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 intern’s readiness to undertake lead teaching.

- Unit plans and lesson plans: Interns should be developing plans with support from their 804 classes and mentor teachers, and those plans should be in place in their focus class binders before the start of 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 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.

**Midterm Conferences**

Field instructors will be scheduling midterm conferences for the period between February 16th and February 27th. Instead of the assessment grid, field instructors and mentor teachers should each bring a first draft of the Exit Performance Description to this conference. In this way, each will have a head start in preparing this final report. You will also be communicating clearly to the intern the areas where improvement is expected before the end of lead teaching. Please refer to the following section of this newsletter and to pages 28 & 29 of the MSU Handbook for additional information on Exit Performance Descriptions.

At the midterm conference, interns should bring drafts of materials that they are thinking of including in their portfolios, such as philosophy statements, examples of teaching materials, and student work. Interns can use these entries to reflect on their learning to teach, and to discuss what additional work needs to be done on the portfolios. This is also a good chance to talk with interns both about how they want to present themselves as teachers and about what improvements they need to make to honestly claim that their presentations are accurate.
Exit Performance Descriptions

Exit Performance Descriptions (EPDs) are the final intern evaluations, written in narrative form, that reflect interns’ progress in learning to teach. The opening paragraph should describe the school and the intern’s teaching assignment, followed by paragraphs on each of the four program standards (see page 18 in the MSU Handbook). This format can vary, as long as each program standard is addressed. Interns use the final form of this document as an important piece of their job searches. In fact, teachers and principals consistently report that the mentor’s EPD is the most important single piece of evidence that they look at in evaluating candidates for teaching positions.

As you prepare a draft of the EPD for the midterm conference, consider the following:

• Although we like to say positive things about our interns, the EPD is an evaluation, not a letter of recommendation. There are a variety of ways of being tactful but remaining truthful in describing problem areas.

• Think of the EPD as a narrative about the intern’s progress.

• Try to make this rough draft an accurate description of where the intern is now and a text about substantive issues in the intern’s teaching. The text is still open to negotiation and change depending on future developments.

• Look at examples of EPDs and discuss what qualities of writing make them effective descriptions. Note, for example, the importance of concrete examples from the intern’s practice.

• Think about providing openings at the conference to say "I want to say this," but I need to see it first.

It’s a good idea for field instructors and mentors to exchange and discuss EPD drafts before the midterm conference. This way, you can work to resolve possible differences in perceptions about interns. However, if differences persist, the EPDs of the field instructor and mentor can be substantively different.
EPD Materials
EPD materials include a worksheet, how words that you may use in writing an EPD are commonly perceived, and samples of EPDs written about outstanding interns and less effective interns across subject matter areas. These materials will be available through field instructors. In addition, samples of EPD materials are available on the Team 4 website, which is located at: //ed-web2.educ.msu.edu/team4
Attendance at the Spring Mentor Meetings will clarify this task and provide assistance in understanding how to write EPDs.

Dates for Spring Mentor Meetings
Lansing and Grand Rapids only
- Mathematics-Wednesday, Feb. 18, 12:45-3:00pm, Holt HS W113
- Science-Thursday, Feb 26, 9-11:30 am at Dwight Rich MS Social Rm
- English-Tuesday, Feb. 24, 8:30-11am, All Saints Episcopal Church
- Social Studies-Tuesday, Feb. 24, 8:30-11am, Holt HS, W113
- Foreign Language-TBA

Important Dates for Interns
Internship
Class days: January 9, 16, 23, 30; February 6; March 19, 26; April 2, 9, 16, 22pm, 23pm (Class will meet 3 out of the 4 Fridays in April)
Lead Teaching: 10 weeks between January 19-April 16
Mid-Semester Conferences: February 16-27-construct draft EPD as assessment tool instead of assessment grid
Certification Meeting: January 30, 11:30-1 PM, Kiva, mandatory attendance
Final Conferences: March 29-April 16
Last Day in School for Interns: Thursday morning, April 22

Conferences
Friday, April 23: Teacher Fair at the Summit, 9-4pm. Over 100 districts will be here interviewing for teaching positions beginning fall, 2004. Interns should dress professionally and bring 25 resumes.

Convocation
Friday, April 23, 2004: 4:00-6:00 at Eli Broad College of Business at MSU; Celebration Time, Intern Presentation, Ceremony, Certificates of Completion