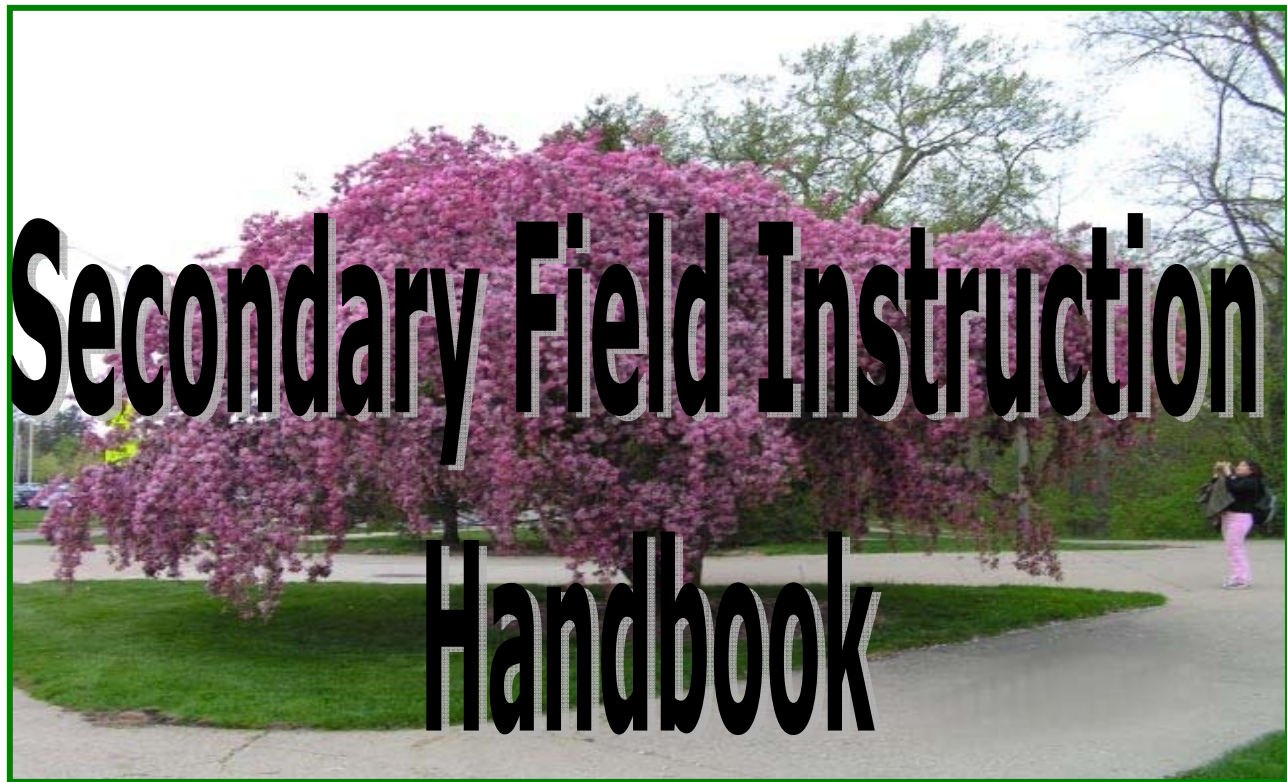


**MICHIGAN STATE
UNIVERSITY**

DEPARTMENT OF
TEACHER EDUCATION



2008 – 2009

Secondary Team Website: <http://ed-web2.educ.msu.edu/team4/>

Secondary Team Field Instructor Handbook Contents

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Introduction

In 1988, a Michigan State University College of Education task force began redesigning the teacher education program. The Holmes Group Report, *Tomorrow's Schools*, a document that urged universities to reconnect teacher education to schools and classrooms, influenced the new program that emerged. The result is a three-year teacher certification program with the final year being an internship in a school. Since that time, through various opportunities we have taken advantage of for self-study, assessment, and program improvement, we have remained committed to the goal of facilitating the growth of reflective practitioners in part through developing a partnership between practicing teachers and teacher educators and working toward making meaningful connections between classroom field work and university coursework.

We believe that people do not learn from experience alone, but through experience in combination with careful preparation, good mentoring, discussions with colleagues, and well-designed courses. Therefore, we seek to develop sustained connections among teacher candidates, MSU staff, and practicing teachers.

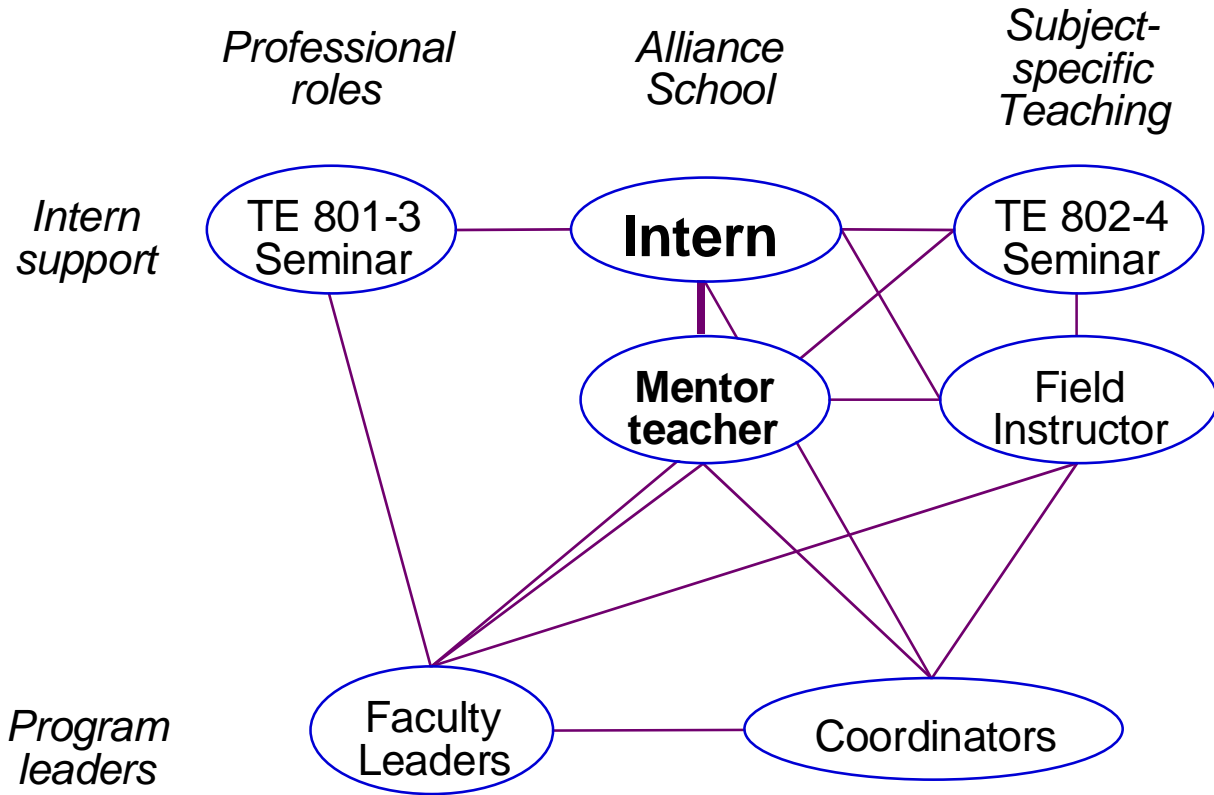
The secondary program blends classroom experience with inquiry and reflection in a series of dialogues with MSU professors and mentor teachers. We hope that, through this collaborative effort, our graduates will be teachers who teach for motivation and understanding, who will reach diverse bodies of students, who will be thoughtful and skilled about linking subject matter in a responsive curriculum, who will cultivate learning communities, and who will be public intellectuals engaged in democratic reform. Working together, we plan to continue building a teacher certification program that reflects our collective visions of the kinds of teachers needed to meet the educational needs of an increasingly diverse student population in an increasingly complex society, informed by new perspectives about subject matter and learning.

Overview of TE Courses

Year Semester	Number	Cr	Title	Fieldwork	What Students Do
Junior Fall latest	TE 150	3	Reflections on Learning	None	<ul style="list-style-type: none"> Study human learning Reflect on one's own (Learning in college classes as example)
Junior Fall latest	TE 250	3 3	Human Diversity, Power and Opportunity in Social Institutions Diverse Learners in Multicultural Perspective	None	<ul style="list-style-type: none"> Study processes that distribute opportunity in society including the school Examine how human characteristics including culture affect those processes Consider issues of justice

Admission To The Teacher Certification Program					
Junior Spring	TE 302	4	Learners and Learning in Context: Thinking like a teacher	Tutoring and classroom observations 102 hrs/week	<ul style="list-style-type: none"> Analyze relationships between teaching and learning Study strategies teachers use to create learning opportunities Consider what it means to "know" students and build on their learning needs & interests
Senior Fall	TE 407	5	Teaching Subject Matter to Diverse Learners	Average 4 hrs. / Week; interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.	<ul style="list-style-type: none"> Study and practice what it means to understand subject matters Engage in subject-specific strategies to promote student understanding. Study forms of classroom organization consistent with those strategies. Learn about Content Area Literacy Address technology requirements
Senior Spring	TE 408	6	Designing and Studying Practice	Average 4 hrs./week	Continuation of TE 407
Internship Fall	TE 501 TE 801 TE 802	6 3 3	Internship in Teaching Diverse Learners, I Professional Roles & Teaching Practice, I Reflection & Inquiry in Teaching Practice, I	Average 25 hrs./week	<ul style="list-style-type: none"> Co-planning and co-teaching w/Mentor Teacher, with support from MSU field instructor Continue to work on subject specific curriculum development Study of one's own teaching Exploration of teacher's roles and responsibilities in the school and community
Internship Spring	TE 502 TE 803 TE 804	6 3 3	Internship in Teaching Diverse Learners, II Professional Roles & Teaching Practice, II Reflection & Inquiry in Teaching Practice, II	Average 25 hrs./week	<ul style="list-style-type: none"> Lead teaching and reflection w/coaching from Mentor Teacher and MSU field instructor Continued study of one's own teaching Preparation of professional portfolio and resume

Intern Support System



Interns' most important learning experiences come from their work in schools and their relationships with their mentor teachers. The field instructor, instructors, and program leaders support this relationship and help interns learn from their experiences in thoughtful and productive ways.

Descriptions of Roles and Seminars

Roles

Interns

are students who have completed a BA or BS and are spending an academic year working with experienced Mentor Teachers and field instructor's (FIs) on their teaching practice while taking graduate classes.

Mentor Teachers

are experienced teachers who mentor interns. They provide guidance, insight, and opportunities for supported practice.

Field Instructors (FIs)

make at least five scheduled observation visits each semester and hold five conferences with the Intern and Mentor Teacher during the year. They supply program information, offer an additional perspective on classroom events, and support interns in meeting the program standards.

School Coordinators

determine school placements for Interns; mediate in difficult situations; oversee intern's progress in area schools (see pg. 37 for the coordinator for your school).

Faculty Leaders

organize the work of course instructors and field instructors in each subject area. They provide supervision and guidance for field instructors.

Seminars

Professional Roles and Teaching Practice (TE 801/803)

*3 Credits each: Friday afternoons during the internship.**

TE 801/803 address issues common to all subjects such as school environments, professionalism and professional organizations, federal, state, and local policies, and the relationship of business/industry to school. Interns are grouped according to their placement context to foster discussion of topics relevant to their placement districts. Mentor Teachers participate in teaching some sections.

Reflection and Inquiry in Teaching Practice (TE 802/804)

*3 Credits each: Friday mornings during the internship.**

TE 802/804 deals with subject-specific aspects of teaching such as national standards, pedagogical strategies, or methodological issues for particular subjects. There are sections of this seminar for Math, English, Social Studies, Foreign Language, Science, Kinesiology, Agriscience, and Life Management. Field instructors participate in teaching some sections.

*English, art and music interns attend class during the week.

Other Internship Credits

Internship in Teaching (TE 501/502)

6 Credits each: School based experience and teaching.

TE 501/502 as the title suggests is the core of the internship. They are pass (P), no pass (NP) classes that utilize the program standards as guidelines for the Interns performance. The Intern's final assessment by the Mentor Teacher and field instructor will be a qualitative Exit Performance Description (EPD).

Intern Year Calendar Fall Semester 2008

GLT = Guided Lead Teaching, MSC = Mid-semester Conferences, ESC = End-of-Semester Conferences
(Updates on GLT & conferences to come)

AUGUST 2008				
MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20 Detroit Opening Day	21	22 Lans/GR Opening Day
25 Start of MSU Classes	26	27	28	29 801/2

SEPTEMBER 2008				
MON	TUES	WED	THURS	FRI
1	2	3	4	5 801/2
8	9	10	11	12 801/2
15	16	17	18	19 801/2
22	23	24	25	26 801/2
29 1 st Period GLT Begins	30			

OCTOBER 2008				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13 MSC w/ mentor, intern, FI	14	15	16 1 st Period GLT Ends	17 801/2
20	21	22	23	24 801/2
27	28 English SS & WL Mentor Meetings	29	30 Science and Math Mentor Meetings	31 801/2 MSC w/ mentor, intern, FI Ends

NOVEMBER 2008				
MON	TUES	WED	THURS	FRI
3 2 nd Period GLT Begins	4	5	6	7
10	11	12	13	14
17	18	19	20 2 nd Period GLT Ends	21 801/2
24	25	26	27 Thanksgiv ing	28

DECEMBER 2008				
MON	TUES	WED	THURS	FRI
1 Final conf. w/ mentor, intern, FI	2	3	4	5 801/2
8	9	10	11 Final Conf. Complete	12 Exam in 801/2
15	16	17	18	19
22	23	24	25	26
29	30	31		

Intern Year Calendar Spring Semester 2009

LT = Lead Teaching, CONVO = Intern Convocation, MSC = Mid-Semester Conferences, ESC = End of Semester Conferences

JANUARY 2009				
MON	TUES	WED	THURS	FRI
			1	2
5	6	7	8	9
12	13	14	15	16 803/4
19 LT Begins	20	21	22	23 803/4
26	27	28	29	30 803/4

FEBRUARY 2009				
MON	TUES	WED	THURS	FRI
2	3	4	5 Principal Meeting	6 803/4
9	10	11	12	13 803/4
16	17	18	19	20
23 MSC w/ mentor, intern, FI	24 English SS & WL Mentor Meetings	25	26 Science and Math Mentor Meetings	27

MARCH 2009				
MON	TUES	WED	THURS	FRI
2	3	4	5	6 MSC w/ mentor, intern, FI Ends
9 MSU Spring Break	10 MSU Spring Break	11 MSU Spring Break	12 MSU Spring Break	13 MSU Spring Break
16	17	18	19	20 803/4
23	24	25	26	27 803/4
30	31			

APRIL 2009				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16 LT Ends	17 803/4
20 Final conf. w/ mentor, intern, FI	21	22	23	24 803/4
27	28	29	30 Final Conf. Complete	

***CONVOCATION: FRIDAY, MAY 1, 2009
4:00 – 6:00 PM
ELI BROAD COLLEGE OF BUSINESS**

** Note: TE 803 and 804 seminars will not meet one Friday in April. Scheduling of this Friday depends upon schools' spring breaks. You do not take MSU's Spring Break.*

Dates of Internship Events: 2008-2009

(Music interns see course instructor for schedule information)

August

Aug. 20— Detroit Opening Institutes
Aug. 22—Lansing, Grand Rapids Opening Institutes
Aug. 25—Start of classes @ MSU
Aug. 29—Interns attend 801/802 classes at MSU

September

Sept. 5, 12, 19, 26 Interns attend 801/802 classes at MSU
Sept.29—First Period of Guided Lead Teaching begins. (Period of about 2 wks within this time frame) *Ends Oct. 16*

October

Oct. 1-16 First Guided Lead Teaching Continues
Oct. 16 First Period of Guided Lead Teaching Ends
Oct. 17, 24, 31 Interns attend 801/802 classes at MSU
Oct. 13-31 Mid-Semester conferences scheduled between FI/CT and Intern
Oct. 31 Mid-Semester conferences complete

November

Nov. 3 Second Period of Guided Lead Teaching Begins.
Nov. 20 Second Period of Guided Lead Teaching Ends
Nov. 21 Interns attend 801/802 classes at MSU

December

Dec. 5, 12 Interns attend 801/802 classes at MSU
Dec. 1-11, Final conferences scheduled between FI/CT and Intern
Dec. 11, Final conferences completed
Interns follow the holiday break schedule of their school

(Interns Lead Teach January 19 through April 16)

January

Jan. 16, 23, 30 Interns attend 803/804 classes at MSU
Jan 19 Lead Teaching Begins (around beginning of school's second semester, ends Mar 29)

February

Feb. 6, 13 Interns attend 803/804 classes at MSU
Feb. 23-Mar. 6 Mid-Semester conferences scheduled between FI/CT and Intern

March

Mar. 9-13, MSU SPRING BREAK *(Interns follow their school's spring break schedule)*
Mar. 6 Mid-Semester conferences complete
Mar. 20, 27 Interns attend 803/804 classes at MSU

April

Apr. 16 Lead Teaching Ends
Apr. 17, 24 Interns attend 803/804 classes at MSU
Apr. 20-30 Final conferences scheduled between FI/CT and Intern
Apr. 30 Final conferences completed and draft of EPD presented to Intern

May

May 1 Interns attend 803/804 classes at MSU
May 1 Secondary Convocation at Eli Broad College of Business

Intern Responsibilities

Interns are students of teaching. In contrast to conventional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning, and co-teaching with their Mentor Teachers and to build their capacity toward assuming responsibility for extended lead teaching during the second semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- Keep field instructor informed about classroom schedules and events.
- Direct questions or concerns to field instructor or to the person most directly involved.
- Schedule observations and conferences with field instructor and inform field instructor of changes promptly.
- Prepare written lesson and unit plans according to Mentor Teacher and instructor expectations.
- Arrange to share plans and materials to get feedback before using them.
- Keep the Focus Class Binder up to date with plans and materials.
- Store focus class binder in an easily accessible location.
- Provide observers with copies of plans and materials.
- Confer regularly with Mentor Teacher and field instructor about progress and concerns.

Professional Activities

- Prepare for and participate in seminars.
- Participate in orientation activities, faculty meetings, and other school events if possible.
- Initiate introductions to school faculty, staff, and administrators.
- In case of absence, inform everyone affected promptly.
- Comply with school absence policies and have substitute teacher plans available.
- Comply with attendance policy.
- Dress professionally.
- Comply with professional conduct policy.
- Reserve 8:00 a.m. – 5:00 p.m. Monday – Friday for internship activities.
- Consult Mentor Teacher and field instructor about the work schedule for any part-time job and arrange a mutually acceptable schedule.

Personal Learning

- Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Prepare a professional portfolio.
- Observe teachers and students carefully, taking notes and asking questions.
- Study and participate in the formation and maintenance of a classroom learning community.
- Co-plan and co-teach lessons and activities moving toward independent planning and teaching as the year progresses.

Mentor Teacher Responsibilities

Planning and Communication

- Negotiate with intern and FI a sequence of intern responsibilities in accordance with the program standards.
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from Mentor Teachers and instructors, and revise.
- Establish regular times to confer with intern about long-term planning. Interns typically need help with identifying unit topics and appropriate curriculum materials.
- Help identify places in curriculum where intern can try out ideas learned in seminars.
- Confer regularly with field instructor about progress and concerns.
- Participate in Mentor Teacher meetings.

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching.
- Guide the intern through daily school based experience such as working with other teachers, or dealing with classes on an assembly day etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations.
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback about the intern's focus class for the focus class binder.
- Reflect with the intern about teaching, student learning, and ideas and strategies studied in seminars.
- Assist intern in getting to know students, parents, colleagues, curriculum and grade level objectives, school policies, and curricular resources.
- Model the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas, etc.

Assessment

- Participate in assessment conferences.
- Prepare written assessments prior to the mid-term and fall final conferences using the form on pages 23-24 and provide copies for intern and field instructor.
- Write an Exit Performance Description at the end of the academic year.
- Help interns think about their careers as educators and assist with reviewing portfolios, videotapes, letters of recommendation etc.

Field Instructor Responsibilities

Meetings, Observation Visits, and Assessments

- Give copies of written assessments to interns and Mentor Teachers.
- Conduct five conferences with the intern and Mentor Teacher.
- Prepare participants for conferences by explaining what to bring and the topics to discuss.
- Make at least five observation visits during the fall semester.
- Make at least five observation visits during the spring semester.
- Provide written assessments of the intern's progress for the fall midterm, fall final, and spring midterm conferences.
- Prepare the Exit Performance Description for the final conference.

Communication

- Facilitate communication among interns, Mentor Teachers, course instructors, and others involved with the internship.
- Communicate regularly with each intern, at least every other week.
- Communicate regularly with each Mentor Teacher.
- Communicate regularly with field instructor coordinators and course instructors about interns' progress and problems.
- Meet regularly (sometimes in TE 802/4) with each intern.
- Look at each intern's focus class binder frequently to check intern planning and Mentor Teacher feedback.
- Plan ahead to schedule meetings and conferences in a timely fashion.
- Provide the intern and Mentor Teacher with feedback and detailed notes about observation visits.
- Make sure everyone clearly understands expectations and standards.
- Keep informed about program developments and pass this information on to interns and Mentor Teachers promptly.
- Know where to direct questions and relay answers as soon as possible.

Support of Intern Learning

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson. Provide constructive written and oral feedback.
- Identify the intern's specific needs and work on them with the intern and Mentor Teacher.
- Inform field instructor coordinators or team leaders about problems promptly.
- Help interns to develop their portfolios by giving feedback on materials and assisting with videotaping, if needed.

Records

- Keep notes of observation visits including date, progress observed, suggestions made, and actions taken.
- Keep notes of all communication with interns and Mentor Teachers.
- Keep examples of intern work indicative of progress or problems.
- Keep copies of all written assessments and professional development plans.

Stages of the Secondary Internship

Co-Teaching in the Focus Class

Selecting the Focus Class helps to initially define the role the intern will play in the classroom. In the Focus Class the Intern and Mentor Teacher begin working together, discussing the Intern's specific observations and questions and then move as soon as possible to co-planning and co-teaching, with the Intern taking the lead as appropriate. It is a class in which the Intern begins to accept prominent responsibility sooner than other classes. The Focus Class will likely be one class that the Intern decides to do her/his first period of guided lead teaching in. The Interns should maintain consistent involvement in the Focus Class throughout the year and keep all lesson plans, activities, observation notes and any other documentation related to the class in the *Focus Class Binder*.

Selecting the Focus Class is a negotiated decision between the intern and Mentor Teacher and may be understood in a variety of ways. Regardless of how the class is defined, two important ideas should guide the approach to the Focus Class:

- It is a class that initiates the intern into teaching and therefore mentoring and feedback from the Mentor Teacher are essential as the intern assumes increasing responsibility and begins building autonomy.
- It is not a class where the intern accepts full teaching responsibility from the beginning of the year, but moves toward it gradually.

Guided Lead Teaching I and II

During the fall term there are two periods of guided lead teaching with a period for reflection and preparation in between. During these guided lead teaching periods, the intern should move into a lead teaching role in at least one class in addition to the focus class. Generally the intern will be taking primary responsibility for three classes. These experiences allow interns to "get their feet wet" for manageable periods, helping them to raise new questions about teaching and what they need to learn, and taking some of the mystery and pressure off the spring lead teaching experience. Interns need considerable support to prepare for the first guided teaching period, and hopefully somewhat less for the second. The Mentor Teacher and field instructor can talk through the planning with the intern, helping to think about the details of implementation and to anticipate potential difficulties or opportunities that might arise in teaching. The Mentor Teacher can also support the intern in the classroom by helping to monitor discipline. As the intern becomes more confident in teaching, the Mentor Teacher can phase out this kind of support. The Mentor Teacher can observe and offer suggestions on areas that the intern is working on. After the first guided lead teaching experience, the intern has time to reflect on it, think about what needs to be worked on, and plan for the second period. After the second guided lead teaching experience, planning for the spring lead teaching period should begin. During the fall guided lead teaching periods, issues such as the intern's openness to learning, serious attention to what the program standards mean, and what their enactment entails, active pursuit of guidance and feedback, and evidence of steady progress are critically important.

Lead Teaching

During the ten-week spring lead-teaching period, interns are responsible for a substantial portion of the Mentor Teacher's duties. The field instructor, Mentor Teacher, and intern will negotiate a sequence of responsibilities for lead teaching that matches the intern's capabilities and provides opportunities for learning. Lead teaching is not simply immersion in a full load of teaching responsibilities. Interns should be planning more carefully, keeping better records of their planning and teaching, consulting with their mentors and field instructors more extensively, and learning more thoughtfully than is normally possible for beginning teachers carrying a full load. Four classes and two preparations are an average lead teaching assignment.

During lead teaching, interns need support and feedback from field instructors and Mentor Teachers. This support and feedback differs from what they needed during fall semester. Observations, evaluations, and feedback should center on the intern's understanding of and performance related to the program standards and on issues of autonomy.

Lead teaching also provides interns with an experience similar (but not identical) to full time teaching. In most cases, interns will take on responsibility for about four classes and two preparations during lead teaching. This is a time when the intern has the opportunity to experiment with various styles of teaching and assessment. It also contributes to the development of the intern's autonomy as a teacher. The intern's performance during lead teaching significantly contributes to the Exit Performance Description.

Lead teaching includes the following components:

A negotiated relationship

Lead teaching is another phase in the working relationship among the intern, Mentor Teacher, and field instructor. Like the other phases of the internship, lead teaching is most likely to succeed if the intern, Mentor Teacher, and field instructor discuss specifically how to go about it. Refer to the program standards (pg. 17) as a means of setting goals for lead teaching.

Unit planning

The intern will be expected to design coherent sequences of lessons that achieve large goals over periods of days or weeks. Prior to the lead-teaching period, the intern should take the initiative and primary responsibility to plan the units that will be taught during the lead teaching period. Interns should always provide unit plans in advance to their mentors and field instructors.

Lesson planning

In lesson planning, the intern learns to design purposeful and practical activities that carry a unit forward. She or he learns to anticipate and adapt to situations that might arise in those activities, to use time efficiently, and to allow for the unexpected. Again, the Mentor Teacher and field instructor offer support, feedback and coaching.

Other school activities

During the spring, the intern should play a stronger role in events such as parent conferences and staff meetings about students than in the fall. On these occasions, it will be important for the Mentor Teacher to provide support and guidance. Interns are also encouraged to participate in the culture of their school by attending student activities such as sports events, performances, and other extracurricular events.

Documentation and reflection

Although the seminar classes do not meet during the middle two-thirds of lead teaching, most interns will have some responsibility for documenting their students' learning and reflecting on their teaching. These assignments will help them learn to teach more thoughtfully and develop their teaching portfolios.

The April Transition Period

Many different things go on during April, after lead teaching is completed:

- TE 803 and 804 seminars. These classes will meet on Fridays. All interns will get ONE Friday off from courses for their school's spring break (even if the spring break includes two Fridays). Seminar instructors will work out with their classes which Friday that will be. Attendance is required at all seminars.
- Work in schools. Interns will still be doing some teaching, especially in their focus classes. They may also have special projects or required work for their seminar classes. We encourage interns to schedule visits to other classes and other schools during this time. Interns should work out schedules with their mentors and field instructors that allow them time to visit other schools and work on projects. When nothing else is scheduled, they should be in their regular schools.
- Each intern should develop a WRITTEN PLAN for when he or she will be in school and in other places. The plan should be SIGNED by the Mentor and field instructor and kept in the focus class binder.
- MSU teacher job fair. Interns should be free to attend the job fair in April. We will notify you of the exact date.
- Convocation. All interns and mentors are invited to attend our Convocation on the final Friday in April (details TBA).

The Focus Class Binder

Each intern has a binder to document work in the focus class. Keeping the binder up to date helps keep the field instructor and Mentor Teacher informed of an intern's plans and seminar work. The Focus Class Binder may also be of use as a portfolio resource. The binder has five sections:

- Unit plans for the focus class and other assignments from 802-4 that are directly relevant to the focus class.
- Daily lesson plans and handouts for every day that the intern teaches the focus class. Each 802-4 instructor supplies a lesson planning form whose use is optional. The basic requirement is that there be a sheet of paper there for every day in a form that is useful and acceptable to the intern and his or her mentors. "Handouts" refer to whatever is duplicated and passed out in class --information sheets, lab instructions, tests, homework assignments, etc. Interns may also include other pertinent materials, such as copies of important overheads.
- Copies of all feedback and field notes from the field instructor and Mentor Teacher.
- Copies of materials relevant to assessment conferences, including Mentor Teacher and field instructor assessments, intern reflection papers, Professional Development Plans, and improvement plans.
- An up to date record of your substitute teaching. (Included in the Focus Class Binder)

Interns are responsible for keeping the binder current and in order and for placing copies of all relevant materials into the binder within one day of use. For example, the lesson plan and materials used on Monday should be in the binder by Tuesday morning. When interns' classes are being observed, they must make copies of all relevant lesson plans and materials for the observer. The binder does not replace the need for the field instructor to keep accurate records of the intern's progress (see roles and responsibilities pg. 11 and assessment procedures pg. 22). The binder should be kept in the intern's classroom in a place where the intern, the Mentor Teacher, and the field instructor all have ready access to it.

The binder has several uses. Field instructors can consult it whenever they visit the intern to find out where the intern is in a unit. Mentor Teachers have ready access to the intern's coursework. There is a record available to everyone about what feedback interns receive. Field instructors can use the binder as a model as they negotiate expectations with interns and Mentor Teachers concerning record keeping and communication in other classes with which the intern is involved. The binders can be used as a resource for discussions or assignments in seminars.

Lesson Plan Expectations

It is program policy that interns will have lesson plans written and available in time for mentors and field instructors to review so that revisions can be completed before the lesson is taught.

Letter of Good Standing

The letter of "good standing" states that the candidate is enrolled in the teacher certification program at MSU, is in good standing with the University and is currently completing the internship year. It goes on to say that the candidate could expect to be recommended for certification during the month of June providing that s/he applies for certification and meets all final University and State requirements. The letter of "good standing" is usually distributed via the candidate's TE program team in early March of the internship year. Students who are not properly enrolled for their internship courses, have a "hold" on their academic record, have received an Incomplete or Deferred grade in an internship year course, or who are experiencing difficulty in their second semester internship year course work, are not given a "good standing" letter until such time as such difficulties have been overcome.

90-day Letter

A letter, commonly referred to as "the 90-day letter" is issued by the Office of Student Affairs in the College of Education at the same time as a candidate's teacher certification recommendation is transmitted to the Registrar's Office and the State of Michigan, Office of Professional Services. The letter states that the candidate has been recommended to the State of Michigan for certification, and indicates the specific certification. The letter is valid for a period of 90 days from its issuance date, and may be used in lieu of the actual teaching certificate during that time period. During the 90 day validity period of the letter, the candidate will receive a bill from the State of Michigan for his/her teaching certificate. The actual teaching certificate is issued by the State of Michigan upon payment of the licensing fee. As of June 2000 that fee was \$125. Normally, school districts will require a copy of the 90-day letter and later, a copy of the actual teaching certificate, in order to make a contractual offer of employment as a certified teacher.

The 90-day letter is only issued once, at the time that the recommendation is transmitted to the State of Michigan. In the event that the candidate has not obtained his/her teaching certificate from the State of Michigan prior to the expiration of the 90-day letter, it will be necessary for the candidate to contact the State Department of Education, Office of Professional Services and to pay the licensing fee or determine any processing delay. It is unusual for a candidate not to receive a bill from the State of Michigan within the 90 day processing period.

The candidate may access his/her State of Michigan certification record at:

<https://mdoe.state.mi.us/teachercert/>

The 90-day letter, the licensing bill and the actual teaching certificate are mailed to the address the candidate listed on his/her application for provisional certification. It is suggested that persons who move frequently or have unreliable U.S. mail delivery use a permanent mailing address and that they maintain a reliable address listing with the MSU Registrar's Office.

MSU Teacher Preparation Program Standards

The program standards represent understandings, skills, commitments, and dispositions necessary to be an effective and responsible beginning teacher. Developed by faculty from Michigan State University and by teachers from participating schools associated with the Teacher Certification Program, these standards are compatible with state and national initiatives aimed at assessing beginning teaching.

Students will work toward these standards throughout the program as they learn to think, know and act like beginning teachers. The Program Standards offer the entire intern-year staff a framework for assessing progress and learning.

During the fall semester, assessment focuses on progress toward meeting each of the Program Standards. Recommendation for continuing the internship will be based on the professional judgment of the MSU field instructor, the Mentor Teacher and sometimes relevant others who are familiar with the intern's teaching practice.

Recommendation for teacher certification will be based on the intern's demonstration of responsible, autonomous teaching consistent with the Program Standards.

Standards for teacher preparation (TE course sequence)

Adopted by the TP-APPC at its meeting of April 25, 2006

100. Employ a liberal education

Code	Label	Performance
110	Communicate effectively	Communicate effectively by listening, speaking, writing, reading, and visual representations.
120	Value education	Model the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values.
130	Uphold rights & responsibilities	Model respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values.
140	Respect difference	Model respect for individual differences (culture, race, gender, religion, and ethnicity) and for different points of view, ethics, and values.
150	Respect communality	Model respect for similarities within our culture and their importance to the fabric of American society, and for humankind's shared heritage and environment.
160	Recognize the political economy	Relate the Constitutions and histories of the United States and Michigan, as well as the market system for allocating resources.
170	Model global perspectives	Model global and international perspectives.
180	Care for your students	Unconditionally accept students, strive to meet their educational needs, build competence to meet their needs, and show visible care about their well-being and learning.

200. Teach a subject matter

Code	Specific label	Performance
201	Promote free inquiry	Promote appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts.
202	Represent subject matter validly	Validly represent and model the subject matter(s) that the teacher teaches.
203	Teach for understanding	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter.

Code	Specific label	Performance
204	Seek relevance & authenticity	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom.
205	Connect knowledge	Represent, model, and coach the use of knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data.
206	Promote independent learning	Model and coach the search for and use of current information, technology, and other resources, to help students become independent learners and problem solvers.

300. Work with students as individuals

Code	Specific label	Performance
310	Respect, care & communicate	Respect, care for, and communicate with all students. Recognizing both the challenges they face and the resources they offer hold high expectations for all of them and work tenaciously toward their well-being, learning, and achievement.
320	Adapt the curriculum	Apply knowledge of human development and learning, and get information from parents and colleagues, to adapt the curriculum to students. Set measurable goals for their cognitive, affective, physical, and social learning.
330	Employ multiple strategies	Balancing individual, classroom, and community needs, employ a range of academic, social, and emotional strategies to enable all students to learn and succeed in and out of school.
340	Motivate and engage	Find ways to motivate and engage all students in the activities of the class, treating student affiliations and characteristics as resources in the classroom.
350	Include, accommodate & differentiate	Include, accommodate, and/or differentiate instruction for, each student, considering maturity, history, interests, achievement, and learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities.
360	Assess and adjust	Offering special testing arrangements to students, who need them, employ multiple formative and summative assessments of learning to adjust plans and instruction in response to students' interests, strengths, backgrounds, actions, and learning.

400. Organize a class

Code	Specific label	Performance
410	Promote shared values	Create a productive environment for learning, where students develop shared values and expectations regarding their interactions, academic work, and responsibilities.
420	Pursue equity & inclusion	Make the class an inclusive and equitable community, with diverse cultural approaches to community and interaction.
430	Organize democratic inquiry	Foster an ethical and democratic classroom environment that supports and respects inquiry, curiosity, and risk-taking in intellectual and social contexts.
440	Teach students their parts	Teach students the connections between learning community qualities and subject matter goals; sensitize students to the needs of their classmates; teach and model how to make appropriate accommodations.

Code	Specific label	Performance
450	Structure participation	Employ a variety of participation structures to engage students in meaningful learning, decision-making, problem solving, and conflict resolution.
460	Organize activity	Employing routines where desirable, organize and introduce activities and technologies so that students are prepared for them and can carry them out successfully, making good use of their time.
470	Assess and adjust	Assess class interaction and adjust the organization to improve the fit between classroom management strategies and instructional goals.

500. Use an equipped school room

Code	Specific label	Performance
510	Design the classroom	Design the classroom as a safe, functional, attractive, and motivating physical environment.
520	Use multiple modes	Use multiple literacy's, materials, and media to promote inquiry, social interaction, and learning.
530	Provide access to technology	Provide appropriate access to technology for all students; actively seeks ways to get all students to work with available technology and other resources to reach learning goals in and out of school.
540	Technologically enhance learning	Employ technology to enhance learning environments and curriculum, aligned with Michigan's policy and curriculum that maximize student learning.
550	Technologically enhance assessment	Apply technology to facilitate a variety of effective assessment and evaluation strategies.
560	Monitor technological issues	Exercise and model alertness to equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.
570	Teach care of the room	Teach students to take care of the classroom equipment, materials, and other resources.
580	Assess and adapt the room	Monitor and adapt the physical environment on a daily basis to provided the intended environment, include all students, and use the resources of the room to promote learning.

600. Join a faculty and school

Code	Specific label	Performance
610	Attend to policies	Identify and balance various policy options and demands to maximize student benefit, including communicating to students and their families
620	Forge a school-based practice	Work with school colleagues to assess and improve school goals, policies, curriculum, and instruction; set expectations aligned with those; and use the resources of the school to support student learning.
630	Participate in accountability	Participate actively and sensitively in school assessment, evaluation, and certification processes, and uses findings to improve practice.

Code	Specific label	Performance
640	Foster learning communities	With colleagues, seek and use research, theory, and other professional and collegial resources to learn about students, curriculum, and pedagogy, and to design goals, curriculum, and classroom practice.

700. Engage guardians and community

Code	Specific label	Performance
710	Guard students' welfare	Recognize and respond to signs of family situations that threaten student well-being.
720	Recognize diverse family structures	Create learning environments that recognize diversity in family structures.
730	Engage parents & guardians	Treat parents and guardians with respect, work with them to set expectations and support their children's learning, and communicate assessment data to them clearly and sensitively.
740	Use the community in teaching	Guarding against stereotyping, flexibly and sensitively learn about the community, use local history and current issues in teaching, and use community resources to support student growth and achievement.
750	Communicate with the community	Communicate and interpret aggregated assessment results clearly and sensitively to community members, in ways that convey the strengths and limitations of these measures.
760	Advocate for children	Advocate for students and their education, and for children's welfare in the community at large.

800. Teacher as professional and reflective learner

Code	Specific label	Performance
810	Meet a teacher's responsibilities	Accept and meet a teacher's legal and ethical responsibilities (e.g., student retention, corporal punishment, truancy, least restrictive environment, child abuse, managing conflict, first aid, health, and communicable disease).
820	Cultivate a teacher's manner	Participate constructively in the school community, modeling the best of human qualities including honesty, respect, & fairness, and adapting appearance, demeanor, and communication to each situation.
830	Forge a teaching philosophy	Articulate, justify, act on, and adapt a personal philosophy of teaching and learning that is consistent with current theory and with the ethical and legal standards of the profession.
840	Negotiate working relationships	Negotiate one's identity and commitments in interaction with important others. Especially, seek responsive, demanding, and supportive relationships with students.
850	Teach responsibly	Habitually, reflect on feedback and on the consequences of choices and decisions, use multiple sources of information to assess practice and results, and recognize and change behaviors that are inconsistent with accepted standards and good results.
860	Teach inquisitively	Systematically study one's teaching, deliberately applying theories, concepts and ideas from coursework, considered teaching experience, and continuing professional development to one's practice.
870	Assess and respond	Tenaciously and skillfully assess and evaluate curriculum, instruction, and technology, and diligently use the results to improve both practice and results.

Knowing Subject Matters and How to Teach Them

Components	<i>The intern understands the subject matter(s) as needed to teach it (them) to students.</i>	<i>The intern implements a curriculum of understanding and thoughtfully links subject matter and students, creating a responsive curriculum.</i>	<i>The intern is thoughtful about assessment and its relationship to planning and teaching.</i>
Examples of components in practice	<ul style="list-style-type: none"> • The intern knows and understands the main goals, core concepts, tools of inquiry, and practices of the discipline(s) that s/he teaches. • The intern understands how the disciplines that s/he teaches are applied, practiced, and enjoyed in various settings, and can make connections between the subject matter and the lives of his/her students. • The intern monitors and assesses his own understanding of the subject matter, and uses a variety of resources for support and to continue learning about the subject matter. • The intern is thoughtful about representations of subject matter knowledge, and student ways of knowing. • The intern knows what is likely to be difficult for students and finds ways to address those difficulties. 	<ul style="list-style-type: none"> • The intern identifies central concepts, information, and skills that are critical for student understanding, and sets instructional goals accordingly. • The intern frames worthwhile purposes that take into account district and/or school curriculum guidelines, subject matter standards (e.g., NCTM), and students' backgrounds, learning needs, and interests. • The intern considers a wide range of teaching resources, evaluating their appropriateness and making necessary adaptations. • The intern integrates or connects subject matter areas where appropriate. • The intern constructs units and lessons that make the practices of a discipline meaningful for students. • The intern combines questions, tasks, materials, and participation structures that will engage students, stimulate and support their thinking, organize their in-depth exploration of topics, and otherwise promote genuine understanding. • The intern plans coherent units and lessons, that are connected sensibly to preceding and following units and lessons, that are connected sensibly to other subjects and that suit the place and the time of year. • The intern provides good reasons for his or her decisions about content and instruction. 	<ul style="list-style-type: none"> • Prior to instruction, the intern finds out what students already know, believe, or feel about the matter to be taught, figures out how that prior experience is likely to affect instruction, and plans accordingly. • The intern monitors, documents, and studies individual and group work throughout the course of instruction, and uses that information to make decisions about what to do next. • The intern constructs or selects assessment tasks (assignments, tests, questions, etc.) that allow and require students to show their understanding, e.g., ability to connect ideas, use ideas, solve problems, and apply skills. • In evaluating students' work, the intern distinguishes between genuine understanding and other performances (going through the motions, memorizing for the test, etc.) • The intern treats assessments as information not only about student learning but also as information about the quality of instruction, and acts accordingly. • The intern gives students written and oral feedback in a timely manner that focuses on supporting learning, as distinct from simply giving a grade.

Working with Students

Components	<i>The intern builds on students' interests, strengths, and cultural backgrounds.</i>	<i>The intern promotes active learning and thoughtfulness and treats all students as capable of learning.</i>	<i>The intern respects and cares for all of the students placed in his or her charge.</i>
Examples of components in practice	<ul style="list-style-type: none"> • The intern leads class discussions that explore problems and ideas that elicit diverse responses from many students, and that encourage students to think. • The intern helps the students to make connections between new content and prior learning. • The intern asks appropriate and stimulating questions, listens carefully, and responds thoughtfully to students' ideas, comments, and questions. • The intern adjusts or adapts lessons to accommodate students' individual needs and abilities and to include all students in class activities. • The intern adapts his/her own role to the activity that s/he is trying to produce among students, e.g., tries to figure out when to talk and when to listen in a class discussion. • The intern monitors and checks for students' understanding and flexibly adjusts her plans in response to students' actions and other contingencies. 	<ul style="list-style-type: none"> • The intern treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn. • The intern values and respects each student's thinking and actively elicits and considers students' thinking in planning and teaching. • The intern demonstrates curiosity about what students already know, what they are thinking, and how they understand or make sense of what they are learning. • The intern understands and uses a variety of approaches to encourage students' development of critical thinking, problem solving, and performance skills. • The intern continually elicits and responds to student ideas in order to shape and challenge student understanding. The intern thinks about: How are students making sense of this? How are they going astray? • The intern connects class topics, materials and activities to students' out-of-school activities and experiences. • The intern understands how to motivate students to learn and how to maintain students' interest even in the face of temporary failure. 	<ul style="list-style-type: none"> • The intern interacts and communicates clearly with students, making students feel cared for and listened to. • The intern seeks ways to encourage all students to participate in the activities of the class. • The intern understands how children learn and develop, and organizes activities that support each student's intellectual, social, and personal development. • The intern uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students. • The intern discovers relevant differences among students, accommodates those differences or uses them as resources in the classroom, and modifies the task or environment as needed to support students' continued involvement in learning. • The intern takes particular care on behalf of students who face particular challenges in school, e.g., students with learning disabilities, students who have been victims of discrimination to date. • The intern effectively uses outside resources (home, school, community) to support students' learning and to deal with their problems.

Creating a Classroom Learning Community

Components	<i>The intern creates a safe, caring, and productive environment in the classroom.</i>	<i>The intern makes the class an inclusive community.</i>	<i>The intern helps students develop personal and social responsibility.</i>
Examples of components in practice	<ul style="list-style-type: none"> • The intern develops and refines a clear and reasonable approach to classroom management, and plans specifically for the management of instruction and students. • The intern's classroom management strategies match and support his/her instructional goals. The intern analyzes and works to improve the fit between classroom management strategies and instructional goals. • The intern establishes and maintains regular routines for classroom activity. • The intern establishes consequences for inappropriate behavior that are fair and appropriate, and follows through on the consequences. • The intern develops shared values and expectations with students regarding their interactions, academic work, and individual and group responsibilities. • The intern organizes and introduces activities so that students are prepared for them and can carry them out successfully. 	<ul style="list-style-type: none"> • The intern creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking. • The intern actively engages students together in making sense of meaningful concepts and skills. • The intern employs a variety of participation structures (whole group, small group, individual, etc.) that suit the lesson goals and tasks. • The intern creates a classroom learning environment in which students and teachers are jointly engaged in developing shared expectations and/or standards for their joint work. • The intern understands and builds appropriate connections between learning community and subject matter goals. • The intern helps students to learn to work alone and with others and to participate in decision making, problem solving, and conflict resolution. • The intern uses knowledge of effective verbal, nonverbal and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. • The intern models effective communication when presenting ideas and information and asking questions, and promotes effective communication among students. 	<ul style="list-style-type: none"> • The intern sets norms for social interaction among students that foster respect and cooperation. • The intern uses multiple strategies (e.g., nonverbal cues, proximity, voice) to manage student behavior and keep students on task. • The intern helps students to understand rules and routines and to learn to follow them. • The intern employs management strategies that encourage personal responsibility and self-motivation in students. • The intern deals with minor disruptive behavior such as talking inappropriately in reasonable and consistent ways that regain students' attention and keep the class moving. • The intern works with students who have severe behavioral or emotional problems in an organized and professional way that helps them to develop and follow through on reasonable plans and goals.

Working and Learning in a School and Profession

Components	<i>The intern works well as a teacher in a school community.</i>	<i>The intern is open to alternatives and constructive feedback.</i>	<i>The intern works productively with his/her MSU instructors and Mentor Teacher in ways that support his/her learning to teach.</i>	<i>The intern reflects on his or her experiences and seeks opportunities for continued learning and improvement.</i>
Examples of components in practice	<ul style="list-style-type: none"> • The intern's appearance, manner, and communication satisfy the expectations for a responsible adult member of the school. • The intern is "good to work with" - punctual, reliable, responsible, friendly, energetic, and reasonable. • The intern works with other school personnel in an open, civil, and constructive manner that respects their roles in the school. • The intern reacts appropriately to stressful situations. • The Intern works with parents and guardians in an open, civil, and constructive manner that treats them as partners in their child's education. • The intern participates in the life of the school, including taking advantage of professional development opportunities available to teachers. 	<ul style="list-style-type: none"> • In setting academic, social, and moral goals, the intern seeks out and considers alternatives, chooses among them reasonably, and can explain why the goals chosen are important. • The intern thinks both for now and for later, and anticipates problems. • Having planned carefully, the intern also implements those plans flexibly in light of developments. • The intern systematically seeks information about the consequences of his/her actions, and uses that information in making decisions for the future. 	<ul style="list-style-type: none"> • The intern works with MSU instructors, coordinators, and Mentor Teachers in an open, civil, and constructive manner that acknowledges their roles in the intern's education. • The intern negotiates reasonable observer, co-teaching, and lead teaching roles with the Mentor Teacher and adheres to agreements made. • The intern engages in open and honest communication with MSU instructors and Mentor Teachers about the situations, issues, and challenges that the intern faces. • The intern seeks feedback from the Mentor Teacher and MSU instructors and treats that feedback as an opportunity to learn. 	<ul style="list-style-type: none"> • The intern uses the 800-level course content to guide and inform his or her practice. • The intern figures out how events and outcomes may be relevant to other situations, and tries to recall how past situations may provide guidance. • The intern studies how choices and actions affect others, adjusting his or her thinking and actions accordingly. • The intern considers different perspectives, arguments, and alternatives, even when they are different from or conflict with his or her own. • The intern uses collaborative work to learn about teaching. • The intern uses writing as a tool for planning and reflecting on teaching and students' learning. • The intern seeks out other professionals who can help with immediate duties and future learning. The intern demonstrates a disposition to think about teaching not only in practical terms but also considers questions of purposes and alternatives.

Intern Assessment and Grading

Assessment

Interns, field instructors, and Mentor Teachers share responsibility for ongoing assessment. While many individuals contribute to on-going intern evaluation, field instructors are responsible for both facilitating evaluations and determining intern grades in TE 501 and 502.

Compatible with professional standards for beginning teaching developed at the national and state levels, the program standards offer a set of aspirations to strive for and a basis for judging how interns are doing in their efforts to become well started novices.

The internship allows a shift in the focus of evaluation over the two semesters from an early emphasis on the intern's stance as a learner to greater emphasis on the intern's capacity to enact the standards in practice.

Interns' progress should reflect their professional participation in their own and other's learning. Evidence of progress will come from a variety of sources, including:

- the professional judgment of the Mentor Teacher and field instructor based on observation and assessment of the intern's work in the classroom, the school, and conferences
- the intern's questions, comments, and contributions to discussions with the Mentor Teacher, field instructor, and colleagues
- written material such as journal entries, assignments, daily plans, etc.
- the intern's attendance and promptness at teaching assignments and seminars

Conferences should be an opportunity for in-depth discussion of an intern's progress, not a time to surprise interns with feedback for which they are not prepared. This does not mean that difficult conversations should be avoided, but that communication about evaluation issues should be an ongoing process throughout the year.

Grading

Pass (P) In the fall (P) means that the intern is open to learning, is working hard to understand the standards and figure out what their enactment in classrooms entails, is actively seeking guidance and feedback, and is making steady progress in learning to think and act like a professional beginning teacher. In the spring (P) means that the intern has an understanding of what the standards mean and what they entail and can realize the standards in practice at a level appropriate for a well started beginning teacher.

No Grade (N) is based on evidence of serious deficiencies in the knowledge and understanding, skills and dispositions required by the program standards, or in the rate of progress toward understanding and enacting them. Interns who receive no grade (N) in TE 501 are not eligible to enroll in TE 502. In the spring (N) means that the intern did not achieve a satisfactory level of progress and performance and no credit is granted. Interns who receive (N) will not be recommended for certification.

Pass with Concern (P) (fall semester only) is appropriate when an intern is actively working on learning to teach but is experiencing difficulties putting the learning into practice. The problem area(s) need to be addressed in order to receive a pass (P) during spring semester, when the focus of evaluation shifts to performance.

Incomplete (I) Interns will not be given an incomplete when they are irresponsible or delinquent in completing work. Refer to the University's Academic Programs book for detailed information regarding incomplete grades.

Deferred (DF), this has been used for interns who encounter medical or psychological difficulties during the internship and need to postpone the internship to the following year in order to receive treatment. The intern will not be required to register again for a deferred course; however, the intern will not be a registered student during the intervening time and will not have access to financial aid or student services on campus unless he or she registers for other courses. See the University's Academic Programs book for more details.

Assessment of Intern Progress

This form should be used for the purpose of preparing to have a conversation about an intern's growth and progress. Please make an entry for each standard in the "strengths" and "areas to work on" columns. No entry under the "strengths" column for a particular standard indicates that the intern has shown no strengths related to that particular program standard. No entry under the "areas to work on" column means that the intern has met all expectations for that particular standard at this point in his/her professional development.

Intern's Name _____ Date _____

Prepared by _____ Role _____

Program Standard	Strengths and Evidence	Aspects of Teaching Practice to Work On and Evidence	Comments/Goals
<p>Knowing subject matters and how to teach them:</p> <ul style="list-style-type: none"> • Intern understands the subject matter(s) as needed to teach it (them) • Intern thoughtfully links subject matter and students, creating a responsive curriculum • Intern plans and implements a curriculum of understanding • Intern is thoughtful about assessment and its relationship to planning and teaching 			

Program Standard	Strengths and Evidence	Aspects of Teaching Practice to Work On and Evidence	Comments/Goals
<p>Creating and managing a classroom learning community:</p> <ul style="list-style-type: none"> • Intern creates a safe, caring, productive environment in the classroom • Intern makes the classroom an inclusive community • Intern helps students develop personal and social responsibility 			
<p>Working and learning in a school and profession:</p> <ul style="list-style-type: none"> • Intern works well as a teacher in a school community • Intern works productively with his/her MSU liaison, Mentor Teacher and seminar instructors in ways that support his/her learning to teach • Intern reflects on his or her experience and seeks opportunities for continued learning and improvement • Intern is open to alternatives and constructive feedback 			

Current Recommended Grade: Pass ____ Pass with Concern ____ No Grade ____

Signature: _____

Date: _____

Conferences

Field Instructors are responsible for scheduling conferences. Conferences must include the intern, Mentor Teacher, and field instructor. They should be scheduled to allow all participants to meet for at least one hour. Everyone, especially the intern, should have a chance to talk about their perceptions of the intern's strengths, weaknesses, and plan of action. Each intern's professional future is ultimately his or her own responsibility. Others are there to help the intern accept that responsibility wisely. If the Mentor Teacher and field instructor agree that an intern is not passing, they should follow the Intern Support Procedures (pg. 27). The field instructor will notify both the intern and the team in writing. This notification will include a clear statement of the nature of the intern's difficulties and suggestions for how the intern can address those difficulties during the remainder of the semester. If the field instructor and Mentor Teacher disagree or would like additional help they should consult the field instructor coordinator.

Initial Conference: August 28 – mid-September

Purposes

Establish communication among interns, Mentor Teachers, and field instructors and get the year off to a good start.

What to Bring

Everyone should bring their calendar to facilitate scheduling of observation visits. Interns should bring their focus class binder.

Guidelines for Initial Conference of Field Instructor, Intern, and Mentor Teacher

The initial conference among the field instructor, intern, and mentor teacher occurs during the first two weeks of the school year. It is not an observation of the intern teaching a lesson, but rather an occasion for establishing lines of communication and expectations among the field instructor, the intern, and the mentor teacher. Ideally, this meeting should take place in the mentor teacher's classroom after school or during a prep period.

There are important items for discussion that the field instructor should raise during this meeting. The list which follows, while not exhaustive, contains items useful to discuss or important information to be exchanged at this time. Reference to many of these can be found in the Field Instructors Handbook.

Information to be shared during this meeting:

- 1 - The intern's teaching schedule including the clock times [e.g., 8:15-9:10, not just First Period: Chemistry]
- 2 - The school's phone number
- 3 - The field instructor's phone number
- 4 - The mentor teacher's classroom phone number or extension number
- 5 - The intern's and mentor teacher's e-mail addresses along with an indication of how often each checks their e-mail messages
- 6 - The field instructor's e-mail address
- 7 - Establish a date and time for the first observation of the intern's teaching
- 8 - Information concerning parking. Where is a good place to park? Do I need a parking sticker to park there?
- 9 - Information about being a guest in this school. Do I need to get a Visitor's Pass from the school office upon arriving at the school?

Discussion items:

- 10 - Ask the intern what s/he has been doing in the classroom thus far.
- 11 - Using the calendars in the Field Instructor or Mentor Teacher's Handbook, explain your schedule for visits including what happens when you observe the intern teach [e.g., your expectations for the organization of the focus class binder, your level of interaction with the students during the lesson, the post-observation conference, etc.]

- 12 - Discuss the substitute teaching form. What are the district's policies about becoming a substitute teacher? Discuss plans for the next couple of weeks.
- 13 - Preview the mid-term evaluation form and the procedures associated with this conference
- 14 - Remind the intern s/he is to follow their school's calendar for days off, not MSU's calendar.
There may be MSU classes held on days when the school is closed.
- 15 - Discuss an appropriate lesson plan format
- 16 - Discuss the procedure for completing and submitting journal entries
- 17 - Check the focus class binder
- 18 - What help does the intern need in preparing for Lead Teaching? What will the intern be doing? How will the mentor teacher help socialize him/her into the school and profession?
- 19 - Describe the process of accessing the mentor teacher's professional account, made available to the school by MSU for hosting an intern
- 20 - Discuss expectations about communication between field instructor and mentor teacher (talk or exchange e-mail messages before each conference; communication whenever necessary about perceptions, problems, questions)
- 21 - Lead teaching schedule and course assignments (discuss the role of the field instructor and mentor teacher in supporting the intern in this context; the importance of allowing time for intern to carry out adequate planning and reflection; and the importance of a combination of course work and work in schools for beginning teacher development)

Fall Mid Semester Conference: October 16 – October 31

Purposes

This conference is focused on the intern's progress based on an example of intern's work or a joint observation by the Mentor Teacher and the field instructor. If anyone is seriously concerned about an intern's progress, this is the occasion to discuss those concerns and what can be done about them.

What to bring

Interns should bring a videotape or other example of their work and the focus class binder. **Each participant should complete an assessment grid or other written summary of the intern's progress related to the program standards and bring copies to share.**

Professional Development Plan

A written professional development plan should be developed by the intern after the mid semester conference, with assistance from the field instructor and Mentor Teacher. The plan should outline a few areas on which the intern will work for the remainder of the semester and how others will support the intern in those areas.

In cases when there is doubt whether the intern is making sufficient progress, the Mentor Teacher and field instructor should inform the intern **in writing** of the specific deficits, what will constitute adequate performance, what the intern needs to do to achieve an adequate performance, and how they will work with the intern to meet such goals. Depending on the nature of the intern's difficulties (e.g. the intern is at risk of failing), the school coordinator should also be informed.

Practical Details

- Second guided lead teaching (what will intern teach, co-planning, co-teaching)
- Questions or aspects of teaching the intern might focus on
- Field instructor feedback form

Fall Final Conference: December 4 to December 15

Purposes

Reflection on the fall term, planning for the spring term, grading.

What to bring

Each participant should bring a brief essay, notes, or an assessment grid evaluating the interns' progress since the mid semester conference. It is important to take the intern's Professional Development Plan into account when drafting this evaluation. Essays and notes should incorporate the program standards. Interns should bring their focus class binder and copies of their professional development plans. Interns should also prepare the following documents before the conference:

1. A description of "My typical week next term"
 2. Interns should consult with their Mentor Teachers about their responsibilities next term. How many classes will the intern be teaching each day? How many preps will the intern have? What hours? What else will the intern be doing most days? Everything does not have to be finalized before the final conference but an agreement needs to be reached during that conference.
- An overview of material the intern will be teaching.

Planning for the future

With reference to the intern's responsibilities for spring term, discuss:

3. What materials and resources will the intern need?
4. What aspects of the subject matter content does the intern need to prepare?
5. What areas are worrisome?
6. What are some things the intern would like to try?

Grading

Field instructors and Mentor Teachers should determine the grade before the final conference. Grade options are detailed on pg. 22. If the field instructor and Mentor Teacher disagree about the grade they should meet before the conference to negotiate, contacting the field instructor coordinator for help if necessary.

Spring Mid Semester Conference: February 12 to February 23

Purposes

As we approach the middle of the lead-teaching period, it is important to take stock of each intern's progress to date and begin looking forward to final evaluations. At this conference:

- Inform interns about their strengths and weaknesses at this point.
- Identify specific aspects of the intern's teaching practice that might need refinement.
- Start thinking about what final reports will look like on the basis of interns' performance to date.

What to Bring

Each participant should bring a written assessment of the intern's current performance on the program standards. These materials will be the foundation of the Exit Performance Descriptions.

Practical Details

- Field instructor visit schedule
- Field instructor feedback form (From website)
- Questions or problems

Spring Final Conference: April 2 – 13

Purposes

The Spring Final Conference is an opportunity to read one another's Exit Performance Descriptions, assign the intern's final grade for the year, and to make some concluding commentary on the internship experience.

What to Bring

Mentor Teachers and field instructors should bring a draft of the exit performance description. Interns should bring their portfolios.

The Exit Performance Description

The final evaluation of the intern's performance is formally written as an Exit Performance Description (EPD). Both the field instructor and the Mentor Teacher are responsible for producing individual EPD's representing the intern's performance for the year based on the Program Standards (see pg. 17). An EPD is

not a letter of recommendation. It is an evaluative document designed to assess an intern's strengths and weaknesses as a prospective teacher. The intern may choose to include this document in his/her Placement File in the Career Development and Placement Office. Each final evaluation should include the following:

Field Instructor

A brief description of the MSU teacher preparation program. This should describe the intern's preparation for teaching through coursework history and internship context. A boilerplate will be available from the Secondary Team.

An assessment of the Intern's performance related to the Program Standards with evidence drawn from observation notes, mid-semester and final evaluations. Use specific examples from the intern's teaching as they relate to the program standards when applicable.

Mentor Teachers

A brief description of the school context such as demographics (urban, sub-urban, or rural), student body, grades and subjects taught by the intern.

An assessment of the intern's performance related to the Program Standards with evidence drawn from notes, mid-semester and final evaluations. Use specific examples from the intern's teaching.

EPD Process

After the Mentor Teacher and field instructor have finished their first drafts of the EPD the intern should be given the opportunity to read and respond to what they have read. If the intern feels it is a fair assessment he/she should sign each document and give these copies to their field instructor. If there are some issues of contention the intern should discuss this with the author(s) of the EPD and examine the options. The Mentor Teacher and field instructor are under no obligation to change their EPD's.

Distributing and Collecting EPD Forms

- EPD forms will be distributed at a field instructor or Mentor Teacher meeting. Field instructors are responsible for delivering 2 final copies to Mentor Teachers if they miss the meeting.
- The forms can be copied as needed until a final version is ready for signature.
- Field instructors and Mentor Teachers are responsible for furnishing five (5) completed and signed copies of their EPD. Two (2) copies of each EPD should be submitted to the Secondary Team Secretary. The intern, Mentor Teacher and field instructor each keep one copy.
- EPD's are due to the Secondary Team Support Staff by Friday, April 20.

Differences between the EPD and a letter of recommendation

The EPD is a required evaluation document that describes the intern's success in meeting program standards. The EPD should provide an honest (though not unnecessarily harsh) evaluation of the intern's success. Interns can decide not to sign one or both of their EPDs. We keep unsigned EPDs on file, but do not send them to Placement Services.

Some interns also request letters of recommendation, which are generally shorter and supportive in tone. There is really little reason for field instructors or mentors who have already written EPDs to also write letters of recommendation. As an official program document, the EPD has more weight with prospective employers than a letter. So whether you write letters for interns who request them is a personal choice for you. It is not an obligation that comes with the role as an instructor in the program.

Program Policies

Failure to comply with these and other university policies governing student conduct will result in review of the intern's progress and reconsideration of the intern's continued participation in the teacher certification program.

MTTC Subject Area Tests

For those seeking secondary certification, including Music, Audiology and Speech Sciences, and Art, students must take and pass the MTTC in both their major and minor as a condition for entering the internship year. Secondary education students who do not take and pass subject area tests by July will not be allowed to proceed to their internship.

Attendance

Interns are expected to be present and on time for professional commitments.

Interns who must be absent from their placement or a seminar due to illness or emergency must inform all who are affected by such absence (e.g. Mentor Teacher, field instructor, course instructor). If the absence is planned or anticipated, those affected should be informed in advance. Interns should comply with school policies regarding absences and make sure that plans are available for substitutes.

More than two absences from the placement or seminar course during a semester may jeopardize an intern's recommendation for continuation in the program. Interns who are repeatedly absent or late may be required to make up time at the end of the school year. If there are extenuating circumstances, it is the intern's responsibility to inform the Mentor Teacher, field instructor, course instructor, and school coordinator so that appropriate arrangements can be made. Any unusual or lengthy absences should be referred to the field instructor coordinator and school coordinator.

The content of intern-year seminars is part of the Michigan teacher certification requirements and 100% attendance is expected under normal circumstances. Excused absences from seminars will only be granted in case of illness or personal emergency (such as death in the family) or when an important school-related activity essential to the intern's professional education (e.g. parent conferences) conflicts. Workshops or in-service training are generally not an adequate reason to miss class. For any type of absence, interns will be expected to arrange for making up missed educational activities.

Professional Conduct

Attendance and punctuality

Attendance and punctuality are important components of professional conduct. Interns are expected to comply with the attendance policy of their placement school for events such as a death in the family, religious holiday's etc.

Confidentiality

Field experiences are an important part of learning and interns will be discussing them in seminars. Interns are expected use discretion and to respect the privacy and dignity of the children and families with whom they work. Specifically:

- In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family
- When discussing teaching practice observed in the field, interns should maintain a tone and attitude of professional courtesy
- Interns should use fictitious names for students to discuss family or individual information or if the situation is particularly difficult
- Interns should mask names of students on any written or visual work shared in class or used in an assignment

Dress and Deportment in Schools

Interns are expected to dress appropriately in schools, keeping in mind the value of being viewed as an adult and as a professional with authority in the classroom. They should always be polite to and considerate of other adults in the building including administrators, custodians, secretaries, and paraprofessionals. Interns should follow their placement schools policies regarding use of tobacco and pagers.

Professional Communication and Problem Solving

Appropriate, effective communication as detailed in the Program Standards and Intern Responsibilities is an important component of professional conduct. Interns are expected to give and accept constructive feedback appropriately and to react appropriately in stressful situations. Interns who encounter problems should discuss them with the people most directly involved. If the situation is not resolved at that level in a reasonable amount of time, interns should request assistance from the Subject Matter Coordinator or Team Coordinator. Recourse if the situation is still not resolved is to contact the secondary faculty leader.

Alcohol and Illegal Drugs

Interns are expected to be free of the influence or possession of such substances in classes and field placements.

Substitute Teaching by Interns

Because MSU interns have earned bachelor's degrees and have completed 21 semester hours of professional education by the time they enter the internship, they are qualified to work as substitute teachers under Michigan's current administrative rules. Appointing substitute teachers is the function and responsibility of school districts.

Interns are novices and they face an elevated risk of mishaps in practice. For the sole purpose of educating interns, MSU takes responsibility for such internship-related mishaps through its indemnification agreements with school districts. When school districts employ interns as substitute teachers, other purposes are served, and the school districts assume responsibility for the interns as their employees.

Substitute teaching can be consistent with interns' responsibilities and progress in the teacher preparation program, but only under certain conditions. This policy explains when MSU interns may work as substitute teachers without jeopardizing their standing in the program. Questions regarding the policy should be directed first to the leaders of the Secondary Team.

Internship requires good working relationships among the intern, the Mentor Teacher, the field instructor, and the school principal. Protecting those relationships is a primary consideration in applying this policy.

1. The program for MSU interns is designed to occupy them fully during school hours from the first day that Mentor Teachers report to their schools at the beginning of their academic year to the last day of MSU's academic year. That is the time frame to which this policy applies.
2. There are times when a Mentor Teacher reasonably may decide to leave an intern alone in charge of students for one or two hours, either to provide the intern that experience or to do other work in the school. The intern should not expect pay on those occasions. They are not instances of substitute teaching.
3. When a Mentor Teacher attends a meeting sponsored by MSU's teacher preparation program, she or he may leave the intern in charge of the Mentor Teacher's classes. Such meetings are part of the teacher preparation program and the liability for the intern's practice on these occasions is covered under MSU's indemnification agreements with school districts. Interns should not expect pay on these occasions
4. An MSU intern may serve as a substitute teacher only for the Mentor Teacher with whom the intern is placed, and for a maximum of 15 days or 30 half-days during the period defined in item 1, above, provided that the following conditions are met.
 - (a) The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so each time s/he is asked.
 - (b) The Mentor Teacher determines that the interests of his or her pupils will be served.
 - (c) MSU's field instructor determines that the intern is making satisfactory progress in the internship, including the required course work, and should benefit from the experience.
 - (d) The intern has been qualified and accepted as a substitute teacher in accordance with the school district's policies and procedures, and the district thus takes responsibility for the intern's practice when the intern works as a substitute teacher.
 - (e) The substitute teaching does not interfere with the intern's attendance at the MSU courses in which s/he is enrolled or with completion of assigned work in or related to those courses. Course instructors should not be asked to make exceptions to this condition.
 - (f) The Mentor Teacher's principal is informed in advance that the intern may or will serve as a substitute.
5. After an intern has been approved to substitute teach for the first time, that approval remains in force only if the conditions listed above continue to be met on each occasion that the intern substitute teaches.
6. Interns are responsible for keeping an updated "Report on Substitute Teaching by an Intern" (p. 35) in their Focus Class Binder.

Report on Substitute Teaching by an Intern (Section 5 Of Focus Class Binder)

Intern's name: _____

Part I. To be submitted upon initial approval to substitute teach.

The undersigned agree that the following requirements have been met.

- The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so.
- The Mentor teacher determines that the interests of his or her pupils will be served.
- MSU's field instructors determine that the intern is making satisfactory progress in the internship, including the required courses, and should benefit from the experience.
- The intern has been qualified and accepted as a substitute teacher in accordance with the school district's policies and procedures.

The intern and Mentor teacher further agree that the following conditions will be met:

- The substitute teaching does not interfere with the intern's attendance at the MSU courses in which s/he is enrolled or with completion of assigned work for those courses.
- The Mentor teacher's principal is informed in advance that the intern may or will serve as substitute.

Intern's signature

Mentor Teacher's signature

Field Instructor's signature

Part II. To be submitted at the end of each semester.

The intern substituted for the Mentor teacher on the following occasions:

<u>Date</u>	<u>Extent</u> (enter 1.0 for full days, .5 for half days)	
_____	_____	
_____	_____	
_____	_____	_____ Intern's signature
_____	_____	
_____	_____	
_____	_____	_____ Mentor Teacher's signature
_____	_____	
_____	_____	
_____	_____	_____ Field Instructor's signature
_____	_____	
_____	_____	
_____	_____	
_____	_____	
TOTAL	_____	

Financial Support for Teachers and Schools

Questions about financial support for Mentor Teachers and participating schools should be directed to the Secondary Team school coordinators (see Intern Year Resource People pg. 33). Here is some general information.

When MSU adopted its new teacher preparation program, the College of Education sought and obtained additional funds with which to support the work of Mentor Teachers and schools. This support is provided through contracts with participating districts. Teachers and schools spend the funds using their district's procedures and the district bills MSU.

Mentor Teachers' Professional Accounts

Professional accounts are intended to support Mentor Teachers' work as teacher educators in schools with their MSU students and interns.

At present these accounts are set at a maximum of \$300 for a Mentor Teacher who works with an intern for a year and \$50 for a Mentor Teacher who hosts a senior for a year.

Discretion regarding the educational use of these funds is left to Mentor Teachers. Allowable expenses include classroom equipment or materials that enable the MSU student to try promising approaches to teaching; photocopying; registration and traveling expenses for professional workshops; and State professional association meetings for the MSU student and the Mentor Teacher. Equipment or materials purchased with these funds should remain with the Mentor Teacher to support her/his future work with MSU students.

Costs for substitute teachers and travel for Mentor Teachers to attend MSU meetings, when needed, are an allowable expenditure from the professional accounts.

School Impact

The presence of sizable numbers of MSU students can directly affect the school as a whole, e.g., increased use of available telephones, or increased use of a photocopier. Expenditures can be made to cushion these impacts and thus equip the school as a site for teacher preparation.

At present these accounts are set at \$100 per intern and \$20 per senior for use by the school.

Accessing these accounts

Teachers and schools spend these funds through the district purchase order procedure or by submitting a receipt for reimbursement to the district, through the Principal's office. The building principal or the Secondary Team coordinator (see pg. 33 for coordinator) should be contacted if there are questions about professional accounts. Each district sets its own deadline for submission of all such expenditures so that the district may bill MSU well in advance of the end of MSU's fiscal year, which is June 30th annually.

Intern Year Resource People

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Secondary Team Support

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Seminar Instructors 2006-2007

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Kinesiology

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Art

McKillips, Jill	mckilli5@msu.edu
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Counseling Services for Interns

The Counseling Center offers free support services on campus for students who are distressed or in crisis. Academic advisors and the Graduate School can also provide general support.

Counseling Center: Main Office
207 Student Services
(517) 355-8270

After Hours On call Consultant to MSU Faculty and Staff
[5pm-8pm Monday – Friday; 24 hours on Saturday – Sunday]
(517)267-7760

Counseling Center: Olin Health Center Office
335 Olin Health Center
(517) 355-2310

Area Counseling Centers

Lansing area

Ingham County Community Mental Health Services
(517) 372-8460

Detroit area

Oakland County: Common Ground
(248) 456-0909

Macomb County: Macomb County Crisis Center
(810) 307-9100

Wayne County: Emergency Telephone Service
(313)224-7000 or 1-800-241-4949

Grand Rapids area

Kent County Helpline [Corner Stone]
(616) 336-3535

Supplementary Information for Field Instructors

Field Instructors' Observation and Visit A Guideline

<p><u>Before the class starts</u></p> <ul style="list-style-type: none">• Examine the Focus Class Binder every time• Get copies of materials intern will use today• Sit where intern suggests• Ask intern to introduce you to the class• Ask intern what you should focus on while observing today• Find a few minutes to talk with the Mentor Teacher
<p><u>Monitoring Planning, Assessment, and Reflection</u></p> <ul style="list-style-type: none">• Check Focus Class Binder for expected unit plans and lesson plans• Check for expected assessment of students' progress or understanding• Check for expected reflections or portfolio development
<p><u>Structuring the Observation</u></p> <ul style="list-style-type: none">• Take notes that include specifics of teacher and student talk and activity• Add comments that you want to discuss with the intern and /or Mentor
<p><u>Post-Lesson Conversation</u></p> <ul style="list-style-type: none">• Evaluate the Focus Class Binder telling the intern exactly what to do to improve it• Ask the intern how s/he feels about the lesson and his or her progress in general• Respond to the area of focus requested by the intern• Make sure to note signs of progress as well as problems needing attention• Discuss specifics of the intern's planning, teaching, and reflection as well as general issues and problems• Connect comments to program standards and the intern's stated goals for the lesson• Monitor the Mentor Teacher's relationship with the intern and priorities• Develop plans for specific actions the intern will take to follow up on your discussion
<p><u>Documenting your Visit and Discussion</u></p> <ul style="list-style-type: none">• Take notes on your discussion and the intern's planned actions as well as your class observations• Make written notes on other issues or problems (e.g., the Focus Class Binder)• Leave copies of your notes with the intern and Mentor
<p><u>Including the Mentor Teacher</u></p> <ul style="list-style-type: none">• If the mentor teacher can participate in the observation and post-lesson conversation, great! At times, you may want to talk with either the Mentor Teacher or the intern alone. Phone conversations are often the best option. Be sure to make a few notes about your phone chat and keep these with your other records for your interns.
<p><u>Other Types of Visits</u></p> <ul style="list-style-type: none">• You may want to phone either the intern or Mentor Teacher to chat, touch base or follow up on an observation. Be sure to make a few notes about your phone chat and keep these with your other records for your interns.• You may want to sit with the intern and help him/her plan a lesson• Or, you may ask the intern to video tape a lesson and then sit together to talk about it at length. These are normal and productive options.

Working Effectively with Interns and Mentor Teachers

Conflicting Agendas

Conflict often exists between interns' priorities for their own learning and the expectations of MSU's teacher preparation program. Unless we understand interns' agendas, we will overemphasize what we consider to be important and lead the interns to reject our guidance.

Interns' Agendas

1. Forming an identity as a teacher. Inexperienced teachers tend to pay more attention to pupils' interests than to pupils' performance and instructional involvement. They often appear to be more concerned about their own performance in the social sphere than in the instructional sphere of the classroom. The interaction between the social world of classrooms and the formation of their own identity--as individuals and as professionals--is a prominent dilemma for pre-service teachers
2. Building a repertoire of useful ideas and materials. Interns at the beginning of the year are very active in their search for practical ideas that they can use. This search is constrained by their difficulties in recognizing useful ideas and adapting them to their own situations. In practice, what they are looking is often limited to activities, worksheets, or lecture ideas that they can use to teach the specific topics that are coming up next in their classes.

Instructors' Agendas

1. Forming a community of practice. We want the interns to perceive our classes as a place where they can discuss common concerns, work together on common problems, and subject matter content. We often fail to recognize the extent to which the interns' initial agendas will make them relatively self-concerned and focused on what they need to know for the next day.
2. Concerns about their students. We want the interns to understand their students as young people trying to make sense of the world and to form their own identities in a complex sociocultural context. Initially interns' concerns about students tend to be limited to questions like, "Do they like me?" "Do they like my class?" "Are they getting their work done and passing?"
3. Using general knowledge and strategies. We want interns to see that there are general strategies they can use for planning and teaching in many different situations, and general understandings about content, students, and pedagogy that they can all use. Interns tend to characterize our attempts to get them to use these general strategies and insights as "treating them like students rather than treating them like teachers," and as attempts to force them into a common mold rather than letting them develop their own identities as teachers. Their Mentor Teachers, who occasionally reassure them that our reform agenda is out of touch with the realities of schools, sometimes reinforce them in their beliefs.
4. Critical reflection based on common standards. We want the interns to reflect critically on their own teaching and their students' learning using the program standards. Interns are sometimes overwhelmed by these standards whose basic legitimacy they recognize. They know there are many things they need to learn, but their concerns appear more immediate. They sometimes see our standards as directives to which they cannot conform due to restrictions placed on them by their Mentor Teachers or school situations.

Reconciling the Agendas

1. Recognize the validity of the interns' agendas and help them. Interns' concerns with identity and repertoire are entirely legitimate, and we should let them know that rather than arguing with them. Help them find specific activities for specific topics, and recognize "getting through the day while looking like a teacher" as a real accomplishment.
2. Find assignments and activities that bridge the gap between our concerns and theirs. Try to use strategies that are concrete and specific enough to satisfy their needs, yet also raise many of the issues important to us.
3. 802/4 instructors should meet individually with interns. It will help you understand them better, and you will be able to help them see how the things we are doing in class connect with their personal experiences in their field placements.
4. Develop good relationships with Mentor Teachers. It is essential that Mentor Teachers and we see each other as partners in helping beginners learn to teach rather than as people who are arguing through the interns about different approaches to teaching. Getting the relationship off to a good start is important. Take time to get acquainted with the mentor. Find out about their past experience with the program and how they would characterize their teaching style and philosophy. Getting the relationship off to a good start is important. Take time to get acquainted with the mentor. Find out about their past experience with the program and how they would characterize their teaching style and philosophy.

Common Problems and Early Responses

Many interns will exhibit some of these problems due to the stress of taking on new responsibilities. Most interns will respond to these kinds of interventions. If these early interventions do not produce much change, consult your FI coordinator or other MSU personnel right away for advice about appropriate next steps and ways to document the difficulties. In the first three scenarios, the strategy column suggests contacting MSU personnel immediately. These particular warning signs foreshadow some of the most difficult situations. It is always prudent to discuss your concerns with MSU personnel.

Warning Signs	Possible Strategies
<ul style="list-style-type: none"> • Intern is not making eye contact with students. • Intern is keeping too much distance between self & students. 	<ul style="list-style-type: none"> • Videotape intern's teaching & watch together • Suggest that intern work with individual students & small groups • Suggest that intern spend time interacting with students outside of class. • Discuss the problem with MSU personnel.
<ul style="list-style-type: none"> • Intern has trouble accepting feedback, acting defensively, blaming others, consistently having an excuse, or agreeing with the assessment but not making a concerted effort to change. 	<ul style="list-style-type: none"> • Discuss problem frankly with intern. • With intern, develop a strategy for offering constructive criticism that's easier to accept. • Discuss the problem with MSU personnel.
<ul style="list-style-type: none"> • Intern doesn't follow through with plans or assignments (e.g. doesn't have lesson plans ready for observers, agrees to do things but doesn't). 	<ul style="list-style-type: none"> • Discuss problem frankly with intern. • Write down expectations, deadlines, & consequences, & give copies to intern • Discuss the problem with MSU personnel.
<ul style="list-style-type: none"> • Intern is too buddy-buddy with kids, not setting appropriate boundaries. • Intern resists taking on an authoritative role. 	<ul style="list-style-type: none"> • Discuss this inappropriate behavior frankly. • Assign specific roles or responsibilities. • Watch a videotape of intern's teaching together, offering specific suggestions.
<ul style="list-style-type: none"> • Intern is not responding to suggestions (e.g. "that's not my style," blaming others). • Intern is overwhelmed by workload. 	<ul style="list-style-type: none"> • Plan a weekly schedule with intern & set deadlines. • Talk to MSU personnel about options.
<ul style="list-style-type: none"> • Intern takes no initiative in the classroom, relying completely on Mentor Teacher's directions. • Intern doesn't seem know what to do in the classroom. • Intern is not willing to spend any extra time at the school. 	<ul style="list-style-type: none"> • Discuss problem frankly with intern & Mentor Teacher, trying to find out possible reasons for intern's actions. • List some possible ways for intern to take initiative & set some clear expectations • Conduct a brainstorming session with intern & have intern agree to try some ideas.
<ul style="list-style-type: none"> • Intern resists professionalism and/or does not take responsibility for own learning (e.g. intern only does what is required, comes to school tired, late, unprepared, is absent a lot). 	<ul style="list-style-type: none"> • Discuss problem frankly with intern including the Mentor Teacher & principal if necessary. • Relate intern's behavior to job prospects. • Relate intern's behavior to classroom management.
<ul style="list-style-type: none"> • Intern is unorganized -- doesn't manage time well, always does things at the last minute, forgets meeting schedules, etc. 	<ul style="list-style-type: none"> • Discuss work/study habits. • Develop written schedules together. • Establish firm deadlines for written work.
<ul style="list-style-type: none"> • Intern always says everything is fine & never has questions or concerns. 	<ul style="list-style-type: none"> • Develop a trusting open relationship. • Have a frank conversation about reflection standard. • Require intern to keep a reflective journal to which you respond.
<ul style="list-style-type: none"> • Intern thinks he/she already knows "how to do it" & wants to jump right into teaching & therefore resists observations, co-planning, & reflecting on teaching. • Intern only hears positive feedback & won't accept negative comments. 	<ul style="list-style-type: none"> • Discuss w/ intern & Mentor Teacher importance of reflection, co-planning/teaching & program requirements • Require intern to complete daily written journal entries that you discuss. • Co-ordinate feedback with the Mentor Teacher so that it comes from multiple sources.
<ul style="list-style-type: none"> • Intern is too much of a perfectionist. • Intern is at school all the time, yet doesn't finish things because "It is never good enough." • Intern only hears negative comments. 	<ul style="list-style-type: none"> • Discuss what intern is doing well. • Ask intern what he/she would like you to focus your observations on. • Give intern time limits for specific tasks. • Request intern give you drafts of written materials.

Intern Support Procedures: Professional Growth Conferences

Interns need various forms of support during the year, and a small number may experience difficulties severe enough to keep them from finishing the program. This document outlines a series of steps that field instructors, Mentor Teachers, School Coordinators, and 801-4 instructors can take to assure that interns are afforded due process.

Routines to follow for all interns:

Regular contact among instructors

Field instructors and Mentor Teachers should share information and ideas regularly and informally about the interns for whom they are responsible.

Record keeping

One of the primary responsibilities of a field instructor is to document observations and substantive discussions with interns and Mentor Teachers.

- Keep copies of notes from classroom observations. (Carbonless observation forms are available through the Department of Teacher Education.)
- Keep copies of notes from meetings or conferences, particularly those notes about work that the intern is expected to do or changes that s/he is expected to make as a result of the discussion.
- Review the intern's focus class binder for copies of lesson plans, unit plans, course assignments, and copies of responses from instructors as appropriate.
- Keep copies of materials used in assessment conferences, including field instructor's and Mentor Teacher's assessments, along with the intern's Professional Development Plan.

Informal consultation with and about interns

If a problem seems particularly persistent, any instructor who is concerned should informally consult with other instructors and the field instructor coordinator to see if they share those concerns. The consultation should include the following:

Consultation

If one of the instructors is concerned about classroom teaching, then he or she should request additional observations from other instructors (the Mentor Teacher, or the field instructor coordinator). The field instructor coordinator should be notified about the concerns.

Record keeping

- Make sure that notes or other written feedback include clear statements or explanations of the problem(s).
- Keep notes about who was consulted and when, including copies of E-mail contacts and other informal contacts.
- Keep copies of observation notes or feedback from the Mentor Teacher and other instructors.

Discussion in assessment conferences

Regularly scheduled assessment conferences should provide opportunities for discussion of most concerns. Professional Development Plans should address those concerns (see section 2). If the intern's problems threaten his or her continuity in the placement or completion of the program, then the team coordinator and field instructor coordinator should be consulted and a Professional Growth Conference scheduled (see below). Less severe problems should be addressed during routine assessment conferences.

Consultation

The field instructor and Mentor Teacher should consult one another before the assessment conference and reach agreement about:

- how to discuss concerns with the intern
- what kinds of steps the intern should take to address those concerns.
- The field instructor coordinator and school coordinator should be consulted if the field instructor and Mentor Teacher disagree or would like additional help.

Record keeping

- The nature and seriousness of the concern(s) should be clearly explained in the assessment forms.
- The intern's Professional Development Plan should include specific steps that the intern will take to address the concern(s), preferably with deadlines attached. It should also indicate how the instructors concerned would support the intern in taking those steps.
- The field instructor should send copies of the assessments and the intern's Professional Development Plan to their field instructor coordinators only if they anticipate future difficulties.

Professional Growth Conferences

Professional Growth Conferences are scheduled when an intern is experiencing persistent difficulties that have not been resolved in other conferences. They include the intern and appropriate representatives of the program (Mentor Teacher, field instructor, field instructor coordinator, and school coordinator). They can be scheduled on the occasion of regular assessment conferences, or at any time that the instructors decide that a conference is necessary. Program decisions involving changes in an intern's placement, delaying the beginning or the conclusion of lead teaching and removal of an intern from the program should be preceded by such a conference. After the conference the field instructor and/or Mentor Teacher should write a letter to the intern that addresses the concerns discussed during the conference (See below). The field instructor coordinator and the school coordinator should also be informed about the letter written after the conference. Coordinators will consult program leaders and include them in the conferences as appropriate. An intern who fails any component of the internship (801/3, 802/4, or 501/2) is not guaranteed another placement, and is required to fulfill a professional growth plan before being readmitted to the internship program. The details of such a growth plan, documentation of successful fulfillment, and explicit expectations for behavior are to be worked out by the appropriate MSU staff and the intern.

Consultation

The field instructor, Mentor Teacher, field instructor coordinator, and school coordinator should consult before the conference and reach agreement about:

- how to discuss their concerns with the intern
- what kinds of steps the intern should take to address them
- how the intern will be supported in addressing the concerns raised
- the consequences if the intern fails to address the concerns

Record keeping

The instructors should enter the conference with assessment forms or other written documentation that:

- clearly explains the nature and seriousness of the instructors' concerns
- outlines a plan of support offered by the Mentor Teacher and field instructor
- explains possible consequences if the intern fails to address those concerns
- The intern should provide a written response to the letter, indicating that he or she understands the instructors' concerns and agrees to take the steps specified in their letter
- Both the team coordinator and the field instructor coordinator should have copies of the instructors' letter and the interns' response for their records

More serious steps

If an intern still fails to adequately address the instructors' concerns even after a Professional Growth Conference, then a variety of consequences are possible, including:

- changing the intern's placement
- delaying the beginning of lead teaching

- extending the internship beyond its scheduled conclusion
- a voluntary decision by the intern to leave the program
- receiving a grade of N (no grade) in TE 501 or 502, making it necessary to repeat the internship
- dismissal from the program

Consultation

The Mentor Teacher can terminate the intern's placement at his or her discretion. If the intern terminates his or her placement without a Professional Growth Conference, then the program is not obligated to provide another placement. The instructors, only with the approval of the team coordinator, can take other actions.

Record keeping

The team and field instructor coordinator should keep records documenting

- the action taken
- the reasons for that action
- evidence supporting the need for the action

If an intern leaves the program, either voluntarily or involuntarily, then the instructors or coordinators should prepare a memorandum for the team leader and the Student Advisement Office explaining:

- the reasons that the intern left the program
- the circumstances, if applicable, under which re-admission to the program could be considered

The EPD (Exit Performance Description)

EPD Process

After the Mentor Teacher and field instructor have finished their first drafts of the EPD the intern should be given the opportunity to read and respond to what they have read. If the intern feels it is a fair assessment he/she should sign each document and give these copies to their field instructor. If there are some issues of contention the intern should discuss this with the author(s) of the EPD and examine the options. The Mentor Teacher and field instructor are under no obligation to change their EPD's. EPD Process

Distributing and Collecting EPD Forms

- EPD forms will be distributed at a field instructor or Mentor Teacher meeting. Field instructors are responsible for delivering 2 final copies to Mentor Teachers if they miss the meeting.
- The forms can be copied as needed until a final version is ready for signature.
- Field instructors and Mentor Teachers are responsible for furnishing five (5) completed and signed copies of their EPD. Two (2) copies of each EPD should be submitted to the Secondary Team Secretary. The intern, Mentor Teacher and field instructor each keep one copy.
- EPD's are due to the Secondary Team Support Staff by Friday, April 20.

Differences between the EPD and a letter of recommendation

The EPD is a required evaluation document that describes the intern's success in meeting program standards. The EPD should provide an honest (though not unnecessarily harsh) evaluation of the intern's success. Interns can decide not to sign one or both of their EPDs. We keep unsigned EPDs on file, but do not send them to Placement Services.

Some interns also request letters of recommendation, which are generally shorter and supportive in tone. There is really little reason for field instructors or mentors who have already written EPDs to also write letters of recommendation. As an official program document, the EPD has more weight with prospective employers than a letter. So whether you write letters for interns who request them is a personal choice for you. It is not an obligation that comes with the role as an instructor in the program.

Photocopying and Reimbursements

Photocopying

25 or more copies should be sent to the copy center (5th floor EH) with a copy request card. The cards can be found at any secretary's desk. Account 11-4373-4008 is used for class work. Fewer than 25 copies can be made using a TE copy key. Record the number of copies under the account number listed above.

Travel Reimbursement

Paul Kurf processes reimbursements for travel, long distance telephone calls, and other pre-approved expenses. Keep track of when and where you travel and fill out a summary form at the end of each month. Always enter your mileage from campus, not from your home or other location, even during breaks. Please complete the travel voucher found on the Secondary Team website and submit to: Secondary Team, attn: TENA FRENCH, 323 Erickson, East Lansing, MI 48824.

Parking Permits and Tickets

The University will not reimburse you for parking permits or parking tickets.

Phone Call Reimbursement

To be reimbursed for long distance phone calls to interns and Mentor Teachers, submit your phone bill (original, not photocopy) to Paul Kurf. Highlight the calls for which you are requesting reimbursement and write the name of the person you phoned next to the charge. **TOTAL YOUR CHARGES AND CIRCLE FINAL TOTAL ON PAGE.** Normally, reimbursement is only available for calls made from ordinary telephones. If you wish to be reimbursed for emergency calls made from a cellular / mobile phone, you must also submit a written explanation of why it was necessary to make the call from this phone.

Submitting Forms

Reimbursement claims may be given to Paul Kurf in person or mailed to him at:

Paul Kurf
Michigan State University
347 Erickson Hall
East Lansing, MI 48824-1034

Mailing labels are also available from Paul Kurf, Secondary Team Support in 347 Erickson or email request to: kurf@msu.edu (Advance notice preferred but not necessary)

PLEASE SUBMIT MAILING LABEL REQUESTS AT LEAST 24 HOURS IN ADVANCE.

Field Instructor Meetings and Communications

- Attend field instructor, Mentor Teacher, and T.I.E.S. meetings.
- Meet with the Faculty Leader at the beginning of the year.
- Learn what people know about interns and mentors.
- Attend TE 802/804 periodically and help facilitate class sessions at the discretion of the instructor.
- Periodically send an email update on intern progress to both your faculty leader and your TIES leader, including:
 - Dates that you visited each intern
 - Progress reports for each intern, with special notes on situations that might require attention from faculty leaders or coordinators
 - Questions, concerns, or issues that you would like to discuss with you faculty leaders or with your colleagues

Program Meeting Schedule: Please refer to the Secondary Team Calendar and announcements from the Team and your Subject Area Faculty Leader(s) for regularly scheduled and ad hoc meetings.

Appendix A

Guidelines for Initial Conference of Field Instructor, Intern, and Mentor Teacher

The initial conference among the field instructor, intern, and mentor teacher should occur during the first two weeks of the school year. It should not include an observation of the intern teaching a lesson, but rather be an occasion for establishing lines of communication and expectations among the field instructor, the intern, and the mentor teacher. Ideally, this meeting should take place in the mentor teacher's classroom after school or during a prep period.

There are important items for discussion the field instructor should raise during this meeting. The list that follows, while not exhaustive, contains items useful to discuss or important information to be exchanged at this time. Reference to many of these can be found in the Field Instructor Handbook.

Information to be shared during this meeting:

- 1 - The intern's teaching schedule including the clock times [e.g., 8:15-9:10, not just First Period: Chemistry]
- 2 - The school's phone number
- 3 - The field instructor's phone number
- 4 - The mentor teacher's classroom phone number or extension number
- 5 - The intern's and mentor teacher's e-mail addresses along with an indication of how often each checks their e-mail messages
- 6 - The field instructor's e-mail address
- 7 - Establish a date and time for the first observation of the intern's teaching
- 8 - Information concerning parking. Where is a good place to park? Do I need a parking sticker to park there?
- 9 - Information about being a guest in this school. Do I need to get a Visitor's Pass from the school office upon arriving at the school?

Discussion items:

- 10 - Ask the intern what s/he has been doing in the classroom thus far.
- 11 - Using the calendars in the Field Instructor or Mentor Teacher's Handbook, explain your schedule for visits including what happens when you observe the intern teach [e.g., your expectations for the organization of the focus class binder, your level of interaction with the students during the lesson, the post-observation conference, etc.]
- 12 - Discuss the substitute teaching form. What are the district's policies about becoming a substitute teacher?
- 13 - Preview the mid-term evaluation form and the procedures associated with this conference
- 14 - Remind the intern s/he is to follow their school's calendar for days off, not MSU's calendar. There may be MSU classes held on days when the school is closed.
- 15 - Discuss an appropriate lesson plan format
- 16 - Discuss the procedure for completing and submitting journal entries
- 17 - Check the focus class binder
- 18 - Discuss plans for the next couple of weeks. What will the intern be doing? How will the mentor teacher help socialize him/her into the school and profession?

- 19 - Describe the process of accessing the mentor teacher's professional account, made available to the school by MSU for hosting an intern
- 20 - Discuss expectations about communication between field instructor and mentor teacher (talk or exchange e-mail messages before each conference; communication whenever necessary about perceptions, problems, questions)
- 21 - Lead-teaching schedule and course assignments (discuss the role of the field instructor and mentor teacher in supporting the intern in this context; the importance of allowing time for intern to carry out adequate planning and reflection; and the importance of a combination of course work and work in schools for beginning teacher development)

APPENDIX I: Stages of the Secondary Internship

Dan Chazan

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 weeks in Sept-Oct.)	In between Guided Lead Teachings	Guided Lead Teaching II (Two weeks in November)	Before Lead Teaching	Lead Teaching (January 17-early April)	April transition period
Comments	Interns need help in assuming their focus class.	May include a second prep	Reflecting on GLT I in order to improve planning for GLT II	In most cases, 2 preps and 3 classes	Reflecting on GLT II in order to improve planning for Lead Teaching	In most cases, 2 preps and 4 classes	Time where interns focus on completion of assignments and interview prep.

For more details, see pages 13-15

