Preparation for lead teaching. We have a number of programmatic expectations about what interns should do to be prepared for the beginning of lead teaching around the third and fourth weeks of January. Several of these are discussed on pages 13-14 of the Field Instructor and Intern-Mentor Teacher handbooks. They include the following:

- **Professional Development Plans.** PDPs should be updated and should incorporate accomplishments and new goals based upon feedback from the fall final conferences. This updated document forms part of the assessment of the intern’s readiness to undertake lead teaching.

- **Unit plans and lesson plans.** Interns should be developing unit plans with support from their 804 classes, and those plans should be in place in their focus class binders before their lead teaching. 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 803 and 804 classes.

**Artifacts for portfolios.** Interns should be reminded of the importance of beginning, or continuing, to accumulate evidence in terms of artifacts that can be used for the portfolio and in the job search. Most interns have already made some progress in developing a philosophy statement or a set of ideas about the kind of teacher that s/he wants to be. One of the tasks of the internship is translating this into reality. Interns should be working on the general parts of their portfolios with support from 803 classes and on the subject specific parts with support from their 804 classes. Field instructors can help by asking interns what progress they are making and suggesting artifacts that they might include in their portfolios.
Loads and roles during lead teaching. In general, the teaching load during lead teaching is one less class than the mentor would ordinarily have (usually four hours) and 2 preps, so that the intern has time both for planning and for organized reflection. Any deviation from this expectation should be made on the basis of a careful conversation between field instructor and mentor and the decision conveyed to the area coordinator. Questions to address are the following: What kinds of support might the intern need at this time to renegotiate the relationship with the mentor, plan units and lessons which address the goals of the school’s curriculum, and continue to work on the issues that may have been problematic to this point? Does the mentor need help in understanding how his/her role changes at this time? How does the field instructor help the more advanced intern to continue to grow? What kinds of fears are typical at this point, and how may the intern be supported in confronting them?

We suggest field instructors, Subject Area Leaders, and course instructors share ideas about how they will establish routines for monitoring interns’ planning, assessment, and reflection.

- What are the expectations from the mentor, 803, and 804 classes? Does the intern understand them and have a plan for meeting them?

- What other expectations might field instructors want to add?

- What will field instructors’ routines be for visits during lead teaching? How will you check to make sure that interns are keeping up with expected work?

- Field instructors should visit interns at least every other week during lead teaching and, hopefully, more often during the first six weeks. How will you stay in contact with interns when you are not visiting?

**Important Spring Dates.**
MSU classes in January: January 7, 14, 21, 28
Window for Lead Teaching: January 24-April 1
Window for Mid-Semester Conferences: February 14-28
    - Construct draft EPD as assessment tool instead of assessment grid
Interns’ Spring Break: Mid-March through Early April
    - Interns follow the spring break schedule of their school placements.
    - INTERNS DO NOT FOLLOW MSU’S SPRING BREAK SCHEDULE.
Window for Final Spring Conferences: April 1-April 15
Last Day in School for Interns: April 28
Guidelines for Developing a Professional Portfolio

What is a professional portfolio for interns?
A professional portfolio for interns is a collection of artifacts that documents the experience of learning to teach, and shows understanding of core concepts (professional standards). It might include such things as:

- lesson plans
- curriculum units
- journal entries
- copies of students’ work
- records of students’ learning
- notes to/from parents of your students
- illustrations of educational technology
- child study
- photos and videotapes
- inquiry projects
- statement of your philosophy as a teacher
- an educational autobiography
- class newsletters
- 401-2 project

At the broadest, most informal, and most concrete level, a portfolio is thus an ongoing collection—perhaps located in a file drawer or cardboard box—of all the artifacts that you can gather that illustrate your developing ideas and practice about teaching. This broad and informal collection can then be used for two main purposes, which are at the heart of why developing a professional portfolio is important.

Why is developing a professional portfolio important?
- It is a tool for consolidating and articulating your learning; a place to collect evidence of your professional interests, concerns, accomplishments as a teacher; a process for examining who you are and whom you want to be as teacher. A helpful metaphor for this is to think of it as a “working space” where works in progress about aspects of your teaching can be held onto, revised and tinkered with the help of supportive colleagues. The “working space” gets filled with some concrete embodiments of your emerging philosophy of teaching.

- It is a tool for employment; a means of demonstrating your professional priorities, values, knowledge, skills and accomplishments as a teacher. It is a way of “putting your best foot forward” as you introduce yourself to prospective employers. A helpful metaphor for this is to think of the portfolio as an “exhibition space.”

With these two purposes in mind, the process of working on your portfolio will at first emphasize its educational purposes in helping you figure out and articulate what you know and believe about teaching and learning. As the end of the internship approaches, work on the portfolio will turn more toward the second purpose of assisting your efforts to gain employment. You will develop an “exhibition” portfolio, which represents your experiences in learning to teach in a compelling way using a selection of artifacts from among those you’ve collected.
will assemble these selected artifacts in an attractive and strategic format from which you can talk to prospective employers in job interviews.

While not all employers review portfolios or give prospective applicants an opportunity to present them, many do provide such opportunities. More importantly, many interns from previous years have advised us that the experience of preparing a portfolio and the effort it involved to represent the experience of learning to teach and to articulate personal interests and commitments and accomplishments was an invaluable tool in preparing them for job interviews.

**So what will my portfolio really look like?**
Generally, the “exhibition” portfolio will be prepared in a three-ring binder using plastic sleeves with tabs for easy identification of particular sections. Use captions or labels to illustrate your thinking about why things are included and to demonstrate your analysis of the connections between the artifacts of your teaching and the ideas and beliefs about teaching that they represent. *This is as important as the artifacts themselves.* It allows the portfolio to stand on its own if you are asked to leave it at an interview site. It should be more than a collection of photos or lesson plans—it needs to introduce you as a unique individual with particular experiences and ways of thinking about being a teacher. Prepare a table of contents and organize your portfolio to contribute to the ideas you are attempting to convey about who you are as a teacher.