



*This handbook was accurate and complete at the date of publishing. Corrections, revisions and updates are available at the LSSU School of Education Website. Posted changes, if any, take effect as noted in the policy update or upon the announcement of procedural changes. Documents posted to the website take precedence over this printed version.*

## LSSU Mission and Vision Statement

Our principal mission at Lake Superior State University is to help students develop their full potential. We do this by providing high-quality, academically rigorous programs in an engaged, personal and supportive environment. This combination nurtures potential and sets students on paths to rewarding careers and productive, satisfying lives. We also serve the regional, national and global communities by contributing to the growth, dissemination and application of knowledge.

## LSSU Values Statement

Our values at LSSU are to

- be honest, open, forthright, and courteous
- respect and value each person as an individual
- accept responsibility for our own conduct
- be diligent in carrying out our responsibilities
- welcome diverse perspectives and remain open to change and innovation
- manage resources and facilities responsibly and with environmental sensitivity
- be vigilant about potential threats to health or safety  
and
- work cooperatively in the interest of achieving our common mission

## **Welcome!**

Teaching is a rewarding career where you can make a real difference in the lives of young people. We are pleased that you have chosen to become a professional educator, and that we have the opportunity to help you reach your professional and educational goals. We look forward to the days ahead.

There are many steps to becoming a professional of any kind - physician, lawyer, engineer, and teacher. This handbook outlines the steps in the professional preparation required for prospective K-12 teachers at Lake Superior State University and answers many of the questions which are commonly asked.

There are many reasons for considering a career in teaching. Individuals often mention the desire to work with our nation's most valuable resource—our children. After our own parents, few people make more of a difference in our intellectual growth and development than our teachers. A quality K-12 education is essential for ensuring the success of our democratic nation.

Teaching, however, does have its challenges, and the pride and satisfaction that comes through working with developing learners also requires great commitment. Professional educators must engage in research, reflection, in response to the needs of students and learning communities. Teaching also involves continuous lifelong learning and the rigorous use of one's intellect. It involves critical decision- making about what should be taught and how best to teach it to a variety of learners.

Teachers derive satisfaction from helping others acquire new knowledge and skills, develop a sense of personal confidence and curiosity, and achieve increasing levels of critical thought and social awareness. People who enjoy using their minds and hearts and who do not fear hard work have good reasons for pursuing a career in teaching.

We at Lake Superior State University are dedicated to providing you with the finest professional preparation program possible, in a caring and supportive environment.

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## Conceptual Framework



The acts of teaching and learning involve a framework of research, reflection, and response. These elements establish a cyclical process, a pathway that learners and leaders of learning use to create powerful knowledge bases, to develop as active members of a democratic society, and to establish and maintain environments conducive to learning. This process of research, reflection, and response is focused upon four areas that are essential elements of effective teaching. These areas include: content knowledge, pedagogical knowledge, professional dispositions, and learning communities. At the center of this process of acquiring and applying the skills and knowledge of professional practice is the learner. The concept of learner in this case describes all stakeholders in schooling and education.

### What is . . .

#### **Research:**

Effective teachers understand the need to maintain a current perspective on the numerous facets of educational practice. A professional educator strives to engage in the study of pedagogy, to examine the current literature related to teaching and learning, and to pursue the sometimes daunting task of applying this theory to practice.

#### **Reflection:**

John Dewey stated that the “active, persistent, careful consideration of any belief or supposed form of knowledge in light of the grounds that support it is reflective thought” (1933, p. 9). Effective teachers are continuously reflecting upon their practice by engaging in learning contexts and pedagogical demands. The act of reflection requires effective teachers to question their behavior, their beliefs as determinants of practice, and to consider carefully the responsibility of being leaders of learning.

#### **Response:**

Effective pedagogy requires continuous response. To implement change in one’s practice for the purpose of facilitating learning is a critical element in the repertoire of an effective teacher. Response in this sense does not mean change for the sake of change. Response is that act of planned change after careful research and reflection. Given a perceived need for change in the classroom, the professional teacher reviews the current research, carefully reflects, and then implements the change. After monitoring the response to the change, the teacher continues to actively engage in continued research and reflection to improve pedagogical practice.

#### **Content knowledge:**

Effective teachers are educated in the liberal arts and sciences, and are knowledgeable about the interdependence of the disciplines. They analyze and synthesize ideas, information, and data to make applications of this knowledge in inquiry, problem solving, and critical thinking. The professional educator is an effective communicator, possessing the skills and abilities of listening, speaking, writing, and reading.

#### **Pedagogical knowledge:**

Professional educators have the knowledge to engage individuals in the learning process. Teaching excellence requires an in-depth understanding of cognition, of the multidimensional qualities of learners and learning, of the skills of research, and of reflective and responsive pedagogy. Through an understanding of human growth and development, of a variety of instructional techniques, assessments, materials, and technologies, coupled with an abundance of practical experience in classrooms, pre-service teachers will mature as effective novice teachers.

#### **Professional disposition:**

As models and guides of future generations, professional educators are influential in classrooms, schools, and communities. All teachers and teacher candidates need to exemplify the ethics, values, and professional dispositions of professional educators. Pre-service teachers engage in active reflection, and self-critique. As developing novice teachers, they welcome constructive criticism and incorporate reasonable suggestions into their teaching practice. They are committed to lifelong learning and to the belief that all students can learn.

#### **Learning communities:**

Schools and classrooms are microcosms of society. They are the venues for students to learn and grow as participants in the community. The themes of caring, responsibility, democracy, and stewardship are woven into the fabric of curriculum as

teachers and teacher candidates assume the role of facilitators of environments conducive to learning. In this role, teachers and teacher candidates model tolerance, dignity, participation, and shared decision making with other stakeholders of the learning communities.

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## Program Vision and Mission Statements

### Education Vision Statement

The Lake Superior State University, School of Education, exists to help educators reach their full potential. As a community of learners we are bound by the shared values\* that exemplify excellence in the training and professional development of educators.

\*Examples include the Professional Standards for Michigan Teachers (PSMT), the National Board Professional Teaching Standards (NBPTS) and the National Association for the Education of Young Children (NAEYC).

### Education Mission Statement

The School of Education mission is to serve **LEARNERS** through the ongoing development of professional educators and teacher candidates in a commitment to effective teaching (i.e., successful learner outcomes).

The following are the guiding principles and objectives of this service:

1. To provide opportunities for the development of the skills and knowledge bases that effective educators possess that facilitate **research, reflection, and response** in a variety of teaching/learning contexts.
2. To emphasize the importance of academic rigor in the **content knowledge** bases (i.e., subject-specific disciplines) that effective educators possess.
3. To provide learning environments that supports the effective educator's construction of personal understanding and application of sound, research-based **pedagogical knowledge** bases.
4. To be committed to the development of the **professional dispositions** and values of professional educators.
5. To foster the development of and participation **in learning communities** within the community, university and school contexts.

The School of Education serves to fulfill LSSU's principal mission of helping students develop their full potential by:

- Emphasizing the importance of academic rigor in the subject-specific disciplines and pedagogical knowledge bases.
- Meeting the challenge of developing students that possess the attributes of effective educators who positively affect the learning outcomes of students.
- Putting our students on the path of a rewarding career in teaching and educational leadership.
- Attracting an international student base in a growing learning community.

### Guiding Principles

*To educate teacher candidates in the practices of research, reflection, and response.*

- To provide opportunities for the development of the skills and knowledge bases that facilitate research, reflection, and response in the contexts of learning, education, and schooling.

*To emphasize the foundational importance of content knowledge bases in the preparation of teachers.*

- To educate teacher candidates in the liberal arts and sciences with concentrations in subject-specific disciplines.

*To be vested in the construction of sound pedagogical knowledge bases by teacher candidates.*

- To afford individuals the opportunities to construct the theoretical knowledge and the skills of practice that are grounded in best practice through traditional classrooms and other field experiences.

*To be committed to the development and assessment of professional dispositions in teacher candidates.*

- To discuss, define, disseminate, and model the professional dispositions of professional educators.

*To foster the development and appreciation of learning communities at the university level and within the school and community settings.*

- To demonstrate a commitment to learning communities in environments conducive to learning, and to appreciate the multidimensional contexts of the learning communities.

*To be bound by a strong commitment to learners and learner-centered processes.*

- To embrace the principle and belief that all students can learn.

## **The Foundations of Teacher Education at LSSU**

Lake Superior State University has adopted a teacher-education model that espouses the values, beliefs and goals of contemporary research and thought on effective teaching and professional education. In essence, The LSSU School of Education is focused on our conceptual framework.

- To make the education of teachers intellectually sound.
- To recognize differences in knowledge, skill, and commitment among teachers.
- To create relevant and defensible standards of entry into the profession of teaching.
- To connect schools of education with elementary and secondary schools.
- To make schools better places for practicing teachers to work and to learn.

The faculty and staff of the LSSU School of Education have embraced these goals and have developed a program which is exemplary in its commitment to quality teacher education for the future. The program is based on the aforementioned goals and shared fundamental beliefs regarding teachers and teacher education.

### ***We believe:***

*The professional educator should be educated in the same manner as any professional, having a strong knowledge base in academics in addition to a strong pedagogical knowledge base. These knowledge bases' strengths are demonstrated by study in the breadth and depth of the discipline.*

- The LSSU School of Education therefore requires that each individual entering the program excel in their coursework, meet rigorous standards, and demonstrate commitment to the profession. Candidates complete academic majors and minors in approved teachable fields prior to entry into their student teaching internship.

*The process of becoming a teacher is developmental and requires the individual to develop a strong core of knowledge and perspectives through a plethora of experiences.*

- The LSSU School of Education therefore provides numerous opportunities both inside and outside the university classroom to explore the profession of teaching. Candidates engage in field observation and practice under the careful guidance of collaborating teachers and university faculty in addition to course work on campus. The structure of the program integrates theoretical, methodological, and experiential learning, which explore the multidimensional contexts of schooling and education. The scope and sequence of the program prepares pre-service teachers for the culminating student teaching experience.

*An educator should be an individual who demonstrates the highest standards of personal and professional ethics, commitment, and motivation.*

- The teacher-education program has established a rigorous application process for those individuals who choose to enter the program. Prospective pre-service teachers must demonstrate skills of competency in writing and communication, complete above average academic course work, and pass the Basic Skills Test of the Michigan Teacher's Certification Examinations prior to entry.
- Entrance is also contingent upon service to children and adolescents via care giving, tutoring, and instruction. Additionally, candidates must attest to their lack of criminal history.

*The relationship of the K-12 schools and higher education should facilitate a shared vision of professional growth throughout a teacher's career*

- The teacher education department has established collaborative working relationships with the public and private schools in all of Michigan, but focused on the Eastern Upper Peninsula of Michigan, and the Algoma region of Northern Ontario, Canada. It is through these relationships that opportunity for pre-service field experience has been

provided. Additionally, through our graduate program (M.A. in Curriculum & Instruction), our work with local schools, the Intermediate Schools District, and the Eastern Upper Peninsula Math Science Center, continuing education has been provided for in-service professional teachers.

*The future success of education is dependent upon the ability of persons and organizations to initiate change and adapt to the demands of social evolution.*

- Through a structured academic and experiential learning experience, the individuals enrolled in the School of Education at Lake Superior State University become practitioners and participants in the workplace.

*Finally, through a structured academic and experiential learning experience, individuals enrolled in the LSSU School of Education at Lake Superior State University receive the high quality education required of tomorrow's teachers. The integration of theory, methods, and practice, in tandem with the mutually supportive relationship of the local school districts and institutions prepares teachers who are active and reflective participants in their communities and careers.*

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### **Dispositions of the Professional Educator**

In our rapidly changing and diverse society, it is essential that those who choose the profession of education be individuals who are:

**Literate:** Who understand and appreciate the liberal arts and are able to interrelate, analyze, and synthesize ideas from various disciplines;

**Articulate:** Who possess skill in reading, writing, speaking, listening, viewing, and tailoring communication to the audience at hand;

**Committed:** Who strive to uphold the values of education in a free society, including the practices of free inquiry, equity, participation in learning communities, and the development of the "whole person" both for themselves and for their students;

**Knowledgeable:** Who apply subject matter, pedagogy, and information technology to the planning, delivery, and assessment of instruction;

**Professional:** Who model the ethics, values and dispositions of professional educators, including a commitment to lifelong learning, use of information technology, current research, and professional collaboration.

The LSSU School of Education is committed to providing educational and practical experiences for the development of these skills in those we educate to become teachers. Professional dispositions are assessed at multiple points throughout the undergraduate program using tools such as **Form F302** available on the school website: <http://lssu.edu/education> on the forms page.

## **PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS**

### **1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION**

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

- a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines.
- b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts.
- c. Understand global and international perspectives of the disciplines.
- d. Understand the tenets of a free, democratic, and pluralistic society.
- e. Understand and respect varying points of view and the influence of one's own and others' ethics and values.
- f. Understand and respect the role, rights, and value of the individual in a free democratic society.
- g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information.
- h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society.
- i. Understand the constitutions and histories of the United States and Michigan.

- j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles.
- k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

## **2. INSTRUCTIONAL DESIGN AND ASSESSMENT**

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities.
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity.
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students.
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly.
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education.
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data.
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students.
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives.
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital).
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

## **3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES**

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

- a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards.
- b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.
- c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, and assistive technology).
- d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.
- e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society.
- f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student.
- g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

## **4. EFFECTIVE LEARNING ENVIRONMENTS**

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

- a. Engage students in meaningful learning experiences while maximizing the use of instructional time.
- b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community.
- c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students.
- d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support Policy 2006), which is conducive to learning and takes into account diverse needs of individual students.

- e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease).
- f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning.
- g. Establish a learning environment which invites/welcomes collaborative teaching practices.
- h. Differentiate between assessment and evaluation procedures and use appropriately.

##### **5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT**

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

- a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation.
- b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement.
- c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth.
- d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly.
- e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally.
- f. Involve and work effectively with parents/guardians and implement schoolwide parent involvement plans to maximize opportunities for student achievement and success.
- g. Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community.
- h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

##### **6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY**

Participation in professional, local, state, national, and global learning communities, including the ability to:

- a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.
- b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives.
- c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works.
- d. Use community and home resources to enhance school programs and instruction.
- e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies.
- f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

##### **7. TECHNOLOGY OPERATIONS AND CONCEPTS**

Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

- a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice.
- b. Successfully complete and reflect upon collaborative online learning experiences.
- c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment.
- d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
- e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning.
- f. Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

*Note: Michigan Entry Level Standards (MELS) were later renamed the Entry Level Standards for Michigan Teachers (ESLMT). In late 2005 the MDE proposed a change in the name of these seven standards to the Professional Standards for Michigan Teachers (PSMT). The new standards were approved in 2008, a complete copy can be obtained from the Michigan Department of Education: [http://www.michigan.gov/documents/mde/PSMT\\_SBE\\_Approved\\_5.13.08WebA\\_236811\\_7.pdf](http://www.michigan.gov/documents/mde/PSMT_SBE_Approved_5.13.08WebA_236811_7.pdf)*

## KEY ELEMENTS OF THE PROGRAM

The key elements of the Lake Superior State University Teacher Education Program include:

- An extended and supportive teaching internship (student teaching).
- Incorporation of the State of Michigan's Seven Professional Standards for Teaching and Learning throughout the Teacher Education program: higher-order thinking, deep-knowledge, substantive conversation and connections to the world beyond the classroom.
  1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts).
  2. A commitment to student learning and achievement.
  3. Knowledge of subject matter and pedagogy.
  4. The ability to manage and monitor student learning, based on best practice.
  5. The ability to systematically organize teaching practices and learn from experiences.
  6. Commitment and willingness to participate in learning communities.
  7. An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity.
- A teacher-preparation program that addresses teaching for higher levels of understanding. The program provides teacher-candidates with opportunities to gain the critical knowledge and skills needed to effectively meet the educational needs of all children. The knowledge and skills include:
  1. A thorough knowledge of the subjects they will teach.
  2. An understanding of social and cultural contexts in which students live and learn and how this affects teaching and learning.
  3. The skills for enhancing pupil literacy across the curriculum.
  4. The ability to use situated-learning techniques, and to plan and execute interdisciplinary units.
  5. The ability to develop student literacy skills across the curriculum.
- The practical skills needed to manage the complexities of teaching for understanding. These skills include:
  1. Building learning communities and other classroom environments which are conducive to learning.
  2. Creating positive, productive classroom expectations.
  3. Showing sensitivity to the needs of diverse learners and learning styles and knowing how to adapt instructional materials appropriately.
  4. Developing facility in planning instructional episodes.
  5. Employing specific methods appropriate to particular content areas.
  6. Employing methods for student assessment, which include evaluation of the ongoing development of higher-order thinking skills and deep knowledge.
- Knowledge of the specific examples, instructional designs, and methods of analysis, which can help teacher candidates promote pupil understanding.
- A commitment to the principle that all students can learn, and that learning is for all students. A commitment to the principles and applications of the Universal Design for Learning in all aspects of our program.

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## E-Portfolio

Upon formal admission to the LSSU School of Education and beginning with the EDUC301 course, a teacher candidate subscribes to the commercial web-based E-Portfolio environment called **TaskStream: Tools of Engagement** ([www.taskstream.com](http://www.taskstream.com)) to open and begin using an electronic portfolio. The candidate maintains this account throughout the LSSU Teacher Certification program. It is through the E-Portfolio that the candidate demonstrates proficiencies in meeting the Professional Standards for Michigan Teachers (PSMT). **The E-Portfolio** provides a tool for collecting resources related to teaching, access to the standards for all grades and subjects, a tool for developing and integrating lessons and units, a site for the development of your professional teaching portfolio, and an archive of your accomplishments.

Teacher candidates use the E-Portfolio 1) to promote the integration of teaching theory and pedagogical knowledge into K-12 teaching practice; 2) to link required course work to the professional teaching standards of the **Professional Standards Michigan Teachers (PSMT)**; and 3) to improve technological proficiencies.

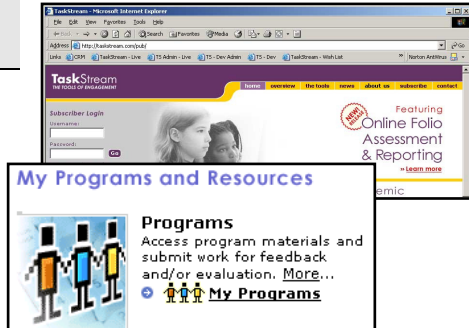
The e-portfolio digitally stores the candidate’s work (unit and lesson plans, journal critiques, field experience requirements, etc.) during the Teacher Certification program. The faculty of the LSSU School of Education use the E-Portfolio as a tool for assessing a candidate’s understanding and application of course concepts and skills. The LSSU School of Education uses the E-Portfolio to assess the candidate’s progress in meeting the PSMT. A completed e-portfolio can be used with potential employers, and developed into a digital portfolio that candidates maintain throughout their teaching careers.

## Enrolling in TaskStream Using your TaskStream Program Code

You have been selected to program code that has been issued to you is intended for your use only. Follow the directions below to enroll yourself into a TaskStream program.

The program code that has been issued to you is intended for your use only. Follow the directions below to enroll yourself into a TaskStream program.

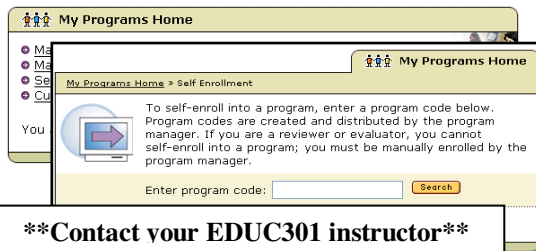
1. Go to TaskStream account.



[www.taskstream.com](http://www.taskstream.com) and login to your

2. Click the **My Programs** link from the Home Page or from the Left Menu Bar to access the *My Programs* area.
3. Click the **Self-enrollment options** link from the *My Programs Home* area.

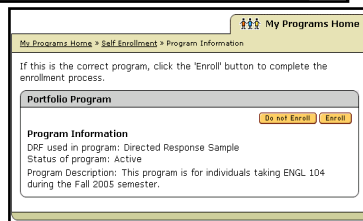
4. Enter the appropriate field and click the **Search** button.



program code specified below in the

**Program Code: \*\*Contact your EDUC301 instructor\*\***

5. You will be able to review the the code that you entered. To be the **Do Not Enroll** button. If you do not wish to be the **Do Not Enroll** button.  
*Note: If you enroll yourself into an your My Programs area until the*



program information that corresponds to enrolled in the program, click the **Enroll** enrolled in the program at this time, click **Enroll**. If you are a reviewer or evaluator, you cannot self-enroll into a program; you must be manually enrolled by the program manager. If this is the correct program, click the 'Enroll' button to complete the enrollment process.

## Admission Process

Admission to the LSSU School of Education, and permission to participate in EDUC courses at the 300-level and higher, requires formal admission to the LSSU Teacher Education Program. Application packets with complete instructions for the admissions process can be obtained online at <http://lssu.edu/education> and at the School of Education Office at the beginning of the fall and spring semesters.

***Applications are due at the LSSU School of Education by noon on the second Fridays of October and February and August.***

### **As of the Fall 2008 the Requirements for Admission include:**

Before the start of the semester in which the candidate intends to start EDUC301 or higher the candidate will have:

- been admitted to the university and the LSSU School of Education
- earned 60 semester credits
- successfully completed EDUC150 and EDUC250 with a grade of B- or better in each course
- successfully completed ENGL110 and ENGL111 each with a grade of C or better
- earned at least an overall 2.70 G.P.A. in the major/minor and overall. This average includes transfer credits
- completed MATH102 or higher, and completed CSCI101 (or its equivalent), each with a C or better grade
- completed 80 hours of experience with children and youth
- officially declared to the register's office a major and/or minor(s)
- passed the MTTC Basic Skills Test within their first two attempts
- been interviewed and submitted a writing sample

Candidates should have no more than 5 repeats, with no more than one repeat in major and minor areas, teacher education courses, or the elementary planned program. Individuals who completed majors and/or minors at other universities or colleges, or individuals who have completed a 4 year B.A. or B.S. degree may be required to complete the Michigan Test for Teacher Certification in the major and/or minor areas before being admitted to the Teacher Education Program.

Individuals with a minimum grade point average of 2.40 may be granted admission to the teacher education program only on a temporary provisional status. They must be able to demonstrate that their overall g.p.a. has improved markedly in the past 2-3 semesters and the likelihood of their being able to attain the entry-level g.p.a. of 2.7 in a reasonable period of time. This should be accomplished in consultation with their major academic advisor. The entry-level grade point average of 2.7 must be attained before the individuals can enroll in EDUC400 level courses.

As part of the application process, the Michigan State Board of Education requires that individuals provide information indicating whether they have been convicted of felonies or misdemeanors involving moral turpitude. An applicant to a teacher education program who has been convicted of a felony or specified misdemeanors may be denied admission to the program, to an internship, or recommendation for certification. Read and sign disclosure forms F023, F024, F025 and review the reporting requirements at: <http://lssu.edu/education/allforms.php>

In the event that more individuals qualify for admission than university resources can accommodate, a selection system may be established. The criteria used in selecting individuals will include, by way of example but not by way of limitation, evaluation of the admission criteria, the individual's GPA, faculty recommendations, representation from under-represented populations, teaching subject area demand, and availability of adequate numbers of K-12 cooperating teachers.

### **Reapplication Process**

Individuals who are not admitted to the program on their first attempt may reapply one additional time. Applications for reconsideration will be accepted during any regularly scheduled admissions process.

### **Denied Admissions Appeals Process**

The individual should write a formal letter to the Education Faculty, submit at the School of Education Office, requesting reconsideration. The letter should include specific reasons why they believe acceptance should be reconsidered. After the letter is received, the faculty will meet, discuss and respond in writing to the request.

## **Policy for Retention**

To retain eligibility after admission to the professional teacher education program, a candidate must meet the following standards:

- Maintain a g.p.a. of 2.7 or greater with no grade below “C” in major(s), minor(s), and in the elementary planned program.
- Have no grade below a “B-” in courses with a EDUC prefix.
- *Maintain satisfactory academic progress.* Admission to 400-level and higher EDUC courses requires successful academic progress. Admission to these courses may be denied based on excessive course repeats (i.e., more than five repeats combined, or more than one per course, in the major(s), minor(s), or elementary planned program. Individuals who are found to lack seriously the necessary knowledge, skills and attributes for effective teaching may be dismissed from the LSSU School of Education in accordance with existing policies.
- *Demonstrate the personal characteristics and competencies that exemplify the professional educator.* Behaviors and qualities which the faculty expects include: class attendance, leadership, commitment to learning and a willingness to build collegiality by working with peers in collaborative, reflective, and problem-solving settings within a multicultural perspective. Criminal charges of teacher candidates are considered quite serious by the School of Education, and may result in disciplinary action and dismissal from the program with or without formal conviction.
- *Exhibit academic integrity.* Teachers are in a position to become the most influential adult in the lives of many students. Individuals who wish to become teachers must be aware that evidence of professionalism does not begin the day a college student graduates or is given a teaching certificate. Indicators of a professional lifestyle must be readily evident during the time an individual prepares to enter the profession. Academic integrity is one of those important indicators. The assumption of the academic contract at LSSU is that the individual does his or her own work; any breach of the contract is considered cheating. The faculty member who detects a person cheating may take appropriate action, such as assigning a failing grade for the entire course, as defined in the university catalog.

A candidate who cheats is subject to dismissal from the university. If, in the opinion of the faculty member involved, such action is warranted, he or she will notify the chairman of the Scholastic Standards Committee and the individual in writing. The Scholastic Standards Committee will then conduct a hearing in such a manner that the individual is given due process. If the committee decides that dismissal is warranted, the individual shall have five school days to appeal that decision to the Executive Vice-President and Provost of the University.

- *Maintain minimum degrees of relevant forms of socialization.* The Administrative Rules Governing the Certification of Michigan Teachers gives the State Board of Education authority to deny, revoke, or suspend a certificate to individuals convicted as adults of an act of immoral conduct contributing to the delinquency of a child or a felony involving moral turpitude. In addition, we believe the responsibilities and challenges of the teaching profession require that teachers be of sound moral character. As a result, admission and retention in the teacher education program require that individuals have minimum degrees of relevant forms of socialization. In general, such socialization will not be considered present if an individual has committed a felony or a criminal offence involving a minor or an act of moral turpitude. (If an individual has demonstrated an inability to conform to behavioral standards of this university, or if an individual has demonstrated behavior incompatible with requirements of the teaching profession during the laboratory field experience or other work in the program, the person may be dismissed from the teacher education program.)

Moral turpitude as a ground for denial of admission or academic dismissal from the program means an intentional act prohibited by statute which has the effect of contributing to the delinquency of a minor, which constitutes child abuse or neglect or which otherwise involves a minor, which constitutes or involves a form of sexual conduct described or defined by statute, which involves trafficking in drugs or controlled substances, which involves pornographic materials, which involves wrongful entry, larceny, embezzlement or receiving stolen property, which involves perjury, bribery, graft, forgery, counterfeiting or smuggling, or which involves fraud, deceit, or intentional dishonesty for purposes of personal gain.

Forms requesting records and information pertaining to any and all convictions for criminal offenses, ordinance violations or penalties for violation of university regulations are required at several stages in the program. Individuals are required to notify the School of Education in writing of subsequent convictions. Failure to do so will result in dismissal from the program.

Additionally, any individual who is charged with a crime of moral turpitude may be suspended from the program until such time the matter is resolved. A candidate convicted of a crime of moral turpitude after admission to the program will be automatically dismissed with no recourse for appeal.

### **Policy Regarding Academic Dismissal**

Any situation which may involve a failure to comply with the “Retention in the Teacher Education Program” policy will be considered by the LSSU School of Education. If the individual fails to comply with the policy, the Department Head may take any of the following courses of action:

- Suspension of the individual from the Professional Teacher Education Program for a specific period of time not to exceed one year or until the individual meets academic eligibility requirements.
- Suspension of the individual from the Professional Teacher Education Program pending completion of one or more specified tests or evaluation procedures and subject to satisfactory results of such tests or procedures.
- Academic dismissal from the Professional Teacher Education Program. The School of Education will notify the individual in writing, delivered in person or by mail, of any such action; identifying specifically the standard or standards and the corresponding failure to comply on which such action is based.

Notice of any such action shall be communicated in writing to the individual involved. Actions of academic dismissal by the LSSU School of Education may be appealed to the Teacher Education Admissions Committee (School of Education) within ten working days of the mailing receipt of certified letter containing written notice of such action.

In response to individual appeals of academic dismissal, the Teacher Education Admissions Committee will hold a hearing at which it will consider the issues raised, the information presented, and the action of the School of Education. At such hearings, the Committee will then consider any matters presented by the individual and School of Education. The Committee will make a determination of the appeal based on the information presented at the hearing.

A candidate who wishes to have a hearing before the Teacher Education Admissions Committee shall be entitled to:

- Receive a timely hearing by impartial persons.
- Be present at the hearing.
- Present his/her case through statements, questions, witnesses, and other forms of evidence.
- Be accompanied by counsel of his/her choice. Counsel shall be a member of the faculty, staff, or student body of the university. However, it should be understood that the individual is to be the respondent to questions asked and to otherwise interact with the Committee directly.
- Refuse to answer questions.
- Make a record of the events of the hearing.
- Receive a written notice of the decision reached in response to the appeal.

The individual has a right to appeal the determination of the Teacher Education Admissions Committee to the Office of Provost. Appeal must be made in writing, within two class days of receipt of notice of the Committee’s determination. The appeal itself is to be confined to the record of facts reviewed by the Committee as relevant to a continuation or non-continuation in the LSSU Teacher Education Program and also confined to the facts which were cited or introduced at the Committee’s hearing as relevant to the Committee’s decision. The decision of the Provost shall be final.

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## **Structure of Michigan’s Certification System**

The Michigan Department of Education holds the authority to grant Michigan Teacher Certification, and with that authority defines the structure of approved majors/minors and of teaching programs. All programs undergo regular and periodic review, issuance of new standards, and fundamental changes to the authorizing legislation which define Michigan Teacher Certification. The LSSU School of Education will implement changes to our program in response to the mandates of the Michigan Department of Education. We will make every effort to preserve and protect the rights and privileges of our candidates while maintaining the very best teacher education program possible.

As of the date of this printing, Michigan issues two basic types and levels of teaching certificates.

**Provisional certificate:**

The initial teaching credential; valid for a period of up to 6 years, during which the holder is expected to gain experience as a practicing professional, and to acquire additional professional development through advanced study as a prerequisite for the next level of certification. The provisional certificate is renewed for an additional three year period by completion of 9 semester credits in a planned program during the lifetime of the initial certificate. A second three year renewal is available upon completion of an additional 9 semester credits (18 total).

**Professional Education certificate:**

The advanced teaching credential; is valid for up to 5 years; can be earned after the Provisional certificate by acquiring at least three years of teaching experience and by the successful completion of at least 18 semester hours of additional study in an approved planned program or an advanced higher education degree. The planned program and experience must be completed during the lifetime of, and in valid subjects indicated on, the provisional certificate. Effective with July 1, 2009 the professional certificate will require completion of an approved advanced reading course of at least 3 semester credits. At LSSU our course EDUC624 is approved for this purpose. The professional certificate is renewed by the completion of 6 semester hours or 18 SB-CEU's or a combination of the two.

**Elementary Level:**

Authorizes an individual to teach all subjects in grades K-5, for teaching subject areas in grades 6-8 in the major or minor areas, and for teaching all subjects in grades K-8 in a self-contained classroom. Elementary teacher candidates are required to complete the MTTC Elementary Education test (83) and may elect to also take the subject area tests for their minors in order to qualify for Michigan Certificate Endorsements in those subjects. Certificate endorsements qualify the individual to teach those subjects in grades 6-8.

**Secondary Level:**

Authorizes an individual to teach grades 6-12 in the content areas of the major or minor. The secondary candidate must complete an approved teaching curriculum in two fields, one at the major-level of depth, one at the minor-level. The MTTC test in the major is required for certification, the minor test is optional.

Earning certification at both levels requires completion of the professional education courses for both tracks, and qualifying for the academic subjects appropriate to both certificate levels. Consult an advisor for additional information.

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## Program Requirements

**Elementary Teaching:**

The State Board of Education adopted new standards for the preparation of elementary teachers. LSSU will be aligning our program with these new standards, and seeking renewal of our authorization to prepare elementary teachers in late 2009. See the education website for updates and changes as they occur.

Currently, elementary teachers need academic preparation to be able to teach subjects in the areas of the Michigan Core Curriculum:

- Language Arts
- Mathematics
- Natural Science (integrated science)
- Social Studies
- Visual/Performing Arts
- Health and physical fitness

Elementary teachers need either one academic major or two academic minors in addition to the elementary planned program. See the website <http://lssu.edu/education/degreeaudit.php> for the current list of majors and minors.

**Planned Program for Elementary Teachers**

Depending upon which option is selected; individuals take all of the courses in two or three of the following planned program areas not covered by their major or two minors.

Language Arts:	
ENGL222 English Grammar	3
ENGL335 Children's Literature	3
Choose one Literature Course:	
ENGL180, ENGL235 or ENGL236	3
Mathematics:	
MATH103 Number Systems & Problem Solving	4
MATH104 Geometry & Measurement	4
MATH207 Intro to Statistics (meets the general education requirement)	3
Natural Sciences:	
NSCI110 Chemistry in Society	4
NSCI101 Conceptual Physics	4
BIOL107 Field Biology	3
NSCI102 Introduction to Geology	4
Social Science:	
GEOG201 World Regional Geography	4
PSCI110 American Government	4
<i>Choose one history sequence:</i>	
HIST101/102 World Civilization I and II	8
or	
HIST131/132 US History I and II	
All candidates take:	
PSYC265 Child and Adolescent Psychology	3

### Secondary Teaching

Secondary teachers are certified to teach in their academic major and minor(s) in grades 6 through 12. This program leads to a Bachelor of Arts or a Bachelor of Science degree in the individual's major area.

Certification with endorsements in the following fields is currently available: Check for updates and complete program audits on the LSSU School of Education website.

- Biology
- Business Management Marketing Technology
- Chemistry
- Computer Science
- Language Arts
- Earth/Space Science
- French
- History
- Integrated Science – Secondary
- Mathematics – Secondary
- Physical Science – Secondary
- Political Science
- Psychology
- Sociology
- Social Studies

### General Programs for Secondary Teachers

- One academic major from the above list (see individual school requirements)
- One academic minor from the above list (see individual school requirements)
- Teacher Education Professional Component
- General Education requirements not met through major and minor
- Intro to Microcomputer Applications (CS101) or its equivalent
- MA207 Statistics (meets general education requirements)

- A passing score on the Michigan Test for Teacher Certification in the major subject area. A copy of the test results should be filed with the LSSU School of Education before the internship begins.

### **Teacher Certification Candidates with Earned Bachelor Degrees:**

Candidates who have been awarded a bachelor's degree (3-yr in Ontario, 4-year Honours, or standard 4-year) may qualify for certification after completion of all the following:

- a) the professional education courses
- b) a general education audit
- c) meeting all the content requirements of the program (majors/minors needed for certification)

These requirements can be completed concurrently and, depending on the extent of alignment between the existing degree and the fields which the candidate wishes to teach, may be completed in as little as two semesters, but generally 3 or more.

### **Teacher Educational Professional Component (all candidates)**

Individuals seeking elementary or secondary teacher certification are required to complete the Teacher Education Professional component. Transfer credit may be awarded towards EDUC 150, EDUC 250 and EDUC 301 if not more than five years old. All other course work (EDUC 400 through EDUC 600 level) must be taken at LSSU.

#### **Prior to formal admission:**

All EDUC candidates complete prior to admission:

- |  |     |
|--|-----|
| EDUC 150 Reflections on Learning       | (3) |
| EDUC 250 Student Diversity and Schools | (3) |

**After formal admission** to the program all students complete:

- |  |     |
|--|-----|
| EDUC 301 Learning Theory and Teaching Practice | (4) |
|--|-----|

#### **Elementary Program** candidates complete:

- |   |     |
|---|-----|
| EDUC 330 Reading in the Elementary Classroom                    | (3) |
| EDUC 410 Corrective Reading in the Classroom                    | (3) |
| EDUC 411 Elementary Language Arts/Methods across the Curriculum | (3) |
| EDUC 420 Math Methods for Elementary Teachers                   | (2) |
| EDUC 421 Science Methods for Elementary Teachers                | (2) |
| EDUC 422 Social Studies Methods for Elementary Teachers         | (2) |
| EDUC 423 Arts Methods   | (2) |
| EDUC 424 Health/Phys Ed Methods                                 | (2) |

#### **Secondary Program** candidates complete:

- |   |     |
|---|-----|
| EDUC 430 General Methods for Secondary Teachers | (3) |
| EDUC 431 the Secondary Learner                  | (3) |
| EDUC 440 Reading in the Content Area            | (3) |

*Plus at least one of the following several **Methods Courses***

- |   |  |
|---|--|
| (3)   |  |
| EDUC 441 Language Arts Methods for Secondary Teachers |  |
| EDUC 442 Math Methods for Secondary Teachers          |  |
| EDUC 443 Science Methods for Secondary Teachers       |  |
| EDUC 444 Social Science Methods for Sec. Teachers     |  |
| EDUC 445 Methods for Computer Science Teachers        |  |
| EDUC 446 Business Education Methods                   |  |
| EDUC 447 Teaching Methods World Languages             |  |

### **Student Teaching Internship**

Effective with the fall of 2008 all teacher certification programs are changed to incorporate a one-semester student teaching internship as a degree requirement for the bachelors degree. Teacher candidates are recommended for Michigan teacher certification after completion of all degree requirements and successful completion of the internship requirements.

- |          |                                 |
|----------|---------------------------------|
| EDUC 480 | Seminar (1)                     |
| EDUC 492 | Internship/Advanced Methods (8) |

**Complete one of the following two classes:**

- |          |  |
|----------|--|
| EDUC 602 | Reflection/Inquiry Teach. Practice I (3) |
| EDUC 605 | Instruction and Curriculum Design (3)    |

**Special Policies**

The LSSU School of Education approved policies which allow for concurrent enrollment in 300-400 level courses in special cases. Approval by the Department Head, course instructor and the individual's faculty advisor are required, forms are available at the school office. It is the expectation of the school that this option will find limited use, primarily to assist post-baccalaureate candidates a more expedient entry to the teacher preparation program.

If you have previously completed a 3 or 4 year B.S. or B.A. degree (a requirement for Michigan Teacher Certification) and have earned majors and minors in teachable content areas, you may be able to earn certification by completing only the Elementary or Secondary Teaching minors and by completing a student teaching internship. Before you apply for formal admission to the Teacher Education program you will need to pass the Michigan Test for Teacher Certification (MTTC) basic skills exam and the content area exams. (Please refer to all of the admission requirements).

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## Ontario Teacher Certification

The LSSU School of Education is authorized by the State of Michigan to prepare teachers for Michigan teacher certification. Michigan certification is recognized by all US states and Canadian Provinces, although candidates generally must apply for reciprocity in each state or province. In Ontario, the Ontario College of Teachers (OCT) evaluates teachers prepared outside Ontario and issues equivalent certification based on their review. Information on the OCT can be found at their website <http://www.oct.ca> or in brochures available from the LSSU School of Education office. LSSU cannot predict or guarantee how any state or province will evaluate your Michigan Certification, but we will work closely with individuals to ensure that your academic credentials are correctly and accurately evaluated.

In general, Michigan elementary teacher certification has been evaluated by the OCT to be equivalent to Ontario's (Primary/Junior) credential which permits individuals to teach all subjects in self contained classrooms, grades K-8. Similarly, Michigan secondary certification is generally evaluated as equivalent to Ontario's Intermediate/Senior certification, allowing candidates to teach in the subject areas indicated by their Michigan certification.

The LSSU program is sometimes described as a CONCURRENT program, meaning that for entering freshmen the education courses are taken concurrent with other requirements of the program. Candidates may combine any prior coursework with work completed at LSSU to fulfill the program requirements. An academic advisor in the teacher education office would be happy to meet with you to plan a course of study. It is helpful if you have copies of all your transcripts to refer to during this planning session.

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## Academic Advising

### **Role of the Academic Advisor**

An academic advisor from the LSSU School of Education will be assigned to each undergraduate. The SOE requires Elementary candidates to also search for an advisor in each minor. Secondary candidates are to report to their major for advising, as well as receiving an advisor from the SOE. The advisors will assist the individual in developing a program completion plan and will adjust that plan on a semester basis as scheduling dictates.

It is the responsibility of the individual student to track the progress of an academic plan and to seek advisement regarding course selections prior to registration each semester. The signature of the advisor is required on the registration forms, or the advisor must release the scheduling hold on Anchor Access. Schedule an appointment with your advisor at least once per semester.

### **Senior Audit**

Every university graduate MUST file their final audit in order to be processed for graduation. Submit your degree audit to the LSSU School of Education by WEEK 7 two semesters before student teaching. This audit will review your earned credit to date and will document what credits you must complete to earn your degree. Failure to complete all degree requirements will prevent you from participating in the teaching internship.

### **Professional Liability Insurance**

All candidates are required to carry professional teaching liability insurance while enrolled in the student teaching internship. Insurance is available at student rates through the Michigan Education Association. Forms are available from the School of Education office.

### **Student Teaching Handbook**

Consult the Student Teaching Handbook for a full description of the policies and requirements related to the student teaching internship.

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## Advising Guide Sheet

**Please ask if you are unsure about an advising question** – other individuals are generally not a reliable, accurate or authoritative source for advising information.

### **Information for ALL Students**

1. Register for the Michigan Test for Teacher Certification no later than the first week of the semester in which you plan to apply for admission. There are substantial penalties for late registration, and there is only ONE test date in the fall. Generally registration is completed online at: <http://www.mttc.nesinc.com/> however a limited number of registration forms will be available at our Department Office.
2. State Minimums and Double Counting: An approved teaching major is 30 semester hours minimum, a minor is a minimum of 20 semester hours. Group majors like integrated science and social studies are 36 hours minimum and group minors are 24 hours minimum. Double counting is not allowed within the state minimums. A student completing the social studies minor (24) and a history minor (20) must therefore complete 44 unduplicated hours. Overall they must complete all the required courses listed for each minor and a minimum total of 44 hours without double counting from among the content areas of either minor. Generally to avoid double counting in closely related fields students must complete additional courses in one or more of the fields (either GG, PS, HS, or EC in this case) A secondary social studies major with history or geography minor would need 56 unduplicated hours. Some secondary programs (Business, Integrated Science or Physical Science) do not require any minor.
3. Review the following issues with your faculty advisor:
  - a. Degree audit sheets for the correct year and program <http://lssu.edu/education/degreeaudit.php>
  - b. For freshman and sophomores confirm their progress on meeting the admission requirements: ENGL110/111, CSCI101, MATH102 or higher, EDUC 150/250/80-hrs of experience with students, MTTC Basic Skills Test – all must be completed before or during the semester in which they apply to the SOE.
  - c. Confirm that your plan for course completion is reasonable: EDUC 150/250 prior to EDUC 301, EDUC 301 and EDUC330 prior to any EDUC400 course.
  - d. Maintain the plan of study submitted at the point of admission to the LSSU School of Education – identify the courses by the semester that it is projected for completion.
  - e. FALL ONLY courses – track these and be sure your schedule includes a reasonable number of fall-only courses including HS101/131, NS101/110 BL107, EN335 and others.
  - f. EDUC 301 is still prerequisite to 411 or EDUC 420/21/22 courses. EDUC 330 MUST precede EDUC 410. Check your plan of study.
  - g. Confirm that your GPA remains acceptable (2.7 or higher average overall and in the major/minor and the EPP, no EDUC course below B-). No course in Major, minor or Elementary Planned Program can be below a C.
  - h. Declaration of Candidacy forms should be filed two semesters prior to your intended student teaching. TURN in the degree audit to the LSSU School of Education office. Preliminary audits will be returned indicating the courses still needed for graduation. This preliminary degree audit MUST match the audit you submitted and MUST be read carefully to confirm that your plan of study for the last year is correctly meeting all remaining requirements.
4. Prior to student teaching Elementary candidates must pass the MTTC Elementary Education exam and secondary candidates should pass their major test. Qualifying for the greatest number of endorsements is recommended since it will expand your employment options.

### **General Information for Teacher Candidates**

5. To enter student teaching satisfactory grades and composite GPA must be earned in EDUC courses (except for 480/492/602/605) courses in the major and/or minor(s) and in the elementary planned program (where applicable).
6. Effective for the Fall 2007 all individuals placed into the student teaching internship MUST meet ALL of the following criteria prior to placement in a K-12 classroom:
  - a) Completion of all required EDUC courses with grade of B- (2.70) or higher
  - b) 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)
  - c) Completion of elementary planned program requirements with GPA of 2.70 or higher and no grade below a "C" (2.0) - elementary candidates only
  - d) A candidate rating of 1, 2 or 3 on LSSU Form F365, the Pre-Internship Exit Interview;

This policy will apply to individuals currently placed and those seeking new placements for the fall 2007 or later. Individuals may take summer courses in order to meet the criteria, however official grades must be entered into the system, and/or transferred from other institutions, by the end of the marking period. Please further note that the previous policy was more restrictive and based on the presumption that an individual would graduate prior to student teaching.

7. Effective for the Fall 2008, student teaching is available as a one-semester placement. Teacher candidates must obviously still meet the same performance standards. Student teaching is one semester (15 weeks of the university semester) of full-time, full-day participation in the school. The intern must carry the full-responsibility for an extended period where all planning, implementation, assessment and other teacher-duties are successfully carried out by the intern. Effective with the Fall 2008 all interns will prepare Teacher Work Sample which documents their effectiveness in causing student learning in the classroom.
8. GPA of courses transferred does count for your certification, only the LSSU GPA is used for graduation. Your composite GPA must be 2.7 or higher. Confirm your transfer course grades are high enough.
9. Students may complete courses after May 1 and still participate in commencement exercises if they have less than 12 hours to complete in the summer. However, these courses MUST be indicated on the application for internship, and completed prior to student teaching.
10. Students who have documented disabilities bear the responsibility to notify the university of the disability. RSCD will notify the instructor of the recommended accommodations, which may be implemented at the instructor's discretion. If a student with an accommodation is not performing well, the individual should consider if their accommodations are appropriate and adequate. Such a discussion should be held between RCSD and the individual. We may need to evaluate the suggested accommodations to determine if they substantially alter the educational experience.
11. Residency requirement: 50% of 300/400-level courses must be earned at LSSU for a bachelors degree, 6 semester hours must be earned at LSSU for a minor. Individuals who already have an earned degree do NOT need to earn another degree from LSSU to qualify for teacher certification – only complete the requirements of an approved teaching major/minor and the professional education requirements.
12. Incomplete grades require that you specify the remaining work needed for completion. In some cases it may be necessary to repeat the entire course – in which case the individual will not register for the credits but still be expected to complete all work you assign. Not registering may mean that they will need an additional course to be full-time or to receive their I-20 form for crossing the border. Excessive absences should trigger a withdrawal if detected early enough in the semester.
13. Course scheduling is limited by fixed times and course offering patterns. If in advising you recognize a significant time conflict that will affect your ability to complete the program please bring it up quickly so we can work to a resolution, and to avoid the same conflict in the future.

## **Elementary Education**

14. For initial certification confirm your major is an approved teaching program (MDE requires one major or two minors for initial certification, subsequent endorsements can be from the expanded list of programs listed on web site).
  - a. Majors for fall 2010: Language Arts, Integrated Science, Mathematics-elementary, Social Studies, French
  - b. Minors: Language Arts, Social Studies, French, Integrated Science, Mathematics-elementary
15. Confirm your minors (if using 2-minor track) are approved for education. You may select ECE as an approved ADDITIONAL minor, but it still (currently) requires two minors in approved academic fields outside education. There is also a separate ECE internship requirement that is generally completed during the summer session. In return for this additional work, the candidate receives an endorsement in an additional area. This can be likened to earning minors in English and social studies, then deciding to also add an endorsement in mathematics – the additional 22 hours in math courses cannot double count with the earlier two minors.
16. Elementary certification provides for teaching in grades K-5 in a self contained classroom. Only if the individual completes the MTTC subject area tests for one or more minor can they qualify to teach grades 6-8 in those fields. Michigan does not require certification to teach technology classes (keyboarding, web page design, word processing, etc) since these are basic skills required of all Michigan teachers.
17. Individuals from Ontario must be advised that not all Michigan endorsements are available through the Ontario College of Teachers. Review the website of the Ontario College of Teachers, the OCT releases a revised version of their certification manual each year. We have not had issues with elementary candidates receiving their OTC endorsements in elementary.
18. Note that all academic programs undergo periodic review/program evaluation and may, due to changes in state standards, university curricular changes, or normal review cycles have their status be pending state approval/reapproval. The website will contain the most updated reference source for the currently approved programs. <http://lssu.edu/education/degreeaudit.php>

19. Audit sheets specific to major/minors are available on our website. Confirm the semester they declared the major/minor to determine which catalog year defines their program requirements. The BS Elementary Education audit sheet covers the General Education, EDUC Courses and the Elementary Planned Program (EPP).
20. Maintain a current degree audit, filling in the semester each course it taken and the grade earned. Use these to screen for GPA problems. Common errors include just checking off courses or listing the credits.
21. All candidates must have all the content contained in the EPP which is not covered by their major/2-minors.
22. Departments or faculty are not free to substitute courses unless the required equivalent content identified in the state standards is contained in the substituted course. Have the academic department chair sign and annotate the Course Substitution/Waiver form attesting to this prior to accepting a substitution of a course in the teaching program. Approval of the Dean is required.
23. The university is responsible to validate that the required content is contained in courses accepted in transfer from other institutions. Provide the LSSU School of Education course descriptions or other supporting documents to authenticate transfer credits.
24. **Language Arts** –
  - a. The university is planning for a new Language Arts major/minor. Once approved it will replace the English Language & Literature program for elementary teachers.
  - b. All elementary candidates take ENGL222, ENGL335 and a literature course (ENGL180, 235 or 236).
  - c. English minors follow the minor audit which includes the three required courses plus a few more needed for depth.
25. **Math** –
  - a. The prerequisite for MA103 or 104 is MATH102 Intermediate Algebra. Individuals may study for the placement test to challenge/test-out of this class using [ALEKS](#) (available online and at the Learning Center)
  - b. Elementary candidates must all take three classes: MATH207, MATH103 and MATH104.
  - c. MA207 statistics is required, but may be substituted with another statistics course to meet the education department requirement with approval from the LSSU DOE. Note however that only MA207 is the only statistics class that ALSO meets the mathematics general education requirements (e.g. PSYC210 does not)
  - d. MA103/104 are now prerequisites (taken before) or corequisites (taken in the same semester) for EDUC 420 Elementary math methods
26. **Science** –
  - a. BIOL105 cannot substitute for BIOL107, but BIOL132 will if a substitution is signed; get your advisor and the dean to sign-off first. BIOL131 is NOT a prerequisite to 132
  - b. Sault College does have equivalent courses for NSCI101 Conceptual Physics, as does Bay Mills
  - c. NSCI103 is used in the integrated science elementary major/minor, but not in the EPP
27. **Social Studies**
  - a. SS is major or minor for elementary education
  - b. Student's must take either HIST101/102 or HIST131/132
28. **General**
  - a. PSYC265 required of all students, EDUC 150 may serve as prerequisite, PSYC155 not accepted to replace PSYC265
  - b. CSCI101 or equivalent – CSCI103 is acceptable, CSCI105, CSCI121 or so on are not.
29. **General Education**
  - a. Do not simply fulfill general education requirements first – look at the requirements of the Elementary Planned Program and be sure the classes you take meet these requirements.
    - 1) For example: you could take PSYC101 to fulfill the Social Science requirements in the general education. However, if you could take HIST101 to meet the same general education requirement AND ALSO meet a requirement in the elementary planned program.
  - b. EDUC 250 meets the general education cultural diversity requirement
  - c. MATH207 meets the math general education requirement
30. Teaching minors cannot generally be earned outside completion of an approved teaching program.

## Secondary Education

31. Secondary students should have a primary advisor from the academic department they are housed in. This advisor should be providing guidance and oversight on the nuances and issues in their discipline, leaving SOE faculty in a support role offering guidance mostly on the EDUC issues.

32. The SOE must keep copies of paperwork associated with each student, including secondary students, in our permanent files. Remember to have copies of course substitution waivers, of letters or correspondence regarding the student sent/brought to our offices.
33. ALL programs undergo periodic review and modification. Check with the department to ensure that there have been no changes, and that you are following the correct plan of study. When MDE mandates changes to our program we must implement them ASAP.
34. Ontario students must be advised that not all Michigan endorsements are available through the Ontario College of Teachers. Review the OTC handbook – be sure to be aware of the document as early as possible – but it changes each year.
35. Secondary certification provides for teaching in grades 6-12 in the subjects of their major and minor. In advising meetings be sure to discuss the selection of major and minor in practical terms of what you will be able to teach. MDE has a document describing courses can be taught with each endorsement under the No Child Left Behind Act (NCLB) available on their website. Check the ‘Resources Page’ on the Education website to review this document “What you can Teacher”. A major in psychology may be a teachable subject leading to endorsement in psychology, and it is taught in many schools, but it is seldom that it will comprise an entire teaching load. Students will probably need another teachable subject in a core curriculum area.
36. Michigan does not require certification to teach technology classes (keyboarding, web page design, word processing, etc) since these are basic skills required of all Michigan teachers. Any certified teacher can be assigned to teach these classes. The Computer science major/minor focuses on programming, networking and is the required endorsement for courses with these titles and main emphasis.
37. Not all programs are named in the catalog the same as the endorsement on their certificate – for example the BS Geology degree is recognized as meeting the Earth/Space Science requirements.
38. Note that all academic programs undergo periodic review/program evaluation and may, due to changes in state standards, university curricular changes, or normal review cycles have their status be pending state approval/reapproval. Check the website for updates.
39. Audit sheets are now available from the LSSU School of Education Website:  
<http://lssu.edu/education/degreeaudit.php>
40. Maintain a current degree audit, filling in the semester each course it taken and the grade earned. Use these with your advisor to screen for GPA problems in the major, minor and overall, and no grade below B- in the EDUC courses.
41. Secondary students can complete any combination of major and minors leading to certification. Most secondary programs require a major and a minor. Business Education, Physical Science (one of two options) and Integrated Science do not require additional minors. Social Studies was eliminated as a teachable MINOR during 2003-2004, the Social Studies major is still available. The last students who could use group science as a minor were admitted to the program in the Fall 2003.
42. Michigan requires a 30 semester hour major and a 20 semester hour minor. A group major, like social studies, is 36 semester hours. The restrictions for double counting requires that students must complete 50 semester hours of unduplicated credits between their major/minor, 56 hours if they select a group major like social studies. This is a real issue if students select social studies and history, for example, where additional hours are usually needed in one of the subdisciplines to meet the minimum hours.
43. English Majors – the requirement for a second year foreign language means two complete years of the same language. Students may challenge test to earn credit for year one (and sometimes year two).
44. In the foreign language programs the first two years of language may not be counted toward the 20 hours needed for the minor, or 30 hours needed for the major.

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## Professional Education Courses

### **EDUC150 Reflections on Learning** (3 credits)

Students will examine their experiences and assumptions as learners and teachers, contrasting them with psychological, sociological and anthropological theories about learning inside and outside of school. Prerequisites: Successful completion of or placement beyond SA090 and EN091.

### **EDUC250 Student Diversity and Schools** (3 credits)

This is a study of the forms of diversity found among students and how these differences affect student’s participation in school. History and philosophy of American schools are also studied as are the legal responsibilities and rights of teachers and schools. Students study cooperative learning and questioning techniques, make school visits and plan and teach a short, engaging lesson. Fieldwork required. Prerequisite: Sophomore standing and EDUC 150 or concurrent enrollment in EDUC 150.

**EDUC301 Learning Theory and Teaching Practices (4 credits)**

A study of contemporary theories of human learning: how they are generated, researched, and applied in teaching practices. Emphasis is placed on analyzing the advantages and disadvantages of various approaches to teaching and learning and the decisions which teachers make in applying theory to diverse classroom situations. Includes extensive classroom observations in K-12 schools. Prerequisites: EDUC 150, EDUC 250 and admission to the teacher education program.

**EDUC330 Reading in the Elementary Classroom (3 credits)**

Study of reading as a process of constructing meaning through dynamic interaction among reader, the text, and the context of the reading situation. Includes objectives, content, materials, organization and methods of teaching reading in the elementary school. Fieldwork required. Prerequisites: EDUC 150, EDUC 250 and admission to the teacher education program.

**EDUC410 Corrective Reading in the Classroom (3 credits)**

Study of classroom methods for the diagnosis of students' reading strengths and weaknesses. Planning and implementing corrective and remedial interventions based on diagnosis. Fieldwork required. Prerequisites: EDUC 150, EDUC 250, EDUC 301, EDUC 330 and admission to the teacher education program.

**EDUC411 Elementary Language Arts and Methods across the Curriculum (3 credits)**

A study of general strategies and methodologies to facilitate effective learning including the use of language arts as a vehicle for integrated curriculum. Classroom management and organization for productive learning communities are also studied. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC420 Math Methods for Elementary Teachers (2 credits)**

A study of strategies and methodologies to facilitate effective mathematics instruction. Students learn to plan and present mathematics lessons and units using contemporary methods. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Pre- or co-requisites: MATH103 and MATH104. Prerequisite: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC421 Science Methods for Elementary Teachers (2 credits)**

A study of strategies and methodologies to facilitate effective science instruction. Students learn to plan and present science lessons and units using contemporary methods. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC422 Social Studies Methods for Elementary Teachers (2 credits)**

A study of strategies and methodologies to facilitate effective social studies instruction. Students learn to plan and present social lessons and units using contemporary methods. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC423 Arts Methods for Classroom Teachers (2,0) 2 credits**

Elementary teacher candidates examine the knowledge understanding, and application of the content, functions, and achievements of dance, music, theatre, and the visual arts to promote elementary students' ability to create, perform and respond in and through the arts. Candidates demonstrate their understanding that all students can learn the knowledge and skills that make up the arts.

**EDUC424 Health/Physical Education Methods for Classroom Teachers (2,0) 2 credits**

Elementary teacher candidates demonstrate the knowledge, understanding, and application of research-based strategies to create opportunities for all students to develop critical knowledge, skills, and behaviors that contribute to life-long health. Candidates demonstrate knowledge and understanding through planning and appropriate implementation of effective past and current research-based human movement and physical activity strategies as central elements to foster active, life-long, healthy life styles for all elementary students.

**EDUC430 General Methods for Secondary Teachers (3 credits)**

A study of strategies and methodologies to facilitate effective learning at the secondary level including classroom management and organization for productive learning communities. The multiple roles of the teacher

in the secondary classroom is examined including participant, colleague, researcher, reflective practitioner, accountable professional, counselor and mentor. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, and EDUC 301, and admission to the teacher education program.

**EDUC431 The Secondary Learner (3 credits)**

A study of the dilemmas opportunities of adolescence as they affect students in secondary schools. The course focuses on the special needs and sensitivities of adolescents and implications for instruction and classroom management. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC440 Reading in the Content Area (3 credits)**

A study of reading methods appropriate to use in secondary classrooms. Includes formal and informal assessment procedures for determining students' abilities and the accompanying strategies to enhance content area comprehension and concept development. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301 and admission to the teacher education program.

**EDUC441 Language Arts Methods for Secondary Teachers (3 credits)**

Curriculum, objectives, content, materials, organization, methods and assessment of teaching Language Arts to diverse secondary learners. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301 and admission to the teacher education program.

**EDUC442 Math Methods for Secondary Teachers (3 credits)**

Curriculum, objectives, content, materials, organization, methods and assessment of teaching Mathematics to diverse secondary learners. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisites: EDUC 150, EDUC 250, EDUC 301 and admission to the teacher education program.

**EDUC443 Science Methods for Secondary Teachers (3 credits)**

Curriculum, objectives, content, materials, organization, methods and assessment of teaching Science to diverse secondary learners. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301 and admission to the teacher education program.

**EDUC444 Social Studies Methods for Secondary Teachers (3 credits)**

Curriculum, objectives, content, materials, organization, methods and assessment of teaching Social Studies to diverse secondary learners. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisite: EDUC 150, EDUC 250, EDUC 301 and admission to the teacher education program.

**EDUC 445 Teaching Computer Science in the Secondary Classroom (3 credits)**

Techniques, materials and models for computer sciences teachers. Classroom and instructional management. Hardware and software evaluation and selection. Computer programming including a team software development project. Web pages as an educational resource. Legal, ethical, social, economic, and personal issues. Prerequisites: CS101 or CS103, CS201, EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC 446 Business Education Methods for Secondary Teachers (3 credits)**

A study of strategies and methodologies to facilitate effective business course instruction. Students learn to plan and present office cluster, accounting, marketing and computer software lessons and units using contemporary methods. Students use national and state standards and benchmarks in planning instruction and assessment. Integrated technology component. Fieldwork required. Prerequisites: EDUC 150, EDUC 250, EDUC 301, and admission to the teacher education program.

**EDUC 447 (4 credits) Theories and Methods of Teaching Foreign Languages in the K-12 Classroom** This course focuses on the teaching and learning of foreign languages in K-12 school settings. We will be looking at second/foreign language acquisition theories and the methods/strategies underlying the teaching of the four main domains (speaking, reading, writing, listening), plus grammar, vocabulary and culture of the foreign language. We will also be studying the related areas of foreign language materials selection and use, the integration and use of standards into the curriculum and instruction, and assessment

and evaluation in teaching a foreign language. The field work component of this course will act as a cohesive tie between what we explore, study and experiment with in course readings and discussions and the real world of foreign language teachings.

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### Courses Required During Internship Year

**EDUC 480 Internship in Teaching: Seminar** (1 credit) 1  
 A seminar course for students currently enrolled in the Internship in Teaching Diverse Learners I and II (EDUC 491/EDUC 492) to discuss issues in teacher education, classroom management, working with special needs students, and professional development. This course may be repeated once for credit. Co-requisite: EDUC 491 and EDUC 492.

**EDUC 492 Internship/Advanced Methods: \_\_\_\_\_ II** (8 credits)  
 Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes. Co-requisites: EDUC 480 and EDUC 602 or 605.

**EDUC 602 Reflections & Inquiry in Teaching Practice I** (3 credits)  
 Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice. Three class contact hours of lecture, discussion, clinical work. Co-requisites: EDUC 491 and EDUC 601. Taken in the fall of the internship year.

**EDUC 605 Integrated Approaches in Curricular Design and Implementation** (3 credits)  
 Theoretical and practical examination of the principles of integrated curriculum, acquisition of skills and knowledge bases to facilitate the development of curriculum that is integrative, responsive to student needs, and meets recommended curricular frameworks and benchmarks. Prerequisite: valid teacher certification.

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### Field Experience Expectations

Field experience for EDUC 150, EDUC 250, and EDUC 400 level classes outside of the Sault Area School District will be arranged by the individual student. Arrangements for field experience in the Sault Area Schools can be coordinated through the office of the Field Placement Director.

To begin your student teaching in :	The Application is due:
Start of school in August	1st Friday in December
After the Christmas break in January	1st Friday in October

- Internship Application is available from the website.
- Download other forms or guides needed for the internship from the website: <http://lssu.edu/education/allforms.php>
  - [F350-a](#) Application for Intern Placement
  - [F351-a](#) Disclosure of Family/Personal Relationship in Placement School
  - [F355-a](#) Intern Requirements Checklist
  - [F365-c](#) Pre-Internship Interview
- Canadian students may complete their field experience in the K-12 schools in Ontario.
- Field experience for EDUC 301 will be arranged by the Field Placement Director in cooperation with the course instructor.
- All placements for the internship will be made by the Field Placement Director, but you can help by suggesting the names of teachers and the buildings where you have already built a positive relationship.

It is **required** that all students entering into the Internship experience carry professional liability insurance. This insurance is offered through the office of the Uniserv Director of the Michigan Education Association. The insurance is at a reasonable rate and includes a student membership in the professional organization of MEA.

#### Additional Information

- These field experiences are required of students as partial fulfillment of each course.
- Students are required to provide their own transportation to and from the field sites.
- Students are expected to dress appropriately and conduct themselves in a professional manner when working in the schools.
- Additional field experience throughout the teaching preparation years is encouraged. Persons needing assistance in locating additional experiences may seek help from the Field Placement Director.
- Students should report to the office at the school upon each visit.
- Students should wear nametags provided by LSSU at all times when working in the schools.

### **EDUC150 Reflections on Teaching and Learning**

No field experience requirement

### **EDUC250 Student Diversity and Schools**

During this course students will be required to participate in 15 hours of tutoring students at the elementary or secondary levels. This may include working with individual students, small groups and/or large groups. Individual instructors will require evidence of completion of this requirement and may establish other requirements related to this experience.

### **EDUC301 Learning Theory and Teaching Practices**

The field experience for this course is an integral part of the class. Students will be expected to spend eight class sessions in the schools at the level in which they plan to teach. Specific expectations for this field experience will be designed by the course instructor.

### **EDUC330 Reading in the Elementary Classroom**

Students will be required to complete 15 hours of directed observation and practical application of current reading theories to individual and small group instruction in the elementary classroom. Specific expectations and documentation of the field experience will be established by the course instructor.

### **EDUC400 Level Courses**

Students are expected to spend a minimum of three hours per week, per course, engaged in classroom practice during the fall and spring semesters working at the level of and in the area of their expertise. Instructors of these courses will provide specific requirements for the field experiences and required documentation.

### **EDUC492 Internship/Advanced Methods: (Subject)**

Teacher Interns begin working with the mentor teachers as they start the year or semester. Often this involves pre-school time to set up bulletin boards, prepare books and the classroom. This is essential time to become a partner in establishing the learning environment. Interns stay through the teaching day, helping their mentor teacher with grading, clean-up, and preparation, leaving at the end of the school day no earlier than their mentor teacher. (Do not come late and leave early from your student teaching placement.) A calendar of activities related to the internships will be distributed to all interns, cooperating teachers, school administrators and university supervisors.

In establishing the student teaching placements, interns will be asked to identify the geographical area within LSSU service area where they would like to serve their internship. The LSSU School of Education will attempt to place the students where they desire. However, there is no guarantee, actual or implied, that internships will be provided in these areas. Students are generally not allowed to do their internship at a school where a family member is employed and will not be placed in a school district where a family member is an administrator or on the school board (Report personal affiliations using LSSU Form [F351-a](#) Disclosure of Family/Personal Relationship in Placement School)

Students who attempt to establish their own internship placement without going through the process as established by the Field Placement Director may jeopardize their placement for that given academic year.

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## **Obtaining Certification?**

**How to apply:** <http://lssu.edu/education/teachercertification.php>

When a candidate completes all requirements for certification, including the application for initial provisional certificate (Form F200), the LSSU School of Education will notify the LSSU Certification Officer. The certification officer will conduct a final audit prior to submitting the individual's name to the Michigan School of Education. Once the MDE indicates receipt of the name, the LSSU School of Education will generally issue a "90-day" letter that can be used by the candidate to demonstrate to prospective employers that their certification is in progress. Candidates who indicate an issue on the criminal disclosure forms will be submitted to the MDE for hand processing, which can be expected to take significantly longer thus no 90-day letter will be issued. The MDE will screen all candidates against a criminal records database before sending the candidate a bill for the certification fee. Students generally receive their certificate in the mail from the Michigan Department of Education shortly after payment is submitted. You can review your status in the system at the MDE website: [https://mdoe.state.mi.us/teachercert/sr\\_teaCerts.asp](https://mdoe.state.mi.us/teachercert/sr_teaCerts.asp)

## Renewing Your Certification

### Planned Program for Continuing Education

The State of Michigan requires all teachers holding a Provisional Certificate to qualify for the Professional-level Certificate by teaching successfully for the equivalent of 3 years following the issuance of, and within the validity of, their initial Michigan Provisional Certificate, and completing an 18 semester hours planned program in an approved Michigan teacher education institution. Effective July 1, 2009 the 18 hr planned program must include an advanced reading course (e.g. LSSU's EDUC624). If at the expiration of your initial provisional certificate you have not met all the requirements you may qualify for a 3-year extension based on completion of 9 semester hours in a planned program. Forms for certificate renewal and upgrade are on our website.

Use the 18-hr planned program as an opportunity to enhance your effectiveness as a teacher by:

- Adding an additional endorsement to your certificate in such as: Computer Science, Early Childhood Pre-K/Grade 3 (ZA), or Mathematics
- Strengthening areas of weaknesses
- Taking courses which will enrich and extend your skills

Meet with your advisor to plan a program, which can be completed prior to the expiration of your Michigan Provisional certificate.

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## The Michigan Teacher Competency Testing

The Michigan Teacher Competency Testing Program, Section 1531 of Public Act 451 (1976) as amended by Public Act 276 (1986) and Public Act 282 (1992), mandates a testing program as part of the state's teacher certification requirements. The purpose of the examinations is to ensure that each certified staff member has the necessary basic skills and content knowledge to serve in Michigan public schools. The examinations of the Michigan Test for Teacher Certification (MTTC) are the only tests that satisfy the testing requirement for teacher certification in Michigan.

### **When to take the MTTC tests:**

#### All Candidates:

All teacher candidates must pass the state Basic Skills Test prior to admission to the Teacher Education program. This means before taking EDUC301 or higher courses.

Candidates are encouraged to complete most of their academic program before taking the MTTC Content Tests in order to have the best likelihood of success. Testing cycles are based on a test year defined as the tests in October-January-April-June. You need to pass your tests within the test year to give the university department credit for having prepared a qualified teacher. If your first test opportunity is in June, and for some reason you do not pass that test, your home department's pass rate will be negatively impacted. Individuals wishing to take the MTTC Content test for 'practice' are advised to do so in October or January, and then to retake the test and PASS it before the end of the testing year. **As of**

**Summer 2010: It is required of all Candidates to take the MTTC relevant to both Major and Minors. It is also a requirement to participate in study sessions relevant to each Major and Minor prior to taking the appropriate MTTC**

**test. These sessions will be held by the School of Education, through the Learning Center at least one month prior to the MTTC test date.**

Secondary Education:

Secondary teacher candidates must pass the Subject Area Exams in the teaching major and minor prior to the beginning of the internship.

Elementary Education:

Elementary teacher candidates must pass the Elementary Education Examination prior to the beginning of the internship. Elementary Education students may also take a subject area exam for an endorsement in grades 6-8. This endorsement will enable the student to qualify for more teaching opportunities.

**Please register carefully!**

The National Evaluation Systems, Inc. (NES Pearson) allows you to register for ANY MTTC test. You can only be recommended for certification upon successful completion of an approve program at a Teacher Preparation Institution, and the associated test for THAT program. Test booklets are available on line along with registration at <http://www.mttc.nesinc.com/> . Please note that the appropriate test should be registered for, do not take a test if it is not in your approved program, you will not be able to be certified if you passed. You must complete the approved program that you are testing for. If you have any questions, contact the School of Education.

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**Michigan Department of Education  
State Standards for Teaching and Learning**

**Higher-Order Thinking**

Instruction involves students in manipulating information by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meanings for them.

Newmann, Secada, Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

Higher-Order Thinking Criteria

Students do at least one of the following:

- Manipulate information in ways that transform their meanings and implications;
- Combine facts or ideas in order to synthesize, generalize, explain by hypothesis, or arrive at some conclusion or interpretation.

Students' reasoning, explanations, and arguments demonstrate fullness and complexity of understanding.

Newmann, Secada, Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

**Deep Knowledge**

Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

Newmann, Secada, Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

Deep Knowledge Criteria

Students do at least one of the following:

- Sustain a focus on a significant topic;
- Demonstrate understanding of the problematic nature of information and/or ideas;
- Demonstrate complex understanding by arriving at a reasoned, supported conclusion; and
- Explain how they solved a complex problem.

Students' reasoning, explanations, and arguments demonstrate fullness and complexity of understanding.

Newmann, Secada, Wehlage (1995)

### **Substantive Conversation**

Students engage in extended conversational exchanges with the teacher and/or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Newmann, Secada, and Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

#### Substantive Conversation Features

- a) The talk is about subject matter in the discipline and includes higher-order thinking, such as making distinctions, applying ideas, forming generalizations, or raising questions, not just reporting of experiences, facts, definitions, or procedures.
- b) The conversation involves sharing of ideas and is not completely scripted or controlled by one party (as in teacher-led recitation). Sharing is best illustrated when participants explain themselves or ask questions in complete sentences, and when they respond directly to comments of previous speakers.
- c) The dialogue builds coherently on participants' ideas to promote improved collective understanding of a theme or topic which does not necessarily require an explicit summary statement.
- d) In short, substantive conversation resembles the kind of sustained exploration of content that is characteristic of a good seminar, where student contributions lead to shared understanding.

Newmann, Secada, and Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

### **Connections to the World Beyond the Classroom**

Students make connections between substantive knowledge and either public problems or personal experiences.

Newmann, Secada, Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

#### Connections to the World Beyond the Classroom Criteria

- a) Students do at least one of the following:
- b) Focus on understanding a real-world public problem of some contemporary significance:
- c) Build upon students' personal experiences to teach important ideas in the discipline, or
- d) Attempt to communicate their knowledge to others beyond the classroom, and to influence or assist others.

Newmann, Secada, Wehlage (1995)  
A Guide to Authentic Instruction and Assessment:  
Vision, Standards and Scoring

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## **Procedures on Disclosure of Criminal History**

The LSSU School of Education requires disclosure of criminal convictions, and disclosure of any subsequent incidents which may jeopardize or prohibit your teacher certification. The LSSU School of Education cannot guarantee that an individual will qualify for teacher certification, or that any offense or conviction will or will not be sufficient to prohibit or revoke teacher certification now or in the future.

- F023 Michigan : Police Records Check
- F024 Ontario: Police Records Check
- F025 Criminal History Disclosure/Release

**Reporting requirements:** Any teacher convicted of any felony, and/or select misdemeanors must self-disclose the conviction to the Michigan Department of Education and their School District immediately, or be subject to additional criminal charges for fraud. Convictions of specified *misdemeanors* or any felony will result in an administrative hearing to revoke any/all teacher certification. Conviction on *certain offenses* **will result** in immediate suspension of

any/all teacher certification. Conviction on specified *Listed Offenses* will prohibit employment in any capacity by any K-12 institution. LSSU students must self-disclose any charges or convictions related to all criminal offenses. No individual with a conviction of a listed offense may be enrolled in the teacher certification program, individuals with specified misdemeanors or certain offenses leading to suspension are advised that they may be denied access to field placements by schools which will preclude program completion, and to teacher certification following the Administrative Hearing with scary MDE staff members.

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## Eight Success Strategies

- 1) Participation, Responsibilities and Expectations. We learn best when we are actively involved. Come to class ready to participate, learn, and teach. Involve yourself in activities, discussion, and reflection. Passive learning does not work!
- 2) Be open-minded. Be quick to listen and incorporate new ideas. Be slow to criticize different ways of thinking. Always be ready to participate, observe and reflect. An important part of learning is changing the way you think about things.
- 3) If you must miss a class, always inform your instructor. You are still responsible for the information, readings, discussions and other activities from class. Make sure you get the class notes and know about assignments. Make up missed work before the next class session.
- 4) Do not arrive late or leave early. Important information is often given in the first and last 15 minutes of class.
- 5) Be prepared for class. Do the reading and assignments so that you can participate and contribute intelligently.
- 6) We learn best when we actively discuss ideas and teach others. Form study groups with classmates. We learn from each other.
- 7) Get help immediately if you are having trouble in a class. Do not wait.  
Who can help?
  - Your Professor
  - Your Advisor
  - The Learning Center located in the lower level of the Library
  - The Counseling Center in South Hall
  - Your Resident Assistant
  - School of Education
- 8) When submitting written documents, the student must meet professional standards, which are characterized by:
  - Correct spelling, grammar, and punctuation
  - Complete sentences
  - Well-developed paragraph structure
  - Word-processed or neat, legible handwriting
  - A professional level of language
- 9) When a Course Substitution or Waiver Form is approved:
  - Get the appropriate signatures and hand into the School of Education Office
  - If an email was used for substitution or waiver, print this and hand it into the School of Education Office.
  - Always keep correspondence that indicates waivers were approved.

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## LSSU Forms & Guides

The LSSU School of Education maintains an active web presence at <http://lssu.edu/education> where the current edition of all forms and documents can be obtained. Updates and announcements are also posted to this site, please check this site frequently. The website is organized to identify the forms used by undergraduate students, compared with those for interns, supervising teachers and mentors, and forms used for the graduate program. Each form has a version letter (i.e. F005) used to track revisions. Only the most current form is linked on the website, please do not submit out-dated forms or documents.

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## Teacher Certification Terminology

**90-day letter** – a letter from the LSSU School of Education indicating that a candidate has satisfactorily completed the requirements of the program, and should soon receive their initial Michigan Provisional Certificate. The letter is valid for 90-days, and can be used by the candidate in seeking employment. Not issued to students with criminal conviction records.

**Candidate** – generally refers to an individual preparing for teacher certification, compare to student.

**Certificate** – or teaching certificate, the document issued by the MDE granting authorization to teach in the state of Michigan, within the limitations and endorsements indicated on the certificate.

**Cooperating Teacher** – a K-12 classroom teacher who hosts an intern, and serves in a mentoring/supervisory role during a student teaching internship (also called the Practice Teacher or Mentor Teacher).

**Criminal Disclosure** – a signed affidavit that the candidate has not been convicted of, or have charges pending in, criminal offenses that would disqualify them teacher certification in Michigan. Also called a Criminal Records Check, it may include name check, fingerprint records check.

**E-Portfolio** – an online resource used to archive and document progress toward meeting the program goals, meeting the standards for teacher competence, and as a tool to develop personal and professional resources.

**Elementary** – an Elementary-level teacher certificate qualifies an individual to teach grades K-8 in a self contained classroom (equivalent to a regular classroom in Ontario grades JK-8) and grades K-5 all subjects. When combined with a subject area endorsement, the individual may also teach the specified subjects in grades 6-8 in a departmentalized classroom.

**ELSMT** – Entry Level Standards for Michigan Teachers (formerly called MELs – Michigan Entry Level Standards) and soon to be the Professional Standards for Michigan Teachers

**Endorsement** – a qualification to teach specific subjects at specific grade levels indicated on the certificate. Certificate Endorsements are earned or added by completing BOTH an approved major/minor program AND passing the MTTC for that subject. (i.e. a history endorsement on an elementary certificate allows the individual to teach history grades 6-8, but not courses called social studies). Called the qualifications or the teachable subjects at the secondary level in Ontario. Review the table “Classes that can be Taught” on the MDE website: <http://www.michigan.gov/teachercert>

**Field Experience** – placements of teacher candidates in school settings. During the teacher preparation program these placements are characterized by increasing responsibility and duration leading to full-time responsibility during the internship

**HLC** – Higher Learning Commission – the accreditation body for LSSU and other Michigan IHEs

**Institutions of Higher Education** – IHE compare to TPI = teacher preparation institution

**Interim Certificate of Qualification (Limited)** - the initial certificate issued to candidates prepared outside Ontario. Contact the OCT for information on renewal of the ICQ.

**Intern** – a student teacher during the period of time they are actively engaged in student teaching internship

**Intern Plan of Assistance (IPA)** – a formalized document linked to the PSMT standards that identifies areas of weakness in specific standards, provides suggestions to address the weakness, and specifies the behavioral indicators of improvement that the mentor teacher and university supervisor will be especially attentive in evaluating on subsequent classroom visits.

**Internship** – an extended period of supervised field experience where the candidate is responsible for full time teaching under direct supervision of a mentor teacher and university supervisor. (aka Student teaching)

**Major/minor program** – a specialty program approved by the MDE as meeting the state content area standards for the preparation of teachers in that field. A major/minor program need not include all courses or requirements defined by the approved degree program in that field.

**MDE** – Michigan Department of Education, the authorizing body for teacher education programs.

**Mentor Teacher** – a K-12 classroom teacher who hosts an intern, and serves in a mentoring/supervisory role during a student teaching internship (also called Practice Teacher or Cooperating Teacher).

**Ministry of Education (MOE)** – The centralized body which determines curriculum in Ontario.

**MTTC** – Michigan Test for Teacher Certification. Candidates must complete the Basic Skills Test prior to admission to the teacher certification program. Elementary-level candidates must pass the Elementary exam, and may elect to qualify for endorsements based on their major/minor field(s) after passing those exams. Secondary candidates must pass the subject area test for their major and minor fields.

**OCT** – Ontario College of Teachers. The regulatory body for teacher certification in Ontario. Individuals apply for certification in Ontario by presenting their valid Michigan Teaching Certificate, application, and transcripts to the OCT for review and issuance of equivalent Ontario certification.

**Practice Teacher** - a classroom teacher who serves to mentor during student teaching (also can be called an Associate Teacher, Mentor Teacher or Cooperating Teacher.)

**Provisional Certificate** – the initial Michigan Teaching Certificate issued by the Michigan Department of Education.

Renewable as a second provisional certificate with 10 semester credits in a planned program of study. Renewable and

upgradeable to the Michigan Professional Certificate with three (3) years of teaching experience and completion of an 18-hour planned program. Teaching experience must be during the lifetime of the certificate and within the certification indicated on the certificate.

**PR/PE** – Periodic Review/Program Evaluation. Specialty programs must be submitted to MDE upon one of four conditions or events:

- a) initial approval of programs new to the institution
- b) re-approval based on changes to an approved program by the institution
- c) re-approval based on changes to the state content area standards by MDE
- d) periodic re-approval every five years

**PSMT** – Professional Standards for Michigan Teachers – the new name for the ELSMT. The seven standards remain essentially unchanged. In Ontario, the Professional Standards of Practice.

**Secondary** – a Secondary-level teaching certificate qualifies the individual to teach the subjects indicated through their endorsements in grades 7-12. MDE is expected to revise this to grades 6-12.

**SBCEU** – State Board Continuing Education Credits – credits earned for various professional activities, including serving as a mentor teacher. SBCEUs may be used to renew the Michigan Professional Teacher Certificate, but not to qualify for or renew Michigan provisional certificates.

**SBE** – State Board of Education

**Self-Contained Classroom** - In Michigan this is a single group of students with a single classroom teacher for the majority of the instructional day, called a Regular Classroom in Ontario. In Ontario defined by legislation to be a classroom comprised of students with exceptionalities.

**LSSU-SOE** - LSSU School of Education, equivalent to a Faculty of Education in Ontario, or Teacher's College

**Specialty Program** – an academic content area approved for teacher certification (i.e. English, history, biology, social studies). Specialty programs lead to certificate endorsements for specific subjects.

**Student** – generally refers to the members of a K-12 classroom where the candidate is placed. Compare: Intern

**Student Teaching** – an extended period of supervised field experience where the candidate is responsible for full-time full-day teaching under direct supervision of a mentor teacher and university supervisor. (aka Internship)

**TPI** – Teacher Preparation Institution. Currently over 30 colleges and universities are authorized to recommend individuals for Michigan Teacher Certification

**University Supervisor** – an individual employed by the university to supervise candidates while placed in their student teaching internship, frequently a retired principal or school administrator.

**ZA** – the endorsement code for Early Childhood Education. Required for pre-kindergarten education in a certificated environment, preferred but not required by some districts for teachers of early grades.

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## Handbook Revision Information

Every effort was made to ensure that this handbook was accurate and complete at the time of printing. Updates, corrections or clarifications will be posted to the handbook update page at the LSSU School of Education website: <http://lssu.edu/education>

Version 4.00, released in January 2011, minor word, link changes and staff contacts.

Version 4.00, released in July 2010, minor word, link changes and staff contacts. CSCI101 has been removed as a requirement. EDUC150 does not require field work. EDUC420 has pre and co-requisites added.

Version 3.00, released in September 2008, reflects changes to the student teaching internship (now one semester), increased standards for the admission to the LSSU School of Education, reference to the Teacher Work Sample as a requirement to the student teaching internship, staffing changes, and the limitation of elementary majors/minors to the core curriculum fields.

Version 2.00, released in January 2006, is the first full rewrite since the first printed copy in December 2002, and the related addendum released in September 2003. September 2006 saw minor revisions to the directory names and contact information.

## Contact Information

School of Education – Brown Hall  
Lake Superior State University  
650 W. Easterday Avenue  
Sault Ste. Marie, MI 49783  
Phone: (906) 635-2811 FAX: (906) 635-7565  
<http://lssu.edu/education>

**Director, School of Education** Dr. Donna Fiebelkorn  
School of Education  
(906) 635-2728, BRWN21  
bsearight@lssu.edu

**School Secretary** Brenda Cooper, BRWN1  
(906) 635-2811  
vmiller@lssu.edu

**Field Placement Director** Sandra Rink, BRWN23A  
(906) 635-2886  
srink1@lssu.edu

### Faculty:

Shirley Schoenemann, Associate Professor of Education (x2105)  
Dr. Guidi Yang, Associate Professor of Education (x2181)  
Cathy White, Assistant Professor of Education (x2736)

### The following faculty is dually appointed to their academic disciplines and to the School of Education:

Dr. Lewis Brown, Professor of Geology  
Dr. Lorraine Gregory, Assoc. Prof. of Mathematics  
Dr. Terry Heyns, Professor of Fire Science  
Dr. Ann Marinoni, Professor of Business  
Dr. H. Russell Searight, Professor of Psychology  
Ms. Linda Schmitgal, Professor of Management, Marketing, and Entrepreneurship

### Others:

David Myton, Associate Provost for Assessment, Education and Graduate Programs