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Michigan State University  
Agriculture, Food, & Natural Resources  
Education Student-Teaching Internship  
Handbook (2nd Edition)

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# Michigan State University Agriculture, Food, & Natural Resources Education Student-Teaching Internship Handbook (2nd Edition)

## **AFNRE Internship Overview**

Consistent with the Michigan State University College of Education, the MSU Agriculture, Food, and Natural Resources Education program is the current pathway toward teacher certification within the boundaries of Career and Technical Education in Michigan.

Community Sustainability is an interdisciplinary department within the College of Agriculture and Natural Resources, with the purpose of educating scholars and practitioners who are prepared to address current and future challenges across inter-related issues in agriculture, food, natural resources, recreation, tourism and communities.

The Department of Community Sustainability works collaboratively with the College of Education, Department of Teacher Education to provide students with pedagogy, program-planning, content, and practical experience through the internship experience within Agriculture, Food, and Natural Resources Education (AFNRE).

The College of Education's Internship Guide provides a comprehensive view of the internship experience including: (1) an introduction, (2) roles and responsibilities of the intern, mentor, and field instructor, (3) overview of required teacher education courses, (4) stages of the internship, (5) calendar, (6) FAQ, (7) preparing for the internship, and (8) policies regarding the internship. This document can be accessed at the following link:

<http://education.msu.edu/te/Secondary/pdf/Internship-Guide.pdf>

## **AFNRE Educational Objectives**

The educational objectives of the AFNRE program include those related to the sustainability core and those related more specifically to agricultural, food and natural resources education. For the sustainability core, the objectives are that students will demonstrate proficiency in the following areas: critical thinking, systems thinking, ecological literacy, economic literacy, boundary crossing, community, equity, civic engagement, leadership, ethics, initiative and practical skills. (These are spelled out in more detail in an attachment to our Assessing Student Outcomes form.)

The educational objectives specific to the AFNRE major are based on the Michigan Standards for Preparation of Teachers – Agriscience and Natural Resources (HX). A summary of how the educational objectives are categorized is presented here and the details can be found at the URL address below.

In summary, graduates of the program will fully understand and be able to apply:

- Program Development Content Knowledge (HX 1.0)
- Technical Content Knowledge (HX 2.0)
- Instructional Material Development Content Knowledge (HX 3.0)
- Program Management Content Knowledge (HX 4.0)
- Leadership Development Content Knowledge (HX 5.0)
- Supervised Agricultural Experience Content Knowledge (HX 6.0)
- Career Education Content Knowledge (HX 7.0)

Additionally, see the American Association for Agricultural Education (AAAE) Standards for a list of competencies required for Teacher Education in Agriculture majors. Standards can be found at the following URL address: <http://www.aaaeonline.org/files/ncatestds.pdf>

## **Intern Experience Form**

Below is a list of experiences that student-interns should consider as part of their internship experience.

1. Information about the internship experience can be found at the following website.

<http://education.msu.edu/te/Secondary/pdf/Internship-Guide.pdf>

### **A. Focus Class**

As an intern you are required to have a focus class for your internship experience. As part of this experience you are required to have and keep an updated Focus Class Binder (FCB). You should include your lesson plans and any relevant material associated with your focus class (e.g., Powerpoints, worksheets, assessments, and any reflective notes about the lesson). The Focus Class may be started at the beginning of the year or gradually segued into with assistance from your mentor teacher. Consult with your mentor teacher on the course and expectations about start and end date of teaching.

### **B. Guided Lead Teaching I and II**

During the fall semester there are two periods for a two to three week period in which the student-intern takes on more responsibility. For the Guided Lead Teaching periods, student-interns take on a teaching role in 1 to 2 more courses (depending on the type of semester/trimester system) your school uses. You are responsible for preparing all lesson plans and disseminating those plans to students. See the example template located on the back of this sheet regarding the timing of the experience.

### **C. Lead Teaching**

During the ten-week lead teaching period (beginning 2<sup>nd</sup> semester), student-interns are responsible for approximately 75% of the teaching load of your mentor. Depending on the type of schedule, this may be an additional 1 to 4 courses. During that time the student-intern is responsible for all courses that have been agreed upon by the mentor and student-intern.

2. Active involvement in planning and supervising individual students' Supervised Agricultural Experiences (SAEs). The appropriate number is determined by the mentor and student-intern.
3. Involvement with the program's advisory committee.
4. Participation in all FFA activities.
5. Participation in school and community activities.

**Spring AFNRE Internship Checklist**

<b>Have you...</b>	<b>Yes/No</b>	<b>Notes or Comments</b>
Observed your mentor teacher in a teaching environment?		
Observed your mentor teacher in a FFA environment?		
Had discussions with your mentor about administrative approval about your internship?		
Received a copy of the school's AFNRE curriculum?		
Received a copy of the school's handbook?		
Received copies of curriculum guides, textbooks, etc.?		
Used the "Planning Grid" to determine a structure for your first weeks of teaching?		
Identified a potential Focus Class?		
Identified two additional classes that may serve as your first and second lead teaching sessions?		
Determined if you are working with the mentor teacher during their summer program?		
Determined if you are attending the County Fair with your mentor?		
Had all of your questions answered?		

**Summer AFNRE Internship Checklist**

<b>Have you...</b>	<b>Yes/No</b>	<b>Notes or Comments</b>
Developed your plan for teaching during the first semester/trimester? Focus Class? Additional Courses?		
Determine appropriate duties for Focus Class?		
Been in contact with your mentor? Summer Program? County Fair? Others?		
Confirmed with your mentor on the first day to report to school? August PD? First day of school?		
Determined appropriate classroom rules? As discussed and agreed upon with your mentor.		
Toured the classroom with your mentor? Land lab? Greenhouse/Hoophouse? Barn Facility?		
Have an area where you can plan? Desk? Computer Station?		
Used the "Planning Grid" to determine a structure for your first weeks of teaching?		
Provide this document to your Field Instructor as part of your Focus Binder?		
Had all of your questions answered?		

## **Interim Occupational Certificate (IOC)**

Requirements for an Interim Occupational Certificate in Agriculture, Food, and Natural Resources Education include:

- 1) An earned Bachelor's Degree;
- 2) Has a major or minor in the field of specialization in which the occupational certificate is being requested;
- 3) Has a minimum of two years (4,000 hours) of experience in the occupational area concerned or has completed a planned program of directed supervised occupational experience approved by the State Superintendent. The occupational experience shall be characterized as relevant (AFNR) and recent (6 years);
- 4) Has passed both the MTTC Professional Readiness Examination (PRE Test) and appropriate subject area exam or exams available at the time of application;
- 5) Has successfully completed a minimum of 6 semester credit hours of professional or occupational education credit (TE407/408); and
- 6) The Interim Occupational Certificate is valid for teaching in those courses in which instruction is limited to the occupation specified on the certificate in approved occupational programs.

Each Interim Occupational Certification experience must be verified with three forms of documentation. These methods may include: W-9 Tax Documents, Letters from Supervisors, Pay Stubs, Pictures, Etc. Note that this is not an exhaustive list. Questions about the IOC or documentation process should be directed to Dr. Randy Showerman ([showerma@msu.edu](mailto:showerma@msu.edu), 517-353-3562) **See below for a document to help you keep track of your IOC hours.**

### **IOC Example Documentation**

There are many ways to provide the three forms of documentation that are required for the 4,000 hours needed for IOC certification. Below is a list of potential ways to document your recent and relevant work experiences:

W-2 Form	Picture(s)	Letter of Commendation
Animal Bill of Sale	Journal	Letter of Recommendation
Grain Harvest Bill of Sale	Pay Stubs	Time Sheets
Internship Assignments	Transcripts (Internship only)	Promotional Materials



**Interim Occupational Certificate Hours and Documentation**

Interim Occupational Certificate (IOC) hours must be **RECENT** (within last 6 years prior to applying for your teaching certificate in May of your internship year (\_\_\_\_\_)). Additionally, hours must be **RELEVANT** or within the field of Agriculture and Natural Resources. Consult with Dr. Randy Showerman ([showerma@msu.edu](mailto:showerma@msu.edu)) to determine relevance of IOC hours.

<b>Interim Occupational Position/Job Description</b>	<b>Number of Hours</b>	<b>Documentation Type #1</b>	<b>Documentation Type #2</b>	<b>Documentation Type #3</b>

## **Calendar of Important Events**

### June

- Summer PDI
- Supervised Agricultural Education (SAE) Visits
- Enrollment in appropriate courses
  - Fall – TE801, TE802, TE501 (12 credits)
  - Spring – TE803, TE804, TE502 (12 credits)
- Dialogue with mentor
- Collect IOC hours and documentation (all year)

### June

- County Fair
- Supervised Agricultural Education (SAE) Visits
- Dialogue with mentor

### August

- County Fair
- Supervised Agricultural Education (SAE) Visits
- Tour the classroom facilities
- Meet the administration
- August professional development
- Meet fellow teachers
- Opening Day Institute (College of Education TE – Erickson Hall, Date TBD)

### September

- Focus Class
- FFA
- Getting to know students, school, and community
- MSU Courses (See teaching cycle – Appendix A)

### October

- Focus Class
- National FFA Convention
- Fall PDI
- Guided Lead Teaching I (One additional course)
- MSU Courses (See teaching cycle – Appendix A)

### November

- Focus Class
- FFA
- Guided Lead Teaching II (Two additional courses)
- MSU Courses (See teaching cycle – Appendix A)

## December

Focus Class

FFA

Preparing Final Exams

MSU Courses (See teaching cycle – Appendix A)

## January

Focus Class

FFA – Leadership Season

Lead Teaching (10 weeks)

MSU Courses (See teaching cycle – Appendix A)

## February

Focus Class

FFA – Leadership Season

Lead Teaching (10 weeks)

MSU Courses (See teaching cycle – Appendix A)

## March

Focus Class

Lead Teaching (Ends in March, depending on start date)

State FFA Convention

Lead Teaching (10 weeks)

MSU Courses (See teaching cycle – Appendix A)

## April

Focus Class (Ends in mid-April)

Spring Skills

Professional Development Visits (mid April until graduation)

Convocation and Celebration



## **MSU and MDE AFNR Education Contact Information**

### ***Field Instructor for Agriculture, Food, and Natural Resources Education***

**Dr. Michael Everett** ([everettm@msu.edu](mailto:everettm@msu.edu), Office – 517-432-0292, Cell – 517-581-5888)

### ***Subject Area Leader for Agriculture, Food, and Natural Resources Education***

**Dr. Matt Raven** ([mraven@msu.edu](mailto:mraven@msu.edu), Office – 517-432-0293, Cell – 517-703-4018)

### ***Michigan State Supervisor for Agriculture, Food, and Natural Resources Education***

**Mr. Mark Forbush** ([forbushm@msu.edu](mailto:forbushm@msu.edu), Cell – 989-277-9249)

### ***Michigan FFA Executive Secretary***

**Mr. Dave Wyrick** ([dwyrick@msu.edu](mailto:dwyrick@msu.edu), Office – 517-432-0756, Cell – 810-845-8517)

### ***AFNRE Faculty***

**Dr. Jennifer Hodbod** ([jhodbod@msu.edu](mailto:jhodbod@msu.edu), Office – 517-355-0312)

### ***AFNRE Faculty***

**Dr. Aaron McKim** ([amckim@msu.edu](mailto:amckim@msu.edu), Office – 517-432-0318)

## Appendix A – College of Education Internship Cycle

No. of classes intern leads							
5							
4							
3							
2							
1							
Focus Class							
Time of Year	Before Guided Lead Teaching I	Guided Lead Teaching I (Two or three weeks Sept-Oct)	In Between Guided Lead Teaching	Guided Lead Teaching II (Two or three weeks in Nov)	Before Lead Teaching	Lead Teaching (ten weeks starting the beginning of 2 <sup>nd</sup> semester)	Transition period
MSU	TE801/802		TE801/802		TE803/804		TE803/804
Comments	Intern assumes focus class as soon as possible. Assist and observe	Two prep, two or three classes.	Reflection on GLT I in order to improve planning for GLTII.	Two prep, three or four classes.	Reflection on GLT II in order to improve planning for Lead Teaching	In most cases two or three preps, four or five classes.	Intern focus on completion of assignments and interview prep.