

How does LSSU qualify to offer the Teach Grant Program?

Lake Superior State University qualifies to participate in the TEACH Grant Program because of the State Approval and extensive pre-service clinical experience.

A) State Approval. The teacher education program at Lake Superior State University has full approval from the Michigan State Board of Education to recommend candidates for Michigan teacher certification in the fields and specialty areas for which we have specific approval. The Michigan Department of Education recognizes LSSU as an approved Teacher Preparation Institution (TPI) on their website:

<https://mdoe.state.mi.us/proprep/Colleges.asp>

LSSU is not currently accredited under TEAC or NCATE, as such accreditation is not required under Michigan Administrative Rules.

B) Clinical Experience. Field placements are integrated throughout the professional education sequence beginning with EDUC250 Student Diversity and Schools where the focus is on tutoring experiences. In subsequent courses, after admission to the School of Education, candidates have diverse and varied experiences of increasing responsibility and duration. These early field experiences require a minimum of 15 hours per semester per course in focused experiences coupled with reflective journaling and fulfillment of additional course outcomes focused on the experiences. Field experiences are required in each of the professional education core courses required for elementary teacher candidates: EDUC250, EDUC301, EDUC330, EDUC110, EDUC411 and EDUC420, EDUC421 and EDUC422. Each course requires a directed field experience with K-8 students in settings appropriate to their level and major/minors. Course EDUC250-EDUC411 each require 15 clock hours per course, EDUC420-EDUC422 each require 10 clock hours per course. All EDUC courses and field work must be completed prior to entering the student teaching internship. During the internship candidates work for approximately 22 weeks under the direct supervision of a classroom teacher and the periodic oversight of a university supervisor. Candidates meet regularly with a university instructor for a seminar course, and are also concurrently enrolled in a graduate course each of the two semesters of the internship. During the fall semester, candidates complete EDUC602 Reflection and Inquiry in Teaching Practice I examining qualitative and quantitative research methods and developing their own research based question addressing student learning. During the spring semester students complete a second graduate level course on curriculum planning and implementation, EDUC605.

Student teaching internship placements extend across a full university semester, beginning generally with the start of the academic year in August/September until December or January through early May. Wherever possible candidates are placed in situations where they can teach in both their major and minor fields, either through split morning/afternoon assignments with different teachers, or placements in different schools for each semester, when a two-semester placement is requested. In the case for an elementary science major, therefore, we would seek a placement for one portion of the two semester student teaching placement in a middle school classroom teaching science.

Student teaching courses include the following:

Early Field Experiences are in classrooms related to their levels and subjects of certification, these are required in EDUC 250, 301, 430, 431, 440, and 443. Course descriptions and syllabi of each of the professional education courses are now available as a part of this program application. Each education course requires 15 clock hours of field experience in the subjects of their training, e.g. Spanish, for a total preservice field experience requirement totaling a minimum of 90 hours. The requirements for these field experiences are described in our Field Experience Guidelines which apply to candidates AFTER Admission. These guidelines are part of the school policy documents and are posted online at <http://education.lssu.edu/All%20forms.html>. The candidates submit their field logs using the LSSU form F325-b -a Field Experience Log for courses EDUC301 and above (includes a reflective narrative), and candidates submit F320-b Field Experience Log for EDUC250 experiences. Additional narrative is provided in Section 5 of the Program Application narrative. The field experience requirements are discussed in the Undergraduate handbook, available online at <http://education.lssu.edu>

EDUC 250 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.

EDUC 301 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.

EDUC 400 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.

**Submitted by Dr. David Myton
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