



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

August 30, 2004

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Thomas D. Watkins, Jr. 

**SUBJECT:** Approval of Content Requirements for Vocational Teacher Cadet (VG)  
Teacher Preparation Programs

In April 2004, the State Board approved the creation of a new endorsement for secondary teachers titled Vocational Teacher Cadet (VG). Candidates for this endorsement must hold a Professional Education Secondary Certificate, have completed teacher cadet training, and be endorsed in any other vocational area.

Objectives for Vocational Teacher Cadet (VG) programs are to introduce secondary students to the teaching professions, provide post-secondary linkage and articulation to ensure a seamless transition into a teaching career, begin development of the knowledge and skills required to be a successful teacher at any level of education, and provide hands-on classroom experiences and training for students.

The vocational model, that Michigan has adopted, was developed in South Carolina and is being used throughout the country. The program results in a level of knowledge for secondary students about the teaching profession that has previously been unavailable. This program helps to ensure qualified teachers in the future who have knowledge of the day-to-day workings of a classroom and a commitment to education as a career before they begin teacher preparation programs.

Like all vocational education programs, the secondary-level student is afforded an opportunity to research the career thoroughly prior to career decision-making. This is *not* to prepare students to be teacher aides. These young people develop lesson plans, experience classroom training, and learn to deal with the challenges and rewards of teaching as a profession.

Teacher cadet training (for the preparation of teacher cadet teachers) requires completion of a minimum of 5 semester hours and must include the following content:

- 1 The learner, including the role of self-esteem, group dynamics, communication, multiculturalism, human physical development, cognitive development,

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teaching education theory, social development, the importance of play, student observation, and teaching media.

2. Early childhood literacy.
3. The school, including the history of education, curriculum trends, lesson planning, schools of choice, governance, job shadowing, and schools of the future.
4. The teacher and teaching, including the ideal teacher, the profession of teaching, the certification process, teaching styles, field experience, teacher conduct, classroom culture and management, lesson plans, using technology, and peer teaching.

It is recommended that the State Board of Education approve content requirements for Vocational Teacher Cadet (VG) teacher preparation programs, as discussed in the Superintendent's memorandum dated August 30, 2004.