TRiO
Future Educator Success Program

Professional Educator and Undergraduate Advice Manual

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"Where Everyone Teaches and Everyone Learns…"

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Choosing a career in K-12 Education is essentially making a commitment to a lifestyle. Students, staff, parents and the community hold teachers to a higher standard than many other careers and the public optic is critical and ever present in the lives of teachers.

This optic begins the moment one declares teaching as a major and every decision and action from that point forward has an impact on one's future career. Positive and proactive decisions and actions, such as; volunteering in a youth environment, maintaining above average grades, being mindful of postings on social media and forming professional/mentoring relationships with faculty, staff and educational professionals are all career exploration and preparation activities that help build resumes. Other decisions and actions such as; neglecting to gain experience with working with youth, being ticketed for being a minor in possession or other criminal charges, being relaxed with academics and earning below average or failing grades, posting unflattering/unprofessional and inappropriate messages or photos on social media and failing to network, are all actions and decisions that can and **likely will,** impede one's progress to becoming certified and obtain a teaching position.

The job market is competitive, as are some of our teacher preparation programs. To be a "standout" candidate, one needs to be prepared academically, socially and professionally. TRiO FESP created this manual to assist our students with being mindful of progressing successfully through a teacher education program and obtaining a teaching position.

It is important to note and thank the following Education Professionals for their contributions to this manual:

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Lucas Trierweiler
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How College Differs From High School

Personal Freedom in High School	Personal Freedom in College
High School is mandatory and free (unless you choose other options)	College is voluntary and expensive
Your time is usually structured by others	You manage your own time
You need permission to participate in extracurricular activities	You must decide whether to participate in extracurricular activities (HINT: choose wisely in the first semester and add later)
You need money for special purchases or events	You need money to meet basic necessities
You can count on parents/guardians and teachers to remind you of your responsibilities and to guide you in setting priorities	You will be faced with a large number of moral and ethical decisions you have not had to face previously, YOU MUST BALANCE RESPONSIBILITIES AND SET PRIORITIES
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line	Guiding principle: You are old enough to take responsibility for what you do and don't do, as well as for the consequences of your actions
High School Classes	**College Classes**
Each day you proceed from one class directly to another	You often have hours between classes; class times vary throughout the day and evening
You spend 6 hours each – 30 hours per week – in each class	You spend 12-16 hours each week in class, (plus WMU recommends 30+ hours of homework each week)
The school year is 36 weeks long; some classes extend over the semesters/trimesters, some do not	The academic year is divided into two 15 week semesters (Fall and Spring) with an additional week for final exams (not including Summer)
Most of your classes are arranged for you	You arrange your own schedule in consultation with your academic advisor (s). Schedules tend to look lighter than they really are
Teachers carefully monitor class attendance	Professors may not formally take roll, but they are still likely to know whether or not you attend
Classes generally have no more than 35 students	Classes may number 100 students or more
You are provided with text books and materials at little or no expense	You will need to budget substantial funds for textbooks, which usually cost more than $300.00 each semester
You are not responsible for knowing what it takes to graduate	Graduation requirements are complex and differ for different majors and sometimes different years. You are expected to know those that apply to you

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High School Teachers	College Professors
Teachers check your completed homework	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests
Teachers remind you of incomplete work	Professors may not remind you of incomplete work
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance
Teachers are often available for conversation before, during or after class	Professors expect and want you to attend their scheduled office hours
Teachers have been trained in teaching methods to assist in imparting knowledge to students	Professors have been trained as experts in their particular area of research
Teachers provide you with information you missed when you were absent	Professors expect you to get from classmates any notes from classes you missed
Teachers present material to help you understand the material in the textbook	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the class to the textbook reading
Teachers often write information on the board to be copied in your notes	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not summarize it. Good notes are a must
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded
Studying in High School	**Studying in College**
You may study outside of class as little as 0 to 2 hours a week, and this may be only last minute test preparation	You may need to study at least 2-3 hours outside of class for each hour in class
You often need to read or hear presentations only once to learn all you need to learn about them	You need to review class notes and text material regularly
You are expected to read short assignments that are then discussed and often re-taught in class	You are assigned substantial amounts of reading and writing, which may or may not be directly addressed in class
Guiding principle: You will usually be told in class what you needed to learn from assigned readings	Guiding principle: It is up to you to read and understand the assigned material; lectures and assignments. Professors proceed from the assumption you have already done so

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Tests in High School	Tests in College
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers frequently rearrange tests to avoid conflicts with school events	Professors in different courses schedule tests without regard to the demands of other courses or outside activities
Teachers frequently conduct review sessions, pointing out the most important concepts	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown to solve	Mastery is often seen as the ability to apply what you have learned to new situations or to solve new kinds of problems
Grades in High School	**Grades in College**
Grades are given for most assigned work	Grades may not be provided for all assigned work
Consistently good homework grades may help raise your overall grade when test grades are low	Grades on tests and major papers usually provide most of the course grade
Extra credit projects are often available to help you raise your grade	Extra credit projects, generally speaking, cannot be used to raise a grade in a college course
Initial test grades, especially when they are low, may not have an adverse effect on your final grade	Watch out for your first tests. They are usually wake-up calls to let you know what is expected – but they also may account for a substantial part of your course grade. You may be shocked when you get your grade. If you receive notice of low grades (Academic Warning), see your advisor
You may graduate as long as you have passed all required courses with a grade of D or higher	You may graduate only if your average in class meets the departmental standard – typically a 2.0 or C (at WMU, this varies by program)
Guiding principle: **Effort counts**. Courses are usually structured to reward good faith effort	Guiding principle: **Results count**. Though good faith effort is important in regard to the professor's willingness to help you ***achieve*** your good results, it will not substitute for results in the grading process

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Activities for Undergraduate Teacher Preparation Candidates

Academics

- Please check with your FESP Advisor to discuss the G.P.A. requirements for your program. Each program has different minimum G.P.A. requirements. However, in TRiO FESP, we want you to aim for a 3.5 or higher and EXCEED any minimum requirements!
- TRiO FESP will provide tutoring services and referrals as well as materials and information to assist students achieve academic success. TRiO also offers the Academic Success Plan Program (ASPP) for students who earn below an overall 2.5 G.P.A. and for students who want the additional weekly support.
- It is important for students to be self aware and know **at all times** how they are doing in each course. College is different from high school in that no one is going to be responsible or held accountable for your academic success except for you!
- If you experience difficulties in a course, do not wait for things to magically improve, instead:
    - Meet with the professor during scheduled office hours
    - Talk with classmates and form study groups
    - Meet with your TRiO FESP Advisor for tutoring referrals and assistance
- Consider college a full-time job – between attending courses and completing the required and necessary study and homework time, you will commit at least 40 hours per week to your studies.
- Understand your program and course requirements. This takes time and guidance from advisors to understand program and graduation requirements, friends are helpful for some things in life, but each person's program and situation is different.

Volunteering

- One of the most flexible ways to gain experience working with youth is to volunteer at a school, youth serving non-profit agency or other youth orientated environment. Most places will gladly accept volunteers to serve as tutors, coaches, classroom assistants, program aides, etc.
- Volunteering provides students with an opportunity to explore working with various populations and decide a great fit – sometimes students are unsure of whether or not they prefer elementary aged or secondary aged students, if they want to pursue general education or special education certification, work in an urban or rural setting, etc. Volunteering early in your program can give you experiential learning opportunities in a host of environments and assist with this decision making process. Once a student has decided an area of focus, volunteering can then be used to gain valuable experience working with an identified population.
- Oftentimes, volunteering can also lead to part or full time employment, can provide letters of recommendation and add experience to a resume.

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Undergraduate Advice

Social Media

- TRiO FESP Intern, Randall Whitney, created a brochure that specifically addresses the use of social media by K-12 Educators. This brochure is included in the back of this manual.
- It is important to note that what teacher preparation students post now, can live forever and be remembered forever! Teaching is a public profession and with that comes public input and public standards.
- Not only is it important to be aware of the image you are projecting on social media but it is just as important to be mindful of the confidentiality of your students and their families. What may seem like a harmless post, such as posting a photo of the students in your pre-internship performing in a school play, is a violation of their privacy.
- Many reputations can be ruined by one inappropriate post or photo – do not let this happen to you! Employers are routinely monitoring social media sites and will use what they find as a consideration for hiring decisions.

Finances

- By virtue of being a college student, your name is a hot commodity for high interest loan companies, high interest credit card companies and a host of other lending practices that are NOT beneficial to students in the long run. What may seem like a great idea now, will still haunt you when you are 40 years old.
- Prior to borrowing ANY type of funding or money, please consult someone who is knowledgeable and trustworthy to get solid information to make a decision. Typically friends are not the best source to consult but parents, guardians, your local financial institutions, government sponsored websites are usually reliable options and in the case of school funding, the Financial Aid Office and Bronco Express are recommended.
- Emergencies do arise and it is tempting to take advantage of a too-good-to-be-true offer but that is exactly why college students are targeted by these companies. So use caution and careful consideration before committing to borrowing any money or opening a credit card.

Student with Disabilities

- In K-12 Education, students with documented disabilities can have an IEP or 504 Plan which individualizes their educational needs and accommodations as per law. This system is helpful in that the school takes the onus of responsibility to ensure that these plans are followed. However, without supportive transition information and services, students with disabilities do not understand that accessing and requesting accommodations and interventions at the collegiate level are much different.
- Students at Western Michigan University who have a disability are encouraged to schedule an appointment with Disability Services for Students. This office will assist students to obtain the documentation necessary to register with them and review what accommodations are available and how to access them.
- This can be very different for students and support for this transition is available.

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Advice from Current K-12 Educators

Never stop learning. Remember that children are individuals and do not expect them all to respond to the same instructional strategies – Karen Spencer

I believe that it is imperative for future teachers to know how to work with all learners. If you can observe a special education teacher, please do so. Don't be afraid to ask for help. Your co-workers and principal are there to help you. The problem is when you are too proud to ask for help when things are not working – Shawna Camburn

It's very important for future teachers to recognize the value of their internship. This is a time where they will be able to receive hands on training in a specific curriculum model. This opportunity also offers them one-on-one attention from a seasoned teacher- Renae Budrow

Today's teachers must be dedicated, intelligent, empathetic, and mostly courageous in today's educational arena. It's not an easy job, but it is extremely rewarding and worth every effort when you know that you have made a positive difference for an individual. Make it a goal to do something you can be proud of everyday – Kim Bell

If you have electives open, I would recommend a marketing class. You will use these skills more than you would expect as you have to sell academic content to a varied group of students. If they do not buy into what you are teaching, the experience will not be rewarding for either of you. Get excited about what you are teaching ….use hands on experiments, read directions to build reading skills, use math comprehension of a common standard (calories, label reading, fractions, etc.). In my personal opinion: It is really important that you develop your teaching strategies. The secret is not so much in the material as it is in how you teach it- Kay Trantham

One thing I learned very early – always conduct yourself in a positive manner both at work and in your personal life. You never know who you will meet that you may be sitting across from someday as your boss/principal or the person interviewing you- Pam Nap

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Professional Educator Advice

Current and experienced Professional Edcuators were asked a series of questions regarding expectations for anyone interested in working in a K-12 environment. Their responses have been combined and are listed below.

Please list appropriate clothing for an intern or a teacher candidate who is a classroom volunteer:

APPROPRIATE CLOTHING OPTIONS
Suits Dress shirt with tie and slacks Sweaters and blouses Skirts knee length and longer Slacks and a button up shirt Dresses – length should be longer than your hands hanging at your side Dress pants Polo and collared shirts Corduroys Ironed clothing Khaki pants Real shoes that are comfortable Blazer, Jacket, Vest, Cardigan

Piercings & tattoos need to be covered and not shared with students

INAPPROPRIATE CLOTHING OPTIONS
Denim Jeans Workout Clothes – sweat pants, yoga pants, etc. Shirts with logos or sayings Undergarments should never be visible – even when you bend over Low cut shirts Leggings Mid-cut/midriff bearing shirts Flip Flops Tennis shoes (unless working in Physical Education)

You never know who might stop by a classroom or have an ability to offer you a job when you're done so it is important to look as professional as you can at work –
Kim Bell

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Clothing Quotes…

You are a role model to the children and families. When you intern at our school, you represent our school –
Renae Budrow

No belly, no back, no cleavage, no flip flops, tank tops, leggings, low-cut tops, low rise pants, short skirts, shorts –
Sheila Dorsey & Colleen Loc

Wear comfortable clothing that covers the body, no showing of personal body parts –
Cindy Green

Be sure that the students know you are the professional. The adults should know it too-
William Hawkins

Men: slacks with a button up shirt. Women: Do not wear leggings as pants. Shirts should be buttoned up –
Stacy Housman-Schmitzer

TRiO Tip: Second hand shops & yard sales are cheaper options for clothing items for interns!

Always keep in mind that you are being a role model and should always present yourself in such a manner –
Pam Nap

Men: dress pants & collared shirt. Wear a tie on the first day and get direction from a teacher or principal. Women: No cleavage or knees. We should never mistake the intern for a student. You can never be overdressed-
Lucas Trierweiler

Pick up a blazer, jacket, vest or cardigan to give yourself a positive and professional appearance. These items work well as "cover-ups"-
Kay Trantham

Nothing low cut. You will be doing a lot of moving around and a school is no place to show it off. Buying professional clothing can cost a lot of money. Start early and buy things that can be worn with more than one thing –
Katie Tocco

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Professional Educator Advice

Beginning to move into a K-12 classroom experience for a teacher preparation candidate can provoke anxiety and fears. Many students know what it is like to be a child but not many know what it is like to manage and teach a classroom full of other people's children.

TRiO FESP Staff want to provide you with as much experiential learning and exposure as possible: we can do this through guided volunteer experiences in K-12 classrooms, one on one and small group discussions with experienced K-12 Educators, assist with writing lesson plans and creating classroom activities, do mock interviews/assist with job search readiness and just be supportive in general.

Part of this assistance includes our reaching out to local K-12 Educators and seeking their advice on preparing for a career in education. Their responses are combined and listed below. There were common themes throughout their replies that can be helpful to future teachers.

Tips That Will Be Helpful To An Incoming Intern Teacher

From Building Administrators

- Understand the dynamics and population of your school and specific classroom you will be in
- Always separate yourself from the students (dress and personality). When an administrator walks into the classroom they should not think you are a student (more often happens in secondary classrooms)
- Know your content and keep an open mind
- Be on time, be respectful, be enthusiastic – if you can't be excited to teach and develop our future, then you should maybe look elsewhere for a career
- Show initiative, ask questions, be prepared to work harder than you ever have before
- Form relationships with your students
- Attend School Improvement Team meetings, Parent/Teacher Organization meetings
- Dress professionally, always be punctual, be humble, work hard
- Build positive relationships with the school community, not just your teacher
- Find a great mentor – someone you respect
- Find your purpose in becoming an educator. Remind yourself of it every day, even as an intern
- It takes time and patience, but you can build skills for delivering differentiated and contextualized instruction. Start small and add on as you go
- All students and staff want to be successful. Look for the gift and goodness in each person. Take advantage of tips and help from others. It may not work for you, but it is an opportunity to find something that may work for you

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From Secondary Special Education Teachers & Reading Specialists

- Find the positive aspects inside the classroom involving both students and teachers
- Use motivational "marketing" skills to encourage interest in what you are teaching
- Be prepared and let enthusiasm create encouragement
- Stay interactive with your students and develop sincere rapport whenever possible
- Be receptive to student and teacher input
- Have a positive attitude; every situation is what you make it. If you have a negative attitude it will be a bad situation, if you have a positive attitude, it will be a good situation
- Be quick to listen and slow to speak. Time brings understanding
- Build relationships, with staff and students. You can't teach a student without a relationship with that child and it is hard to be a part of a team when you don't build a relationship with the staff
- Remember that you will work with all students, some with disabilities in your room, you will need to differentiate instruction. Your Special Education Teacher is there to help, talk to him/her
- Do not underestimate routines and procedures, they are imperative
- Be early – do not show up at the exact report time
- Get to know the school before entering – what type of students you will be working with
- Get to know your community to use as a resource for information
- Know your subjects and how to hook the attention of students

From Recent WMU Interns

- Make sure you take time for yourself. It's a really overwhelming time and you can get caught up before you even know it is happening
- Agree with your mentor at all times. This is not a time in your life to have your voice heard
- At the end of each day, no matter how tired you are, ALWAYS ask if there is anything else you can do to help
- Be ready to have a mental breakdown. It will come at your worst time and you won't even know when it is coming but it will hit you. Mine came about half way through and at the very end of it all. It's a lot of work and it is okay to cry
- Always smile! You never know who is watching you and people talk. Be known as that intern who was always friendly and went above and beyond what was needed. It's a hard 15 to 16 weeks but you can do anything for a semester

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From Central Office Administrators

- Always be prepared and over plan to avoid down time
- Be fair, be consistent and be professional
- Ask for help when you need it. Ask question, ask questions, ask questions
- This is a 16 week interview, treat it as such
- Stay positive and enjoy being around students
- Learn to be patient and problem solve
- Listen to supervising (mentor) teachers
- Make yourself known in a positive and productive manner to the principal

From Early Childhood and Elementary School Teachers

- Introduce yourself to parents and other teachers. Parents need to know who is interacting with their child and teachers need to feel confident that you can properly introduce yourself in a professional way
- Do not just sit and play with the kids. You are not a babysitter and this is not a babysitting job. You are teaching these children according to the lesson plans that the mentor teacher is working on with you. Pay attention and follow their lead
- Your focus should be on the children and their actions, not your personal life so do not talk about personal things
- Communicate to your mentor teacher and remember that the teachers have to take care of the kids. They can't do that and discuss your lead week preparations with you when kids are present. It is your responsibility to plan and get your lesson plans approved ahead of time
- Treat your internship like a job. Take initiative with learning the curriculum. Ask questions and offer to help with tasks such as conferences and assessments. This is the best way to learn about what is involved in this field
- Watch your mentor teacher and then lead by example
- Build a working relationship with your students. You are the role model, not their friend
- Children have more respect for an intern who has classroom management and enforces the rules. When rules are enforced, the children feel safe and are better able to perform academically

Use your internship to figure out the behind the scenes action of a school system and learn how to manage a classroom and manage your time, and how to prepare and organize your grades. These are the things that are of value-
Lucas Trierweiler

Remember that the best "lesson plans" are only as good as your classroom management. Be firm and explicit in your behavioral expectations knowing that positive relationships, respect for your students and a recognition of a student's job well done are key to a positive learning environment-
Karen Spencer

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Things An Intern Teacher Should Avoid Doing

From Building Administrators

- Avoid thinking you know the job before the internship. Experience is needed to truly understand the magnitude of responsibilities and the time it takes to become a great teacher
- Avoid being under or overly confident. Believe in yourself, but ask if you need help. If you have a special skill or would like to do more, please speak up
- Avoid being late at all. Arrive early and be prepared to start immediately
- Avoid negative staff and gossip. It's better to determine a situation and assess individuals on your own
- Avoid not calling or not showing up
- Avoid negative conversations and lying
- Avoid yelling and using sarcasm when talking with children
- Avoid lack of respect for student confidentiality
- Avoid getting "friendly" with students – it is okay to be nice but they are not your peer group. DO NOT look or act like a student. Once you start your internship, you are a PROFESSIONAL
- Avoid hanging out with your mentor teacher, keep professional boundaries with everyone. People are always watching and the way you act and present yourself are a direct reflection on your future ability to become a quality educator
- Avoid challenging the mentor teacher. They are your GRADE. Discuss major concerns immediately – talk with your site coordinator or the Field Placement Office, but any personality conflicts can be handled after you finish your internship. Sometimes you have to play the game
- Avoid thinking you know it all

From Secondary Special Education Teachers & Reading Specialists

- Avoid getting drawn into talking ill of other people. It is nonproductive, if you avoid those situations, you can maintain a positive attitude
- Avoid judging people, seek first to understand, and you will build better relationships and partnerships with staff and parents
- Avoid discussing students in public, you never know who is sitting next to you
- Avoid drinking alcohol by your schools, students do not like seeing their teachers at a bar
- Avoid having photos taken of you drinking alcohol…students do look up to you
- Avoid criticism. As an intern, you may want to use some things as a learning experience

- Avoid losing the interest of your students. This could become behavior and classroom management challenges and result in negative situations you do not want. You don't want your students to drift away so if something is not working, go to an alternate plan - assessment is necessary to establish goals, monitor progress and gain accomplishment
- Avoid getting off task and not keeping students engaged and on task. This needs to be productive and positive. Avoid busy work, because every action and activity needs to strive for a positive result: learning and retention
- Avoid the mundane, change tasks if necessary, stay on your feet and be involved

From Recent WMU Interns

- Do not talk bad about ANYONE in the building
- Do not bring your stress with you into the classroom
- Do not overstep your boundaries – everyone has eyes on you at all times

From Central Office Administrators

- Avoid gossip in the teacher's lounge
- Avoid getting too friendly with the students
- Avoid wasting time in class (giving students free time)
- Avoid sharing too much personal information with students or staff
- Avoid being tardy or absent, make the commitment and stick to it
- Avoid talking about specific students outside of the school (FERPA & confidentiality violations)
- Avoid talking directly to parents unless you are with the supervising teacher and have his/her permission to talk with parents
- Avoid talking negatively about a student, staff, parent, school or district

From Early Childhood and Elementary School Teachers

- Avoid becoming too familiar and friendly with the other teachers, this has caused issues in the past. Interns should remember that they are there to learn about our curriculum and teaching in early childhood, not to make friends
- Avoid breaching confidentiality. Interns may hear things about specific children and personal family lives, but they are not to discuss them or weigh in on what should or should not be done
- Avoid relying on your past experience with teaching (such as a previous job or what a teacher did with you). You are at your site to learn about their curriculum and that includes discipline procedures as well, interns are not here to teach us ideas on how children are to be taught or disciplined

- Avoid asking to come in late or leave early. Again, treat this like a job. You must show responsibility and professionalism
- Avoid communicating with parents unless approved and supervised by the mentor teacher
- Avoid speaking out at a staff meeting unless previously discussed and approved by mentor teacher
- Avoid calling in sick, especially on a Friday morning
- Avoid chewing gum while teaching
- Avoid eating in front of students unless they are eating too

Resume Builders for a Future Teacher

From Building Administrators

- Volunteer at a camp, youth group or other program that works with students
- Volunteer or work as a paraprofessional or activity helper
- Attend diversity training and do volunteer work in a diverse setting
- Assist a professor
- Volunteer to work with youth who face adversity, at places such as the juvenile home, homeless shelters, county jail or alternative education programs
- Always list your accomplishments on your resume but avoid exaggeration
- Resumes and cover letters should be concise and clear
- Resumes and cover letter should include as many classroom experiences as possible, especially in a setting similar to the district you are applying to
- Resumes and cover letters should not have paper or ink in wild colors, ALWAYS proofread for typos/misspellings and graphics should be minimal to none
- Resumes should include your educational philosophy – (brief in 1-2 sentences)
- List any leadership roles on your resume (you can get these by volunteering)
- Seek any volunteer or paid activities that allow you to work directly with youth
- Volunteer to coach sports, Destination Imagination or Odyssey of the Mind teams
- Seek and attend multiple workshops, trainings and experiences related to education
- Always have something you are working on presently (a job, graduate school, study abroad, continuing education, volunteering), this shows you are current and actively engaged in your field even if you have not yet landed a teaching position
- Create an email account JUST FOR JOB SEARCH and PROFESSIONAL ACTIVITIES. It should be your name and nothing cute, clever or hip
- Make sure your voicemail message is concise, clear and professional, no music or greeting intended just for family and friends

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From Secondary Special Education Teachers & Reading Specialists

- Emphasize any volunteer work or employment in your field
- Use power words on your resume and remember that all you are requesting in your cover letter is further consideration through an interview
- List any student organizations or memberships – build these by being selective and joining groups that will enhance your career goals. This is especially helpful if you do not have a long employment history; organizational accomplishments demonstrate commitment, passion and drive
- Draw attention to any leadership positions and/or any organization's office cabinet positions (an organization's president, vice-president, treasurer, etc.)
- Never write anything negative on your resume or cover letter and do not say anything negative in an interview
- Participate in community events and activities – in your home or college town
- Learn how to differentiate instruction for all learners and use researched based interventions. Once learned and practiced, highlight on your resume

From Recent WMU Interns

- Get started on your resume early. Don't wait to work on it while you are intern teaching because then you may have to rush to get it done
- Proofread, proofread, proofread your resume before sending it out! The more eyes the better
- Educators can have a two page resume – use them both
- Ask others for advice and consult your mentor teacher about your resume
- Be ready and always have it as a working document so it can be updated and changed as needed

From Central Office Administrators

- Volunteer for any before or after school programs
- Attend specialized workshops or trainings like Non-Violent Crisis Intervention, how to integrate technology in the classroom, etc.
- Present at workshops and trainings to teachers or other interns
- Tutor students
- Attend community functions, be familiar with the neighborhoods and areas of your community
- Build a variety of references and networks through various volunteer experiences
- Attend and assist with in-school activities and committees while interning

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From Early Childhood and Elementary School Teachers

- Give contact information for previous mentor teachers and directors (ask them prior to your internship ending if this is okay). Many new graduates have not held a job in their field but employers would like information from someone other than a babysitting job
- List at least three professional and three personal references with CORRECT phone numbers
- Make sure that your contact information includes a phone number that you may be reached and one that has an appropriate greeting. If a prospective employee is called and they have an inappropriate voicemail greeting, the employer will likely be turned off and question the candidate's professionalism and maturity level
- Keep your resume clean and simple. Do not over do it by adding pictures or unnecessary information such as clubs you belonged to in high school
- Get exposed to and experience with MiBLiSi and DIBELS
- Get familiar with any acronyms or any theories that you do not understand
- Research any prospective schools and districts where you would like to work

An intern is constantly involved in an ongoing interview process-
Stacy Housman-Schmitzer

Be passionate, positive, and purposeful in your teaching-
Cindy Green

Learn from the experience you had as an intern (good or bad) and use that experience to drive your passion and mastery of teaching. Your internship is nothing like teaching; it is only a step along the way. Everyone knows how to teach, you have taught people things your whole life. Your internship and your studies at WMU prepare you how to be a professional educator and help you understand the school and workplace –
Lucas Trierweiler

Make sure you have someone or a group to vent to that is not in the school. This person has to be a safe person who is willing to listen and will not have it get back to the school-
Katie Tocco

Keep an open mind. You may think that something should be done differently, but respect the experience of those around you. Be prepared to have bad moments, bad days – it is part of the learning process-
Karen Spencer

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Lesson Plans

1. Become familiar with the State of Michigan's Core Content Areas, curriculum design and information at: http://www.michigan.gov/mde/0,4615,7-140-28753---,00.html.

   Grade Level Content Expectations (GLCEs) for Elementary/Middle School Education at: http://www.michigan.gov/mde/0,4615,7-140-28753_33232---,00.html

   High School Content Expectations (HSCEs) for High School and the Michigan Merit Curriculum at: http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html

2. It is important to note that each district and Board of Education have some leeway in determining how to align with the GLCEs, HSCEs and High School Graduation Requirements so you will want to also talk with your mentor teacher about your particular district's requirements and curriculum pacing guides (these guides assist you in knowing what curricula needs to be covered for a particular unit and/or course).

3. Some districts, schools, administrators and mentor teachers may have a preferred format for your lesson plans. Check with your mentor teacher and ask if there is a preferred format. If there is, request a template to follow. If there is not, review lesson plan options and find a template that works for you and is approved by your mentor teacher

4. Effective lesson plans are a guide for the teacher to provide intentional instruction and assist the teacher with staying on task and topic. Lesson plans typically include:

   - A Sequence of Plan
     - Introduction of lesson/topic
     - Anticipatory Set
     - Instruction/Lecture
     - Guided Practice
     - Independent Practice
     - Lesson Closure
     - Lesson Assessment (you will not do these for all lessons)
   - Time allotted for each of the above
   - Modality of Instruction/Information
     - Visual
     - Auditory
     - Tactile
     - Sensory
     - Motor
   - Group Patterns for Activities
     - 1-1, 2's, 2-3's, 3-5 groupings or whole group activity

TRiO Tip: Lesson plans do not need to be intimidating to write. However, without the correct information and guidance, lesson plan writing can feel overwhelming so make sure to seek guidance and information until you master the process.

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Educator Acronyms & Terms

CHAMPS: Conversation, Help, Activity, Movement, Participation, Success (classroom management)
CI: Cognitive Impairment (Special Education Term)
CPI: Crisis Prevention Intervention (classroom management)
CUM: Cumulative File (student's official K-12 record)
DIBELS: Dynamic Indicators of Basic Literacy Skills (academic)
DOL: Daily Oral Language (academic)
EI: Emotional Impairment (Special Education Term)
ELL: English Language Learners (academic)
FBA: Functional Behavior Assessment (Special Education Term)
GLCE's: Grade Level Content Expectations (academic)
HI: Hearing Impaired/Hearing Impairment (Special Education Term)
HSCE's: High School Content Expectations (academic)
IEP and 504's: Individual Education Plan, 504 Plan – ensures that a child with a documented disability receives necessary accommodations. The difference is subtle but IEP's are required for students with documented disabilities who need specialized instruction, 504's are typically for students with documented disabilities who need accommodations only to ensure access to the learning environment and opportunity for academic success (Special Education Terms)
InTASC Standards-Interstate Teacher Assessment and Support Consortium
ITB: Iowa Test of Basic Skills (elementary academic assessment)
ISD: Intermediate School District (entity)
LD: Learning Disabled/Learning Disability (Special Education Term)
LEA: Local Education Agency (entity)
LSCI: Life Space Crisis Intervention (classroom management)
MDE: Michigan Department of Education (entity)
MEAP: Michigan Educational Assessment Program (academic assessment)
MiBLSi: Michigan's Integrated Behavior and Learning Support Initiative (classroom management/academic)
MMC: Michigan Merit Curriculum (academic)
MME: Michigan Merit Exam (high school assessment)
MI-ACCESS: Michigan Alternate Assessment Program (assessment option for students with IEP'S)
MPSERS: Michigan Public Schools Employee Retirement System (employment)

OHI: Otherwise Health Impaired/Other Health Impairment (Special Education Term)
ORS: Office of Retirement Services (employment)
OWL: Opening the World of Learning (preschool curriculum)
PC: Personal Curriculum (academic)
PBS: Positive Behavior Support (classroom management)
PBLS: Positive Behavior and Literacy Support (classroom management and academic support)
RESA: Regional Educational Service Agency (entity)
RtI: Response to Intervention (academic and classroom management support)
VI: Visually Impaired/Visual Impairment

Terms

Common Core State Standards: A comprehensive, consistent and unified set of academic standards for states to follow (not all states currently follow common core standards). For more information: http://www.corestandards.org/
Daily 5's: Philosophy for teaching reading (1. Read to self 2. Read to someone 3. Listen to reading 4. Work on writing 5. Word work)
Mandated Reporter/3200: Teachers are required by law to report suspicions of child abuse and neglect. The reporting form is called a 3200. For more info: http://www.michigan.gov/dhs/0,4562,7-124-7119_50648_44443---,00.html
MI InTASC Standards: http://www.michigan.gov/mde/0,4615,7-140-6530_5683_6368-33331--,00.html

There are many acronyms and terms that educators will encounter, these are just some of the more frequent acronyms and terms you may encounter. If someone refers to something unfamiliar, please ask or do some research to locate the information. You are not expected to know everything but you are expected to be a lifelong learner, solve problems and model higher level thinking skills ☺