Discussion topics
Discussion of issues of teaching and learning are vital aspects of the MSU program. Following are topics and issues that you may want to bring up for discussion with your intern and/or field instructor:

#1 Communication between mentors and interns. Interns are encouraged to ask their mentors all sorts of questions, such as their philosophy of education, their rationale for making instructional decisions, and how they make sense of the curriculum. This communication is most helpful when it is two-way: mentors can ask interns the same types of questions, including areas such as what in going on in their MSU courses and what concerns they have.

#2 Support for interns during September. What kinds of support does your intern need as s/he continues to take more responsibility for the focus class? How can you continue to help the intern establish the foundation for a learning community? What concerns do you and the field instructor have in observing how the focus class has developed?

#3 Preparation for the first Guided Lead Teaching (GLT I). The field instructor will start a conversation with the mentor and the intern about GLT I, which will occur for 10 days between September 26 and October 15 (please see page 13 of the Intern-Mentor Teacher Handbook). These dates may be adjusted depending on school schedules. The most important consideration for scheduling GLT I is that the intern should teach a coherent set of lessons. Following are some of the specifics to consider:

- Interns are being supported in the 802 seminars in designing a unit plan that includes the set of lessons they intend to teach during GLT I. This means that by mid-September they will need to know what unit or part of a unit they will be teaching during this time, and a rough estimate of when these lessons will be taught. Some interns see their mentors using informal, casual lesson plans and question the MSU requirements for more detail in their plans. Mentors can help interns understand that what may work for a master teacher is not adequate for them and that planning is critical to their success in the classroom.
For the first GLT period, it is sufficient that interns teach two class periods in a day. It is preferable that these two periods be the same “prep” or course if possible. This allows interns to “ramp up” their teaching and grading load but does not overwhelm them with the need to plan for more than one course. For most interns, thinking about planning for a unit rather than planning lesson-by-lesson will itself be a considerable challenge.

If the intern’s placement does not follow a six-period day, e.g., the school follows a block schedule, some other arrangement for the intern’s teaching load will be made that is in the spirit of the “two hours, one prep” guideline.

It is important that after this first GLT, interns reduce their teaching load back to just the focus class. This enables them to reflect on GLT I and prepare for GLT II in early November.

**Announcements**

#1 First conference and observation visit. Field instructors have completed their initial conferences and will observe their interns by the end of the month. For more details about the initial conference, please see page 26 of the Intern-Mentor Teacher Handbook.

#2 Establishing a good relationship with the field instructor. Field instructors may call or meet with mentors during September. Here are some things that you might want to discuss:

- Clarification of intern’s focus class
- Concerns about schedules, policies, etc.
- Perceptions of the intern’s progress, strengths, and weaknesses.
- Discussion on program and school policy concerning subbing.
- Planning and observations during October lead teaching. How can the mentor and field instructor help the intern with planning, teaching, and assessment? What might the field instructor want to focus on when s/he observes?
- Role of the MSU seminar courses. How could the seminar courses be helpful? For example, are there ways that the field instructor and mentor can make use of the work on classroom management in the TE 801 seminars or on planning, teaching, and assessment in the TE 802 seminars?
You might also discuss the respective roles of the mentor and the field instructor and how they can complement each other.

#3  **Professional Development Funds.** In return for agreeing to host an MSU intern, MSU arranges professional accounts for each mentor. Mentors are able to submit requests for reimbursement of professionally related expenditures from this account. In addition, MSU arranges “school impact” accounts that are available to the principal or building representative to support increased costs incurred by the school as a result of the presence of MSU interns in the school.

- Mentor teachers receive a professional development fund of $300 per intern, which is $150 each semester. When an intern works with more than one mentor, the $300 is shared.
- Each school receives $50 per intern for “school impact” funds.
- Teachers may access this money after their school districts have signed and returned the contracts, probably after October.
- Teachers may spend money now and save receipts to turn in later for reimbursement.
- Typical uses of this money include materials and equipment that increase the intern’s opportunities to learn to teach or that enable the mentor to work more effectively with the intern. It can also be used to pay for fees, materials, and travel expenses associated with professional development activities for the mentor and/or intern.
- Procedures for disbursement of the funds follow the internal procedures of individual school districts. These policies may differ slightly, and mentors must follow their district’s requirements.

#4  **A Warm Welcome to Our New Detroit Area Coordinator.** Sylvia T. Hollifield began her career in education as a teacher in the Detroit Public Schools. She also taught in the states of Ohio and New York. Her other experiences include counselor, assistant principal, principal and central office administrator. She is a graduate of Wayne State University in Detroit, MI. Currently, she has assumed the responsibilities of the Detroit Area Coordinator for the elementary and secondary teams at MSU. We welcome Sylvia to the MSU family.

**Upcoming Events**
Field instructors will be turning in reports to MSU coordinators and subject matter leaders in September. These summaries of interns’ progress serve as an
early warning system for helping to provide appropriate support to interns as needed.

Mentor meetings will be held in October and November. More details will be available soon on the Secondary Team Web Site.

**Secondary Team Contact Information**


<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Richmond</td>
<td>Secondary Team Faculty Leader</td>
<td><a href="mailto:gailr@msu.edu">gailr@msu.edu</a></td>
</tr>
<tr>
<td>Trudy Sykes</td>
<td>Lansing Area Coordinator</td>
<td><a href="mailto:sykes@msu.edu">sykes@msu.edu</a></td>
</tr>
<tr>
<td>Kelly Hodges</td>
<td>Lansing Area Coordinator</td>
<td><a href="mailto:hodgesk@msu.edu">hodgesk@msu.edu</a></td>
</tr>
<tr>
<td>Sylvia Hollifield</td>
<td>Detroit Area Coordinator</td>
<td><a href="mailto:hollifi2@msu.edu">hollifi2@msu.edu</a></td>
</tr>
<tr>
<td>Margaret Malenka</td>
<td>Grand Rapids Area Coordinator</td>
<td><a href="mailto:malenka@msu.edu">malenka@msu.edu</a></td>
</tr>
<tr>
<td>Paul Kurf</td>
<td>Secondary Team Support</td>
<td><a href="mailto:team4@msu.edu">team4@msu.edu</a></td>
</tr>
</tbody>
</table>