Team 4 Intern Instructors’ Newsletter
November 2004

Important Dates and Deadlines

- **Oct 29** – Fall Mid-Semester Conferences were completed. See description on p. 27 of the FI handbook. The mentor, intern, and FI should each now have copies of the Professional Development Plan that was designed during/after this meeting. FIs should notify their Faculty Leaders about any interns who received Pass with Concern grades, and should provide a copy of the Professional Development Plan to Team 4 to be filed. Other than for interns who receive a Pass with Concern (or No Grade) no paperwork need be filed with the Team 4 office at this time.

- **Nov 1 through Nov 17** – Window for Guided Lead Teaching II. See description on p. 13 of the FI handbook. Further elaboration of considerations around the scheduling of GLT II can be found in the section titled “Guided Lead Teaching II” below.

- **Nov 15** – Third Field Instructor Report should be submitted to the Faculty Leader. Consult the subject-matter Faculty Leader for any additional procedures on submitting this report.

- **Week of Nov 15** – November Subject-Specific FI Meeting. The specific date, time, and location are arranged by the Faculty Leader. All FIs, including those in the Detroit area, are expected at this meeting.

- **Nov 29 through Dec 9** – Window for Fall Final Conference. See description on p. 27-28 of the FI handbook. FIs should make plans to have observed the intern teaching or planning, or have watched and discussed video or other samples of teaching with the intern, at least five times before this meeting. Note that all three parties (intern, mentor, FI) should bring something in writing to this meeting; FIs may need to work with mentors to support them in doing this. For more information about agenda items for this meeting and details about grading interns at this time, see the section below titled “Fall Final Conferences.”

- **Dec 6** – Fourth Field Instructor Report should be submitted to the Faculty Leader. Consult the subject-matter Faculty Leader for any additional procedures on submitting this report.

- **Week of Dec 6** – December Subject-Specific FI Meeting. The specific date, time, and location are arranged by the Faculty Leader. All FIs, including those in the Detroit area, are expected at this meeting.

- **Dec 15** – 501 grades due. FIs should email their grades to Trudy Sykes. Please put your list in alphabetical order.

- **Dec 17** – Final class meeting for 801 and 802. If a course instructor has a serious concern about an intern passing a seminar course, he/she should contact Team 4. For concerns about TE 801, please notify Trudy Sykes, Tom Bird, or Gail Richmond. For concerns about TE 802, please notify your subject area Faculty Leader or Gail Richmond.
• **Late Dec through Early Jan** – Interns’ Holiday Break. Interns follow the holiday break schedule of their school placement. **INTERNS DO NOT FOLLOW MSU’S HOLIDAY BREAK SCHEDULE.**

• **Jan 7** – First class meeting for 803 and 804. Interns must be properly enrolled in all of their courses (502, 803, and 804) to resume their internship second semester.

• **Jan 24 through Apr 1** – Window for Lead Teaching. The details of each intern’s Lead Teaching load should have been negotiated as part of the Fall Final Conference. See “Fall Final Conferences” section below.

• **Feb 14 through Feb 28** – Window for Spring Mid-Semester Conference.

• **Mid-Mar through Early Apr** – Interns’ Spring Breaks. Interns follow the spring break schedule of their school placement. **INTERNS DO NOT FOLLOW MSU’S SPRING BREAK SCHEDULE.**

• **Apr 1 through Apr 15** – Window for Spring Final Conference.

• **Apr 28** – Interns’ last day in schools.

• **Apr 29** – Convocation. Eli Broad College of Business, 4:00 – 6:00 pm.

**Enrollment for Spring Semester**
All course instructors should remind interns to verify that they are correctly enrolled for their spring semester courses (TE 502, 803, and 804). Note especially that in some cases, the section numbers for these courses will be different from their first semester counterparts. Interns may not go to their school placements if they are not properly enrolled in their courses.

**Substitute Teaching**
Please review the guidelines for substitute teaching by interns on p. 32 of the FI handbook. Note that the form on p. 33 must be filled out and placed in the focus class binder before the intern can substitute teach for the mentor.

• The intern’s readiness to sub must be determined jointly by the field instructor, mentor, and intern, in consultation with the building principal.

• There is a limit of 15 days (or 30 half days) of subbing by an intern during the internship.

• Interns can sub only for their mentor teacher.

• A signed Report on Substitute Teaching must be completed and kept in the focus class binder.

• If an intern is subbing while a mentor attends a Team 4 related meeting (such as the recent Fall Mentor Teacher Meetings), the intern is not paid and the time is not counted toward the 15 days.

If there are unusual or extenuating circumstances, FIs should contact the subject area Faculty Leader and cc: the coordinator for guidance.
Guided Lead Teaching II
As you receive this newsletter, GLT II should be underway. As in the case of GLT I, the most important consideration about arranging the dates for an intern’s Guided Lead Teaching II period is that interns should experience teaching a coherent set of lessons. Here are some other specifics FIs should consider as they help each of their intern-mentor pairs to carry out GLT II:

- According to the official internship year calendar, the window for GLT II is Nov 1 – Nov 17. Interns will not be attending their 800-level classes on Nov 5 or 12, so during this window, they will be able to experience teaching 5 days a week. However, deviations from this window are appropriate in order to accommodate the intern’s teaching of a coherent set of lessons within instructional timeline of his or her classes.

- For the second GLT period, it is typical for interns to teach three (3) class periods in a day, and for these three periods to include two different “preps” or courses if possible. The additional pressure of teaching two different courses at the same time helps interns to understand the role of long-term and advance planning in full time teaching, while the part-time teaching schedule gives them ample time resources to manage the difficulties of doing this for the first time.

- The target number of days the intern will teach for GLT II is again ten (10) days, allowing for some deviation to accommodate interns’ ability to teach the coherent set of lessons they planned prior to the start of GLT II. However, it is also important that the intern has time after GLT II to reduce their teaching load back to just the focus class for the last few weeks of the semester in order to reflect on GLT II, complete the major assignments due in 801 and 802, and prepare for Lead Teaching in January.

- For a variety of reasons, some other arrangement for the intern’s teaching load may need to be made during GLT II. Any alternative arrangement should be in the spirit of the “three-hours-two-preps” guideline. FIs should consult with their subject area Faculty Leaders and their interns’ course instructors if they have questions about the appropriateness of alternative proposals for interns’ loads during GLT II. FIs should also consult with Faculty Leaders and course instructors to determine the appropriateness of any alternative plans for the intern’s load during December and early January.

Fall Final Conferences
The fall final conference serves dual purposes. First, it is time to evaluate the intern’s progress up to this date with a grade that will be recorded on their transcript, and to assess the intern’s strengths, weaknesses and areas of focus for the next couple of months. Second, it is time to make plans for Lead Teaching in the spring. Here are some additional details:

Grading and Assessment
- For the final grade in 501, there are three options: Pass (P), No Grade (N), and Deferred (DF). If an intern is given a grade of N, they may not proceed to TE 502, TE 803, or TE 804. According to university policy, a DF can be given if an intern is “doing satisfactory work but cannot complete it because of reasons acceptable to the instructor.” An example of such a reason would be that an intern a significant portion of first semester due to illness, family emergency or a change in placements and has
not yet completed GLT I and II before grades are due. DF is not to be used in cases where an intern is not meeting program expectations. In order to proceed to TE 502, the DF grade must be converted to a P prior to the start of second semester. If the intern will not be proceeding to second semester, the DF grade can remain in effect for up to 2 calendar years (in this case, through FS07). See the description on p. 23.¹

- Because “Pass With Concern” is not a grade option at the end of the semester, it is important to have very good documentation of the strengths and areas of concern for the intern at this time, and to draft specific plans for continuing to work on the areas of concern during second semester. This may include specific assignments or requirements that the FI and mentor make of the intern. It may also include adaptations of the “typical” lead teaching load for the intern.
- For interns having difficulty, it may be in their best interest to have the final conference sooner rather than later. This way if there are any concerns that might be addressed in the final few weeks of the semester, there is time to do so.
- As mentioned, it is very important that all three parties (intern, mentor, and FI) prepare something in writing to bring to the mid term conference. Many people like to use the grid on pp. 24-25 of the handbook, either to write on directly or to use as an outline for their comments. It is also important to consider the Professional Development Plan developed at the mid-term conference to assess the intern’s growth. (What progress has been made? What if there has not been significant progress?) We suggest that the FI have a private conversation with the mentor prior to the conference to determine the intern’s grade. This conversation may be a good time to help the mentor organize his/her thoughts on paper for the final conference.

Preparing for Lead Teaching

- Lead teaching is not simply immersion in a full load of teaching responsibilities.
- The “typical” lead teaching experience is four hours and two preps, given a standard six-period day. It is reasonable for lead teaching to be only three hours if the intern will have three preps.
- The window outlined for these ten weeks in the handbook is January 24 through April 1; however, the most important consideration is that these 10 weeks form some coherent set of lessons or units. It is most common for the intern to lead teach beginning at the start of the placement school’s second semester and to continue through the end of the third grading quarter, or sometimes up to the school’s spring break. Note that there are only five weeks of second semester without 803/4 classes, so interns will be attending class during a few of the Fridays within their Lead Teaching period, no matter how this is scheduled. If FIs have questions about the appropriateness of the proposed dates of an intern’s lead teaching, they should discuss them with their subject area Faculty Leader.
- The FI and mentor must outline in writing what the intern can anticipate during lead teaching in terms of units, topics, and time frames. The mentor and the field instructor should also help the intern to determine what the intern can be working on

¹ Note that on p. 23, Incomplete (I) is also listed as a grading option for 501. See also http://www.reg.msu.edu/read/UCC/Updated/postponement.pdf for more information. DF and I are similar, but DF allows a student and instructor more flexibility in negotiating timelines and criteria for converting the grade to a P (or N). Given the structure of the internship, this flexibility will be necessary in most cases for the intern to complete the work required to convert the grade.
during December and over the holiday break in preparation for lead teaching. Please note that five of the ten class meetings of 803/4 take place by the first week of February, which means that January is a busy time in seminar classes. The more prepared in advance the intern can be for Lead Teaching, the easier it will be for him/her to manage the balance between course work and teaching in the first couple of weeks of Lead Teaching. Many interns need help organizing their time in December and January to do this preparation. Consider discussing the following questions as you prepare the outline of lead teaching:

- What is an appropriate timeline for the intern’s getting lead teaching outlined in a general way, and what form will this general outline take (draft unit plans or some other kind of document)?
- What specific preparations should the intern have completed by the end of the holiday break? By the first day of Lead Teaching?
- What strategies will the intern use in time management and self-monitoring of workload so that s/he maintains energy and momentum throughout the lead teaching period?
- As s/he plans, how will the intern be supported in thinking about linking units together coherently? How will long term issues of students with special needs or students that learn at different speeds be addressed through planning?

For Additional Information or Assistance:
Consult the team 4 website: [http://ed-web2.educ.msu.edu/team 4](http://ed-web2.educ.msu.edu/team 4), or contact:
- Gail Richmond 432-4854 gailr@msu.edu Team 4 Leader
- Kelly Hodges 432-9601 hodgesk@msu.edu Lansing Area Coordinator*
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*Kelly Hodges will be on leave for the months of December and January.