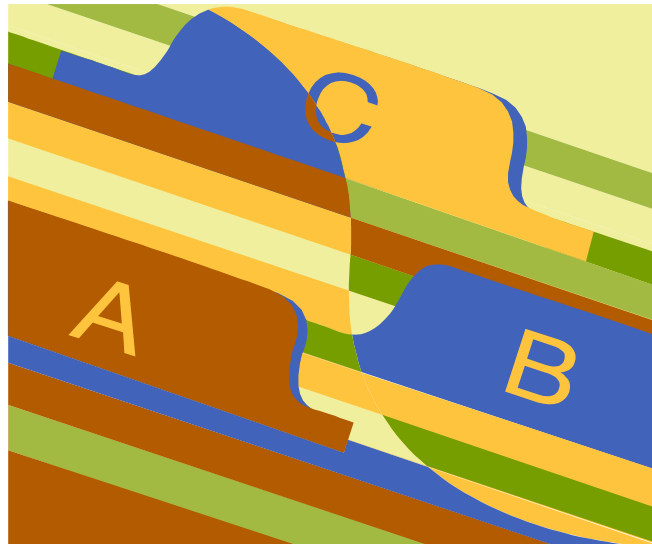


Information For Administrators



**Working with MSU's Secondary
Teacher Preparation Team**

February 2005

Team 4 Website: <http://ed-web2.educ.msu.edu/team4/>

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Team Four Website and Relevant Links To Information/Materials

- Team Four Homepage: <http://ed-web2.educ.msu.edu/team4/>
- Team Four Handbooks: <http://ed-web2.educ.msu.edu/team4/handbooks.htm>
- Team Four Calendar: <http://ed-web2.educ.msu.edu/team4/calendar.htm>
- College of Education Website: <http://www.educ.msu.edu/>
- “Learn To Teach At MSU” <http://ed-web3.educ.msu.edu/college/coe-movielist.htm>

Priorities for MSU's Teacher Preparation Program

Priorities for the program as a whole

- High standards for our graduates
 - Knowing subject matters and how to teach them
 - Working effectively with culturally and academically diverse students
 - Creating and managing a classroom learning community
 - Working effectively with adults in schools, universities, and communities
- An effective support system for learning both in schools and in MSU courses
- Working arrangements that benefit our graduates, Partnership Schools, and MSU

Priorities for Partnership Schools

- Shared goals for teaching and teacher preparation
- Departmental clusters of interns or students
- Renewable three-year commitments between MSU and Partnership Schools
- Communication and coordination between MSU and school personnel
- Balance among urban, suburban, and rural schools
- Support for technology, including E-mail and Internet connections
- Financial support for interns

Priorities for mentor teachers

- Active mentoring of teacher preparation candidates
- Communication with other mentors and MSU staff, including attendance at mentor meetings
- Support for collaborative work among candidates and between candidates and teachers
- Participation in evaluation of interns and undergraduates
- Interest in learning about teaching and teacher education

Programmatic support for Partnership Schools

- Mentor teachers' individual professional accounts
- Teacher learning site development funds
- Support for mentor teachers' participation in course instruction
- Opportunities for professional development

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Priorities for Secondary Teacher Preparation at MSU

The most important goal of our program is to prepare *well-started novice teachers*-- novice teachers:

- who have built a beginning repertoire of effective and defensible strategies for teaching subject matters to diverse learners in different settings;
- who can be counted on to grow because they have been developing habits for systematic learning from direct experience, from colleagues, and from print media; and
- who have begun to learn to work effectively with their colleagues and other adults.

Our program standards are explained in more detail in the Information for Potential Mentor Teachers and on pages 10-21 of the Handbook for Collaborating Teachers. These are high standards, and difficult for our teacher candidates to achieve. They require extensive work both in schools and in MSU courses and an extensive support system.

Course Sequence

The course sequence combines work in MSU classrooms with work in schools over a two- or three-year period. Students who are pursuing teacher certification along with their bachelor's degrees typically take two courses before admission to the teacher preparation program in their junior year, and complete the program during their fifth year. Some persons who already hold bachelor's degrees from MSU or other institutions are admitted to a compressed version of the program in which they take essentially the same courses over an abbreviated span of time. Descriptions of the course sequence can be found in the Information for Potential Mentor Teachers and on page 2 of the Handbook for Collaborating Teachers.

Each course after the first two is build around work in schools:

- Students taking TE 301 (mostly juniors) make about four two-hour visits to teachers' classrooms and also participate in a tutoring program.
- Students taking TE 401 and 402 (fall and spring sequence, mostly seniors) attend mentor teachers' classes about four hours per week
- Interns (fifth year) spend about half time in mentor teachers' classes, while taking two series of graduate seminar courses (TE 801-3 and TE 802-4). A detailed calendar for the 2005-2006 intern year will be available on-line July, 2005. The internship is neither student teaching nor the first year of teaching. The table at the end of this section provides a general comparison between the internship and its traditional alternatives.

As compared to student teaching:

The internship about doubles the number of days of full-time or lead teaching. Interns are engaged in lead teaching for about a third of the year. The days of lead teaching alone exceed the total length of student teaching. In student teaching, part-time teaching typically is no more than a brief transition between observation and full-time teaching, in which the student teacher assumes responsibility for the collaborating teacher's class(es). By contrast, the internship provides the opportunity for about four months of *co-teaching* by the intern and mentor teacher in which the intern/novice can draw on and learn from the experience of the CT, and can build up teaching knowledge and skill.

As compared to the first year of teaching:

Where many new teachers must sink or swim mostly on their own from the very first day, the internship is staged so that interns have time to build their teaching repertoires deliberately and thoughtfully as they work up to lead teaching and full responsibility for a class. The internship provides extensive close support by a mentor teacher, a university instructor, and seminar instructors, where the first year of teaching often provides little support.

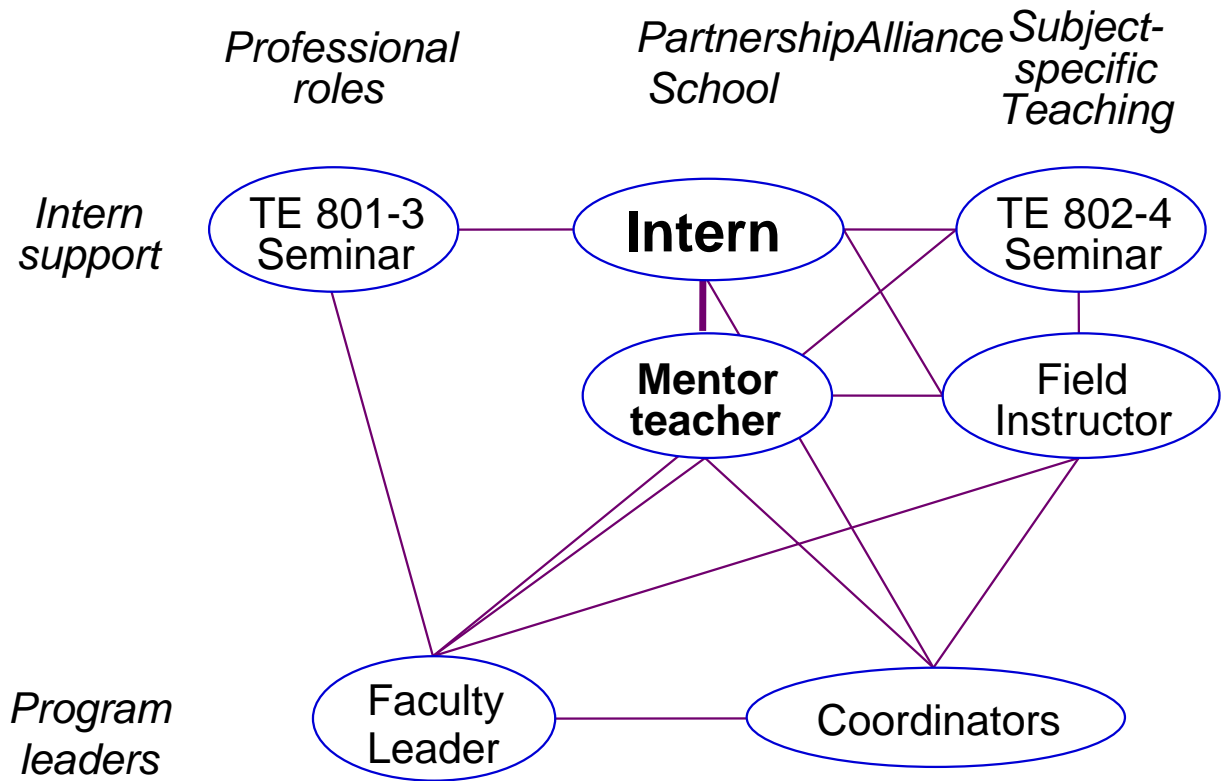
The internship includes extensive and organized professional development opportunities in the form of master's courses, where the first year of teaching typically provides only occasional workshops with little or no follow-up.

<i>Point of comparison</i>	<i>Student Teaching</i>	<i>Internship</i>	<i>First Year</i>
Days of observation	5-10	10+	0
Days of part-time teaching	10-15	About 90	0
Days of full-time teaching	25-35	50-75 (4 classes)	180
Total days	50	160	180
Close support	Mentor teacher, university field instructor	Mentor teacher, university field instructor	Occasional supervision; some collegial assistance
Organized professional development activity	Little or none	Master's courses, 12 semester hours	Occasional workshops

University-school relations and support

MSU has undertaken to form stronger and more reciprocal relations with schools and teachers, in two main ways. First, students in fieldwork are concentrated in fewer schools than in the past, so that university and school personnel have greater opportunities to know each other and to collaborate on the program. Second, MSU has allocated increased funds to equip collaborating teachers and schools for teacher education. MSU staff and school faculties work together to provide a mutual support system in which we help one another and our students and interns. The key elements of this support system are illustrated on the next page.

Support System for Interns



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

Priorities for Participant Schools

The MSU Teacher Preparation program will continue to graduate about 200 secondary interns per year. We will also have about 180-200 students taking TE 401-2 each year (mostly seniors) and about 180-200 students taking TE 301 each year (mostly juniors). Most interns will be concentrated in about 25-30 Partnership Schools in the Lansing, Detroit, Grand Rapids, and Flint areas. Thus most schools should have 5-10 interns. Seniors and juniors will all be placed in Lansing area Partnership Schools. In selecting Partnership schools and developing working relationships, we will be guided by the following priorities:

- *Shared goals for teaching and teacher preparation.* Schools and teachers today face many pressures for change and improvement, as exemplified by state and national standards in many subjects and by new accountability systems for teachers and students. We wish our graduates to be well prepared to meet these challenges, and we wish to work with schools whose teachers and administrators share our commitment to change and improvement.
- *Departmental clusters of interns or students.* When students are placed in clusters, they and their mentor teachers support one another, and MSU staff can also provide better support. Therefore we are looking for schools where we can place several students or interns in the same department. An arrangement where a department works with seniors one year and interns the next may work well for many schools.
- *Renewable three-year commitments between MSU and Partnership Schools.* Rather than making placements one year at a time, we would like to develop flexible three-year plans for working with each Partnership School. During the last year of each three-year period we will discuss whether our mutual commitments should be renewed and whether the plan should be modified.
- *Communication and coordination between MSU and school personnel.* As part of the three-year plan for each Partnership School, we will designate an MSU faculty or staff member who will work with the Partnership School faculty on a continuing basis. We would also like each Partnership School to designate a teacher or administrator who will help solve problems at the school, maintain communications, and set policies for MSU's program.
- *Balance among urban, suburban, and rural schools.* MSU wants to prepare teachers for all of Michigan's students, so we wish to work with a variety of different Partnership Schools. We especially want to prepare graduates who have successful experiences working in urban schools.
- *Support for technology, including E-mail and Internet connections.* We are working to educate students who stay connected with one another through E-mail and who are adept at using the Internet and other technological resources. We therefore hope to work with Partnership Schools that will help them to have opportunities to use and further develop these schools.
- *Financial support for interns.* We would like to develop arrangements with Partnership Schools in which interns are paid for services to the schools. We are particularly interested in (a) arrangements in which interns serve as paid substitutes for mentor teachers who are participating in professional development programs and (b) arrangements in which interns are paid for tutoring or other services to students.

Priorities for Mentor Teachers

Mentor teachers are key members of a support system for teacher candidates that also includes course instructors, program faculty leaders and coordinators, and field instructors for interns. Details about the roles and responsibilities of different members of the interns' support system can be found on pages 9-21 of the Handbook for Collaborating Teachers.

Effective mentor teachers are often also excellent teachers of middle and high school students. In our experience, though, other qualities are even more important in a good mentor than excellent classroom teaching performance. The qualities and commitments that are most important to us in mentor teachers include the following:

- *Active mentoring of teacher preparation candidates.* Being a mentor requires a variety of activities in support of students and interns, including co-planning and co-teaching (see page 12-14 of the Handbook for Collaborating Teachers), support and feedback during lead teaching, and helping with suggestions while giving the student or intern freedom to experiment. The most successful mentors are those who take their work as teacher educators seriously and who find the right balance for their intern between structure and guidance and freedom to experiment.
- *Communication with other mentors and MSU staff, including attendance at mentor meetings.* Being a mentor requires regular communication with the field instructor, coordinator, and course instructors. For mentors working with interns, there are also required meetings (jointly planned and led by teacher leaders and MSU staff) in which mentors discuss the program and to talk with other mentors and MSU staff. The first of these meetings is in August, before the beginning of school. There will be several other meetings during the school year, at times when interns can act as substitutes.
- *Support for collaborative work among candidates and between candidates and teachers.* Collaborative planning and teaching are an essential part of learning to teach for our students and interns. They need opportunities to work cooperatively with one another and with experienced teachers to plan lessons and entire units, to teach and evaluate their students, and to reflect on what they have learned from their experiences.
- *Participation in evaluation of interns and undergraduates.* We ask mentor teachers to provide oral and written evaluations of seniors and interns who work with them. Interns have conferences with their mentors and field instructors at the middle and end of each semester (see pages 22-24 of the Handbook for Collaborating Teachers). The single most important piece of information considered by schools hiring our graduates is the Exit Performance Description written by the mentor teacher.
- *Interest in learning about teaching and teacher education.* The most effective mentor teachers are teachers who want to learn more themselves, about teaching and about teacher education. Participation in our teacher education program offers many opportunities for professional growth, through working with interns, with other mentor teachers, and with MSU staff. We are looking for mentor teachers who are eager to take advantage of these opportunities.

Key Elements in a Three-year Agreement

In addition to shared general priorities for teaching and teacher education, we would like to develop three-year agreements between MSU and Partnership School that will allow us to project likely placements for students and interns and to develop stable, high quality support systems. In addition to the mutual obligations that apply to all Partnership Schools and mentor teachers, there are some issues that need to be discussed separately for each school, including the following:

1. *Contact people.* Who from the school and who from MSU will have primary responsibility for contact and communication on issues related to teacher preparation?
2. *Cluster plans for students and interns.* How many students and how many interns can be accommodated in different departments of the school? Clustering students and interns has a number of advantages. Teachers in the departments can share mentoring responsibilities, and interns can plan cooperatively. MSU field instructors, course instructors, and coordinators can concentrate on fewer schools. MSU and Partnership Schools with intern clusters can also work together on professional development plans and projects. A variety of different clustering plans are possible. For example
 - Departmental clusters. An Partnership School works with 3-6 interns and/or 6-10 seniors in selected departments.
 - Clusters of schools. Several schools in a district, such as a high school and its feeder schools, work with clusters of interns and/or seniors in the same departments. This kind of arrangement could be coordinated with Partnership Schools' plans for curriculum revision and/or professional development.
 - Rotating clusters. Departments in an Participant school works with clusters of seniors one year and clusters of interns the next.
3. *Plans for contacting potential mentor teachers.* Who will inform potential mentor teachers about the program? How will MSU be informed about teachers who have expressed interest in working with students or interns?
4. *Plans for continuing communication.* When and how will the designated contact people meet with mentor teachers? How will mentor teachers keep up communication with one another and with their students or interns?
5. *Plans for professional development and/or tutoring connected with financial support for interns.* In what ways can interns support professional development or tutoring programs at the Partnership School? How can the interns receive financial compensation for their work?

Steps in Placement Process for 2005-2006

January-February: Identifying Possible Partnership Schools

- MSU faculty leaders or coordinators meet with principals and district administrators
- Understanding of mutual commitments and obligations
- Discussion of guidelines for numbers of juniors, seniors, and interns, likely departments and individual teachers
- Agreement on procedures for contacting departments and individual teachers and getting expressions of interest
- Agreement on continuing communication procedures, contact people

January-March: Identifying Possible Mentor Teachers

- Discussions with interested teachers by MSU staff and/or teacher liaisons
- Interested teachers complete Teacher Participation Information Form

January-February: Identifying Potential Interns

- Potential interns complete resumes and letters of introduction for their future mentors
- College of Education checks course records and other requirements for internship

March-April: Tentative Placement of Most Interns

- Coordinators and faculty leaders share resumes and letters with potential mentors
- Teacher candidates contact mentors
- Initial meetings between mentors and teacher candidates
- Both mentors and teacher candidates confirm approval of placement
- Teacher candidates share senior portfolios; mentor teachers share curriculum materials; teacher candidates and mentors make plans for work and communication during the summer
- This process will be delayed for some teacher candidates for a variety of reasons

June-August: Confirmation of Intern Placements

- Intern placements are confirmed when (a) both the intern and the mentor teacher have indicated their willingness to proceed with the placement and (b) the College of Education certifies that the intern has met all graduation, grade point, basic skills testing, and other requirements

August: Pre-school meetings

- Mentor teachers and interns attend a half-day meeting sponsored by MSU teacher preparation program on two dates: Tuesday, August 16 & Tuesday, August 23 for Lansing and Grand Rapids area interns and Wednesday, August 17, for Detroit area interns. (If dates change, we will give as much advance notice as possible)
- Mentor teachers and interns participate in pre-school teacher activities in their schools

September: Placements of seniors

- Coordinators or faculty leaders contact potential mentors about working with seniors
- Teacher candidates begin visiting classes in late September

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