Guided Lead Teaching
The first guided lead teaching period began September 26. Interns have a flexible time period from September 26 to October 14 in which to do their two weeks of guided lead teaching. Most interns take the lead responsibility for planning and teaching their focus class plus one other class during this time.

Substitute Teaching
Please refer to pages 32 and 33 in the handbook about the policy regarding substitute teaching. In general, the guidelines are as follows:
- Interns do not sub until the completion of the first guided lead teaching period
- The intern’s readiness must be determined jointly by intern, mentor, and field instructor, in consultation with the building principal
- There is a limit of 15 days or 30 half days during the internship
- Interns may sub only for their mentor teachers
- A signed Substitute Form must be completed and kept in focus binder
- If subbing while mentor attends an MSU meeting, the intern is not paid and the time is not counted towards the 15 days.

Some districts want a copy of the signed substitute teaching agreement form sent to the district central office for their substitute files. Please remind the intern to check on this. In any case, the signed form should be copied for the principal and then placed in the intern’s focus class binder. Of course, the intern must follow the district’s standard procedure for becoming qualified as a substitute teacher.

Midterm Conferences
Midterm conferences will be scheduled by the field instructor between October 17 and October 31. Please refer to page 27 of the handbook.
- Bring a completed assessment grid (pages 24 & 25) or a written summary to the conference. As an aid in preparing for the conference, see examples of program standards in practice in the handbook, pages 19-22.
- If your intern is having difficulties, talk to the field instructor before the conference about strategies for discussing problems without overwhelming the intern.
- Try to find the “middle ground” between being falsely reassuring about real problems and being overly critical.
- Think about how to help the intern to be objective about his/her own progress.
- A Professional Development Plan will be co-constructed at the conference. This is an action plan that summarizes suggestions for improvement and concrete ways in which the intern will work on these areas.

Upcoming Events
#1  Mentor Meetings
Subject matter groups have established the following dates for mentor meetings in October:
Lansing and Grand Rapids Areas

- Math: Monday, October 24, 12:30-3:00 at Eastern High School, Lansing
- Science: Thursday, November 3, 8:30-11:30 in the Social Room at Dwight Rich Middle School, Lansing
- Social Studies: Tuesday, November 1, 9:00-11:00 (registration at 8:30) at Haslett Administration Bldg, 5593 Franklin St., Haslett
- English: Tuesday, November 1, 9:00-11:00 (registration at 8:30) at Haslett Administration Bldg, 5593 Franklin St., Haslett
- Foreign Language: Tuesday, Oct 25, 10:30 – 12:00 at instructor’s home – contact Lynn Fendler for more details (fendler@msu.edu)

Detroit Area

- Monday, October 31, 9:00-11:30 (registration at 8:30) at Birmingham Seaholm High School

#2 Second Guided Lead Teaching
The second guided lead teaching period will be for about two weeks between October 31 and November 17. Most interns will take the lead responsibility for planning and teaching their focus class plus two more classes (see page 13 of the handbook). Friday seminar classes will not be held during this time.

Discussion Topics
As interns engage in their first period of guided lead teaching, questions arise about difficulties and problems they may encounter during this time of added responsibility. Some questions to discuss with other mentor teachers and with field instructors are:

- How can we function better as a team of professionals working around and supporting an intern who is having difficulties?
- When and to whom do you talk about a concern you have regarding an intern’s performance/progress?
- How do you resolve differences of opinion about goals or priorities for a particular intern?
- What kinds of support are available?

Spotlight on TE 801-803 (text by Tom Bird)
Where field instructors address the whole of the intern's growth as a teacher to date, in real time, and TE 802-4 instructors concentrate on subject-specific aspects of curriculum and instruction, TE 801-3 instructors address (a) some related aspects of instruction and (b) the school as a workplace for teachers.

The "related aspects of instruction" fall into "classroom management" broadly defined: Establishing and teaching rules and routines, building relationships with and among students, using classroom time efficiently,
motivating students to learn, responding to inattention and misbehavior, making learning accessible to all students, and working with parents.

The "school as a workplace for teachers" includes negotiating relationships with colleagues, principals, and other adults who are concerned with your students; deliberately learning from your own experience; managing your own professional development; drawing on school and community resources to meet students' needs; law and liability relevant to teachers; and related matters of ethics, including educational justice.

Toward the end of the year, as one way of helping interns to consolidate their learning through the year, TE 803 instructors work with interns to construct their resumes, write cover letters, and assemble samples of their work that could be shown effectively in interviewing for teaching positions.

Recognizing that work in the school is the central experience of the internship, TE 801-3 instructors generally attempt to make that experience the engine of the course. They do so partly by designing course activities that respond directly and immediately to emerging questions. For example, they set up web discussion forums that both address current concerns and provide practice toward using the increasing set of websites for teachers.

Instructors also design assignments to help interns maximize their learning from recurring and on-going issues and dilemmas of teaching and work in a school. These assignments include careful analyses of particular situations from which much could be learned, and analyses of professional issues that the interns begin to notice as their familiarity with schools (as teachers) grows.

Throughout, instructors require or encourage interns to draw on the professional literature, both to connect their prior studies with their teaching practice and to expand their own repertoires of options for thought and action.