The Academic Plan of Study is a draft sequencing of the remaining classes. To determine when key classes will be offered consult the table in our Phase Two checklist along with the advice from faculty in your major/minor departments .
- ❑ Schedule Online <http://www.lssu.edu/scheduling/> . You may not actually have been admitted when you [schedule](#) for EDUC301. Scheduling occurs earlier in the semester than the admission decisions, and you may be enrolled IN EDUC250 at the time you apply. You must be admitted, having met all requirements, by the start of EDUC301 class sessions. You will be dropped from EDUC301 and higher classes if you are not admitted.
- ❑ Register in Taskstream (<http://www.taskstream.com>) information is posted on the School of Education website.
- ❑ Plan in your schedule for 15 clock hours of field experience per EDUC class. Details of the class requirements vary by course, so consult your syllabus for each class. Keep copies of all records.
- ❑ Arrange field experience opportunities in your major and minor subjects, and at all grade levels for which you will be certified. Document these experiences (F310, F315, F320) in your records.

Phase Two spans the period from admission to the Professional Education program through entry to student teaching. After admission, you may take classes following the course offering pattern shown below:

Both Elementary and Secondary teachers take EDUC301 after EDUC150&250. You must first be admitted to the Schools of Education prior to EDUC/TE301 check website	At this time, EDUC301 is offered both Fall and Spring, summer is a possibility - check the schedule. TE301 is prerequisite to all 400-level courses http://www.lssu.edu/education/applicationmaterials.php
Elementary candidates take EDUC330.	EDUC330 is prerequisite to EDUC410. At the present time, EDUC330 will only be offered in the fall.
Elementary candidates take EDUC410	After May 2008, EDUC410 is offered only in the spring
Elementary teachers take EDUC411	EDUC411 is offered only in the fall.
Elementary teachers will take EDUC423 (Arts) and EDUC424 (Health/Phys Ed) effective Fall 2008	Delayed, first courses will be offered in 2010-2011
Elementary teachers take EDUC420, EDUC421, and EDUC422	Offered only in the Spring
Secondary teachers take EDUC430 and EDUC440	Offered only in the Fall
Secondary teachers take EDUC431	Offered only in the spring – every year
Secondary teachers take EDUC44x or 45x by major	Offered only in the Spring of EVEN YEARS (e.g. in 2008, 2010 and 2012) please plan ahead and take when you are either a Junior or Senior

General Guidelines

- Read the **Student Teaching Handbook** – download the most recent version from the website.
- Current students (continuing from prior to F08) Review with your advisor the difference between the CORE teaching degree programs (student teaching completed after graduation) and the COMPREHENSIVE teaching degree programs (student teaching is part of bachelors degree; graduation follows student teaching). Your choice of program may have financial aid implications; consult with the financial aid advisors.

Preparations for Student Teaching

- The following are prerequisites for entry to student teaching effective Fall 2007
 - o Completion of all required EDUC courses with grade of B- (2.70) or higher
 - o Completion of required courses in the education cognates, teaching major and/or teaching minor(s) with GPA of 2.70 or higher and no grade below a "C" (2.0).
 - o Completion of elementary planned program requirements with GPA of 2.70 or higher and no grade below a "C" (2.0) - elementary candidates only.
 - o A candidate rating of 1, 2 or 3 on LSSU Form F365 the Pre-Internship Exit Interview
- The following additional rules go into effect for the Fall 2008
 - o Student teaching becomes a **graduation requirement** for all teacher certification degree programs
 - o “One semester” means 12 Credits: EDUC480 (1), EDUC492 (8) and either EDUC602 or EDUC605 (3). Each with grade of “B-” or higher
 - o “Semester” means the university 15-week, including an extended duration of full-time, full-day, full-responsibility for classroom instruction/assessment for a period of 7-10 weeks***
 - o Assessment against PSMT using F-130, some streamlining of forms and documents
 - o NEW Assessment of teacher effectiveness through assessment of student learning: Teacher Work Sample
- Review the Student Teaching [Guidelines](#) on the education website (see forms page).
 - o List schools and teachers in order of preference;
 - o Consider splitting placement to provide experience in upper/lower elementary; elementary/middle, middle/high school, and both major/minor fields.

- Ontario secondary students must have methods courses in both major/minor subjects to satisfy OCT rules. Most of the modern degree audits include this requirement already
- ❑ Attend the Mandatory Student Teaching Orientation sessions held in March and November.
- ❑ Read and Submit all requested information: Intern Application - F350, and forms F355, F023(Michigan students), F024 (Canadian students), F025 and a current resume – turn in forms to the Field Placement Director (FPD) in Brown Hall, Room 23B or the School of Education Office in Brown Hall.
- ❑ Register and complete the required **Michigan Tests for Teacher Certification (MTTC)**: <http://www.mttc.nesinc.com>. Elementary candidates must take and pass the Elementary Education Test (83), and may optionally pass tests aligned with their academic major/minors to earn certificate endorsements in those subjects. Secondary candidates must take and pass the test for their major subject
- ❑ Practice Tests are allowed but you **MUST** pass the test within your initial attempt year or it will count against the university pass rate. The test year includes Oct-Jan-Apr-Jul of each year. If you start the test in a year, you need to pass by the July test. Tests may be taken while student teaching, but since certification cannot be issued without passing the required tests it is strongly encouraged that you complete this requirement during your final year of courses, or the summer before student teaching.
- ❑ U.S. Candidates: file an application for Michigan Substitute Teaching Permit (generally done with a local ESD or ISD, valid in all Michigan schools, but separate application may be necessary for specific school districts). Ontario candidates need a full fingerprint security check.
- ❑ Schedule a program exit interview the semester before student teaching. We will notify you by email of the days/times. We will review your Taskstream portfolio, professional dispositions, transcript, and placement information and complete an evaluation using Form F365.
- ❑ Based on the change to a one-semester student teaching you will register for EDUC 480, EDUC 492, and either EDUC602 (for Fall student teaching) or EDUC 605 (Spring student teaching).
- ❑ ANY teacher candidate may continue to student teach for a second semester placement. We recognize that this is an excellent opportunity to continue to hone your skills, and improve your preparation for full-time teaching. There is no penalty or negative connotation to this decision.
- ❑ First-Aid/CPR is required before certification **NOT** before student teaching. First-Aid/CPR cards issued by the American Heart Association (AMA) or American Red Cross (ARC) (or other approved providers) and must be valid at the time you are recommended for your Michigan Teacher Certificate.

Preparations for Graduation

- ❑ Review the graduation procedures in the university catalog. **YOU MUST FILE PAPERS** to notify the registrar of your intent to graduate, of your intent to participate in commencement, of your desire to receive a Michigan Teacher Certificate, and/or to have transcripts sent to the Ontario College of Teachers. Ask your advisor to ensure you have filed the forms you need before the deadlines.
- ❑ Review the disclosure and reporting guidelines for criminal offences posted to the Forms webpage.
- ❑ If you took courses at another institution have transcripts sent to LSSU after the grades are posted.
- ❑ Update your degree audit to show how each course requirement has been met. Write “Tran-ACC” to indicate transfer credit (e.g.,ACC-from Alpena Community College). Write the semester the course was completed and the letter grade earned for LSSU courses. Write the semester in which you are registered or will be registered for all others. Write Sub/waiver for any course where a substitution was made – but the signed Course Substitution Waiver form must be attached and approved.
- ❑ Submit updated degree audits, signed by the department chairs, due at the School of Education office in mid-October (for graduation in the coming May – mid-April for graduation in December). All course substitution/waivers must be included, and a Declaration of Candidacy form attached.
- ❑ Contact the Campus Shoppe regarding preparations for Commencement: Cap &Gown rental, announcements to send, etc. Commencement is a ceremony recognizing the accomplishments of university “graduates”. Commencement is not graduation; you may participate in commencement if you are within a few credits of completing all requirements in the upcoming summer session. You may return for commencement in the year following your completion of all degree requirements.

Phase Three spans the period of student teaching through the application for your certificate. Effective with the fall 2008 students will have the option to complete their student teaching requirements in as little as one semester. All students have the option to continue in a 2nd semester.

Internship Guidelines

- ❑ Student teaching is a full-day, full-time, full academic semester commitment. Your internship will be the duration of the university semester, but you will follow the K-12 school schedule during that time. You will be the full-time full responsibility classroom teacher for a period of at least 7-10 weeks of continuous instruction. Your Teacher Work Sample project will be based on a portion of that time.
- ❑ During the internship there are three concurrent classes – all are required for the program:
 - EDUC480 Seminar – a bi-weekly class providing support, discussion of the student teaching experiences, and guest speakers. Interns are assigned to a local section of this course. Participation is required. The section instructors will confirm the schedule with you – which may vary between sections. Enroll each semester.
 - EDUC492 Internship – this is the course which comprises the student teaching internship requirements. This course requires you to make submissions on Taskstream to create a Professional Teaching Portfolio, participate in online activities and sessions, and complete course assignments.
 - Attend intern orientation meetings during each on-campus session.
 - Successfully complete all aspects of student teaching internship.
 - Achieve minimum ratings on all elements of the student teaching evaluations. Evaluations include Forms F130, F301, F302 and F140 if necessary.
 - Maintain Taskstream subscription, use DRF specific to internship.
 - Complete the requirements of the [Teacher Work Sample](#).
 - EDUC 602(fall) or EDUC605 (spring) – one graduate class is required, to be completed during the semester of student teaching. The other course is optional when a second semester of student teaching is selected. Course requirements for these do not replace or substitute for the requirements of EDUC492.
 - Course schedules and course syllabi are specific to the semester and section. Check the website and email for announcements of the specifics for these classes.
 - Attend sessions as scheduled.
- ❑ Interns have multiple lines of support and accountability provided by the School of Education:
 - From the Placement School – the collaborating/mentor teacher, the building principal.
 - From the University – the university supervisor, the field placement director, the faculty member leading EDUC492, the faculty member teaching EDUC480, the School of Education office.
- ❑ A continuing subscription to TaskStream is a requirement throughout the internship.
- ❑ All student teaching interns must apply to **Michigan Education Association (MEA)** for student membership (SMEA) – this provides liability insurance during student teaching. Information and paperwork will be distributed in the EDUC492 orientation meeting. Membership is good for one academic year. Sign up in late summer and be covered for the entire upcoming school year.
- ❑ Interns begin full-time assignment in the schools and are to participate in classroom preparation, organizational meetings, room set up, unit plan alignment and goal-setting sessions **with their** collaborating/mentor teachers. Contact your mentor teachers and ask them how and when you can help. You are the guest in their classroom – act respectfully, make yourself useful, and demonstrate yourself to be a competent, caring and compassionate teacher.
- ❑ Interns are to turn in forms F05, F010, F015, F023, F025, F030, F035, F040, to the Field Placement Director at the start of their internship. Copies should be kept in your binder for review by the University Supervisor, and sent to the School of Education for placement in your file.
- ❑ Form F115 Student Teacher First Progress Report should be sent to the Field Placement Director early in the placement period. Keep open lines of communication and seek early assistance if needed.

- ❑ Interns at the end of each month are to turn in their Monthly Attendance forms F055-b to the Field Placement Director. Keep copies of all forms in the binder.
- ❑ Interns are responsible to see that their evaluations are sent to the Field Placement Director regularly. Form F 120, or F125 and Forms F130 from the Mentor and University Supervisor.
- ❑ Interns who are seeking a change in their placement for the 2nd semester need to notify the Field Placement Director by the 1st Friday in October (for a spring change – or February for the following year), fill out form F350-a and send to the Field Placement Director.
- ❑ Interns will follow the vacation/snow-day schedule of their placement school, but the internship duration is established as the 15 weeks of the university semester.

❑ **Certification Guidelines**

- ❑ Applications for Michigan teacher certification cannot be processed until the candidate has graduated with the appropriate degree; all student teaching evaluations (indicating satisfactory minimum performance standards met) have been received; first-aid/CPR certificates are validated; evidence of passing marks on the MTTC exams confirmed; all grades are finalized for all required courses; and a needed forms have been signed and submitted to the Department of Education Office.
- ❑ Complete all program evaluations, ESPECIALLY including the online Zoomerang Survey sent by the MDE – this survey is critical so sign the confirmation page and submit a copy to the Field Placement Director.
- ❑ File FORM F200 – Application for Initial Provisional Certificate and your last official F025. AFTER your prerequisites are met we can send in your application. Confirm you have a current version of any form – see website regarding form revision letter. Ontario candidates also complete F220 at the same time. Complete all the blanks on the forms (really, every blank) and turn in to School of Education office.
- ❑ Copies of the MTTC letters are requested for your permanent file – we may have the raw scores sent from NES, but we do not receive the formal confirmation letter, except when you provide a copy.
- ❑ Bring to the School of Education office or Field Placement Director your ORIGINAL first-aid/CPR certificates, valid during the time period when your application for certification will be reviewed and submitted. Copies of your First/Aid-CPR certificates are required in our files – we must make the copy.
- ❑ Once the final audit is completed on your application for certification your file will be submitted to the MDE. After the MDE sends us a confirmation, we can issue you a formal letter confirming that you have been recommended for certification – commonly called the 90-day letter. This letter cannot be issued for individuals with convictions identified on the criminal disclosure forms since the MDE will be hand-processing each application individually – a process that may take longer than 90 days.
- ❑ MDE will send a bill for certification once their processing is complete.
- ❑ Ontario candidates must file an application with the Ontario College of Teachers. This process should be started concurrently with the Michigan application process. See guidelines on our website, read the OCT application carefully, and file all necessary paperwork. Once the Michigan certificate has been issued YOU must request a letter of professional standing from the MDE – sent directly to the OCT. We have provided a template for this letter – Form F225 – sign and send this letter.
- ❑ Contact the DOE office with your employment and contact information. We would like to know where you become employed, hear how well you feel the program prepared you once you get into a classroom, and please send us a picture of you in your classroom or building. We're proud of you and want to show you off to the next generation of teacher candidates.
- ❑ Congratulations, you're done for now.

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