• Team 4 Intern Instructors’ Newsletter
  • October 2003
  • http://ed-web2.educ.msu.edu/team4/default.htm

• Upcoming Meetings
  • The all 802-Instructors’ meeting is on October 10th at 9-11 in room 310 EH.
  • Mentor meetings
    • Math November 5, noon-3:30 in the Social Room at Dwight Rich MS, 2600 Hampden Dr. Lansing, #325-6670
    • Science October 16, 8:30-noon in the Social Room at Dwight Rich MS, 2600 Hampden Dr. Lansing, #325-6670
    • Social Studies TBA
    • English and Foreign Language TBA
    • Detroit Area October 14, 9-noon at Farmington Training Center on Warner St. off of Grand River in downtown Farmington

Field instructor attendance at mentor meetings is expected. We hope Field instructors will encourage mentors to attend the subject matter mentor meetings.
  • Detroit TIES- Monday, October 6, 12:30 PM

1. Intern Year Benchmarks
  • Mid-term conferences should be scheduled between October 20 and October 31.
  • Substitute Teaching-
    • In general, an intern does not sub before completion of the first guided lead-teaching period.
    • The intern’s readiness 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 during the internship
    • Interns may sub only for their mentor teacher.
    • A signed Substitute Form must be completed and kept in the focus binder.
    • If subbing while mentor attends a Team 4 related meeting, the intern is not paid and the time is not counted towards the 15 days.
Field Instructors should also keep in mind and remind mentors and interns that some districts want a copy of the signed sub agreement form sent to the district central office for their substitute files. The signed form should be copied for the principal and then placed in the intern’s focus class binder.

- Importance of the relationship between the field instructor and the mentor
  - What can we do to support mentors?
- Field instructor feedback form (NCR paper should be used for all observations-it is located on the file cabinet in 323 EH).
- Mid-Term Conferences: Please refer to page 27 of the Handbook. All three participants in the conference should bring a completed assessment grid (pages 24 and 25) or a written summary. Field instructors should explain this expectation to mentors and interns. It is crucial that the field instructor talk to the mentor before the mid term conference if the intern is having difficulties, to discuss managing the conference and strategies for being supportive without being overly critical. We have to find the “middle ground” between being falsely reassuring about real problems and overwhelming interns with too much advice. We also have to be judicious in deciding which problems require our intervention and which problems interns will solve themselves with experience. Anything you do to prepare the intern to be objective about his/her own progress will also be helpful.

- **Every** intern must, after the mid-term conference is completed, prepare/co-construct a Professional Development Plan. The NCR paper is an easy and efficient vehicle for constructing and sharing these plans. Both the mentor and field instructor should also have a copy of the plan: the intern’s copy should be placed in the Focus Class Binder. In general, the PDP should be viewed as an action plan for the intern, summarizing the suggestions made in the mid term conference with respect to areas of improvement and the concrete, manageable actions the intern can take to improve. For interns having difficulties, dates for accomplishment of these objectives should be included. We suggest the PDP be co-constructed at the mid term conference (in triplicate) by all three parties. One of the functions of the PDP is to identify specifically what areas need improvement, as well as specific activities the intern can engage in (e.g., time to observe another teacher, shadow a student, develop further assessment plans) to address this need. It also permits the mentor to identify concrete ways she can help the intern reach these goals. At the
final fall semester conference, all three parties will determine how well the professional goals of the PDP have been met. This becomes a primary vehicle for assignment of the 501 grade.

- **Resources**
  - Intern Support Procedures, FI Handbook pages 40-42
  - Common Problems and Early Responses, FI Handbook page 39
  - Examples of Program Standards in practice, FI Handbook pages 18-21

**Course Related Issues**

- TE 801-803 classes are discussing cases that students bring from their internship placements. These cases give students the opportunity to collaboratively find ways of managing their classrooms. Several TE 801 classes have had outside speakers addressing special education issues, “No Child Left Behind” legislation, and motivating students.
- The first guided lead-teaching period begins this week. Interns have a three-week period (September 29-October 17) in which to do their two weeks of guided lead teaching.
- The second guided lead-teaching period will begin before the next newsletter. Interns should have a slightly heavier teaching load and more responsibility for planning than in the first guided lead teaching (see the Stages of the Secondary Internship on pages 6-8 of the Handbook). The second lead teaching period should last for about 2 weeks between November 3rd and the 26th. There will no Friday seminar classes in November. If you have a student with a serious concern and may not pass the course, you need to contact Trudy and Gail (for 801) student, and the subject matter leader and Gail (for 802).