Preparation for Lead Teaching
Interns have a number of programmatic expectations regarding preparation for lead teaching, which begins around the third and fourth weeks of January. Several of these are discussed in the Team 4 handbook on pages 13-14. They include the following:

- Professional Development Plans: Interns should have updated their Professional Development Plans and incorporated accomplishments and new goals based on feedback from the fall final conferences. They also should have completed the parts of the plan that were to be done before Lead Teaching. This updated document forms part of the assessment of the interns’ readiness to undertake lead teaching.

- Unit plans and lesson plans: Interns should be developing plans with support from their TE 804 classes and mentor teachers. Detailed lesson plans and materials must be reviewed by the field instructor and mentor at least one week before they are taught. If sufficient plans are not turned in ahead of time, the mentor has the right to refuse to let the intern teach.

- Documentation of assessment and reflection: Interns will be documenting assessment of their students’ understanding, and also reflection on their teaching. The exact form of this documentation will vary depending on their TE 803 and TE 804 classes.

Roles and Responsibilities During Lead Teaching
The standard expectation for interns’ teaching load during lead teaching is one less class than the mentor would ordinarily have, and two preps. Any deviation from this expectation should be made on the basis of a careful conversation between the field instructor and mentor teacher. The rationale for not giving interns a full load is to make it possible for them to keep up organized planning, assessment, and reflection. Some topics of discussion with your intern and/or field instructor might include the following:

- What kinds of support might your intern need at this time to develop unit plans and lessons that address the school’s curriculum and also work on issues that may have been problematic to this point?
- How does the mentor teacher’s role change at this time?
- How can the field instructor and mentor help the more advanced intern to continue to grow?
- How can the field instructor and mentor continue to help the intern who is struggling?
- What kinds of fears are typical at this point, and how may the intern be supported in confronting them?

Field instructors will observe interns’ teaching at least every other week during lead teaching.

Artifacts for portfolios
It may be helpful to remind interns of the importance of accumulating evidence in terms of artifacts that can be used for the portfolio and in the job search. Interns are receiving
support from their MSU courses as they develop their portfolios; questions about their progress and suggestions of artifacts to include can provide additional support.

**Important Dates for Interns**

MSU classes in January: January 13, 20, 27  
Window for Lead Teaching: January 23-March 31  
Teacher Certification Meeting: February 3, 1:30, Erickson Kiva  
Window for Mid-Semester Conferences: February 13-24  
- Construct draft EPD as assessment tool instead of using assessment grid  
MEA Presentation, Law and Liability: March 31, 1:00-3:00, Erickson Kiva  
Interns’ Spring Break: Interns follow the spring break schedule of their school placements, attending 3 out of 4 MSU classes in April. INTERNS DO NOT FOLLOW MSU’S SPRING BREAK SCHEDULE.  
Window for Final Spring Conferences: April 3-April 14  
Teacher Fair: April 3, 9:00-3:00 at the Lansing Center  
Last Day in School for Interns: April 27  
Convocation: April 28, 2005, 4:00-6:30, Eli Broad College of Business  
- Time for Celebration, Intern Presentations, Ceremony, Certificates of Completion