# Handbook for Mentors of Secondary Seniors
## Michigan State University Teacher Preparation Team 4
## September 2002

## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Basics of the Senior Field Experience for Mentor Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Priorities for MSU's Teacher Preparation Program</td>
<td>5</td>
</tr>
<tr>
<td>Priorities for the program as a whole</td>
<td>5</td>
</tr>
<tr>
<td>Priorities for Alliance Schools</td>
<td>5</td>
</tr>
<tr>
<td>Priorities for mentor teachers</td>
<td>5</td>
</tr>
<tr>
<td>Programmatic support for Alliance Schools</td>
<td>5</td>
</tr>
<tr>
<td>Overview of TE Courses</td>
<td>6</td>
</tr>
<tr>
<td>Priorities for Mentor Teachers Working with Pre-Intern Teacher Candidates</td>
<td>7</td>
</tr>
<tr>
<td>Opportunities for Secondary Teachers to Participate in MSU's Teacher Preparation Program</td>
<td>8</td>
</tr>
<tr>
<td>Team 4 Resource People</td>
<td>9</td>
</tr>
<tr>
<td>Secondary Instructors (TE 401-2)</td>
<td>9</td>
</tr>
<tr>
<td>How to work with teacher candidates</td>
<td>10</td>
</tr>
<tr>
<td>The teacher candidate should:</td>
<td>11</td>
</tr>
<tr>
<td>Professional Criteria for Progression to the Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

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Introduction

In 1988, a Michigan State University College of Education task force began redesigning the teacher education program. The Holmes Group Report, *Tomorrow’s Schools*, a document that urged universities to reconnect teacher education to schools and classrooms, influenced the new program that emerged. The result is a three-year teacher certification program with the final year being an internship in a school. One of the primary goals of our program is to develop a partnership between practicing teachers and teacher educators, working toward making meaningful connections between classroom field work and university coursework.

We believe that people do not learn from experience alone, but through experience in combination with careful preparation, good mentoring, discussions with colleagues, and well-designed courses. Therefore, we seek to develop sustained connections among teacher candidates, MSU staff, and practicing teachers.

The program blends classroom experience with inquiry and reflection in a series of dialogues with MSU professors and mentor teachers. We hope that, through this collaborative effort, the graduates of such an internship will be teachers who teach for understanding, who will reach diverse bodies of students, who will be thoughtful and skilled about linking subject matter in a responsive curriculum, who will cultivate learning communities, and who will be public intellectuals engaged in democratic reform.

Working together, we plan to continue building a teacher certification program that reflects our collective visions of the kinds of teachers needed to meet the educational needs of an increasingly diverse student population in an increasingly complex society, informed by new perspectives about subject matter and learning.
Basics of the Senior Field Experience for Mentor Teachers

Program - Secondary teacher candidates take TE 401, a course on the teaching and learning of subject matter in their major, during fall semester. During spring term all secondary candidates will be enrolled in TE 402, which is a continuation of the subject matter of TE 401. Each of these courses has a field work component, with a total of 4 hours of field a week required for both fall and spring terms (6 hours for Post B.A. candidates who take TE 301 concurrently). Our goal is to have teacher candidates enter into productive roles within the classroom early in the field experience.

Placements - Each teacher candidate’s scheduled time in the classroom will be contingent on the preferences of the mentor teacher, the individual candidate’s schedule, and the times of day specific subject matters are taught. We would like to place candidates in pairs with one collaborating teacher with the consent of that teacher. This does not mean the pair must be in the teacher’s classroom at the same time. We also like to place clusters of teacher candidates in Alliance Schools.

Schedule and time - 4 hours a week for the 2002-2003 academic year (approximately early October-late April)
- Contacting and meeting the mentor teacher - tentatively, week of October 1
- Tentative teacher candidate starting date in field - week of October 7
- Thanksgiving Break - November 28-29
- Last day candidates are in schools before Holiday Break – December 13
- Beginning of MSU spring semester - January 6
- Candidates return to schools - week of January 13
- MSU spring break - March 3-8 - Teacher candidates will not be present in schools.
- Ending date for required work in schools - April 19

Attendance - The mentor teacher will be asked to comment on the candidate’s attendance record in periodic evaluations of performance. If the teacher candidate must be absent, s/he is responsible for notifying the mentor in advance and making up all field absences after the first absence. More than two unreasonable absences that the Teacher Candidate does not make up may result in a 0.0 grade for the course.

Communication - Teacher candidates and mentor teachers should plan on about one half hour per week as time to meet about the work of the class and the role the mentor teacher expects the candidate to play during the upcoming week. This time should be set aside at the convenience of the mentor teacher and at the initiative of the teacher candidate.

Observation and participation - Secondary candidates need to have an increasing range of participation in the mentor teacher’s classroom across the two terms, from beginning observation, to active involvement with an increasing span of responsibility and experience including tutoring, instruction and coaching of small groups, to teacher-like engagement with the whole classroom. We are requesting the opportunity for the
teacher candidate to do some clearly defined and limited teaching (of two individual lessons) by the end of fall term. Candidates will teach about five lessons during the spring term. Any teaching opportunities we will view, and ask the mentor to view, as learning opportunities, not finished performances. We ask that the mentor teacher provide feedback and coaching, rather than formal evaluation.

**Professional accounts** - Each mentor teacher will receive a modest collaborating teacher professional account for fall and spring terms 2002-3, amounting to $80 per teacher candidate for two terms. Those funds may be spent for materials and equipment that increase the teacher candidate’s opportunities to learn to teach, and/or enable the mentor teacher to work more effectively with the teacher candidate. It may also be spent on fees, materials, and travel expenses associated with professional development opportunities for the teacher candidate and the mentor teacher. This money is to be expended by the mentor teacher as early as possible and by March 31st at the latest, following normal district procedures. Please contact the school principal to determine what those procedures are for your school.

**Formal evaluation** - The mentor teacher will be asked to provide formal feedback twice: at the end of fall term and end of school year (tentatively around December 2nd and April 21st). We will provide an evaluation form for each teacher candidate and ask each mentor teacher to comment briefly on the candidate’s attendance and professionalism, general subject matter knowledge, planning and teaching of a minimal number of lessons, and general evaluation of progress in learning to teach. We will inform the teacher candidate of the substance of the evaluation. We will respect the confidentiality of comments that mentors do not want to share with candidates.

**Contact and liaison** - The contact person for all mentor concerns will be the Coordinator for Team 4 who works with your school. The coordinators and the schools that they work with are listed on the Team 4 Resource People page of this handbook. Coordinators will, as time permits, be visiting schools to which they are assigned and mentor teachers within those schools to touch base. However, mentor teachers should call the appropriate coordinator immediately if they have concerns about the teacher candidate’s attendance, professionalism, or performance.
Priorities for MSU’s Teacher Preparation Program

Priorities for the program as a whole

- High standards for our graduates
  Knowing subject matters and how to teach them
  Working effectively with culturally and academically diverse students
  Creating and managing a classroom learning community
  Working effectively with adults in schools, universities, and communities
- An effective support system for learning both in schools and in MSU courses
- Working arrangements that benefit our graduates, Alliance Schools, and MSU

Priorities for Alliance Schools

- Shared goals for teaching and teacher preparation
- Departmental clusters of interns or students
- Renewable three-year commitments between MSU and Alliance Schools
- Communication and coordination between MSU and school personnel
- Balance among urban, suburban, and rural schools
- Support for technology, including E-mail and Internet connections
- Financial support for interns

Priorities for mentor teachers

- Active mentoring of teacher preparation candidates
- Communication with other mentors and MSU staff, including attendance at mentor meetings
- Support for collaborative work among candidates and between candidates and teachers
- Participation in evaluation of interns and undergraduates
- Interest in learning about teaching and teacher education

Programmatic support for Alliance Schools

- Mentor teachers’ individual professional accounts
- Teacher learning site development funds
- Support for mentor teachers’ participation in course instruction
- Opportunities for professional development
# Overview of TE Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Number</th>
<th>Cr</th>
<th>Title</th>
<th>Fieldwork</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>Fall</td>
<td>TE 150</td>
<td>3</td>
<td>Reflections on Learning</td>
<td>None</td>
<td>Study human learning Reflect on one’s own (Learning in college classes as example)</td>
</tr>
<tr>
<td></td>
<td>latest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Fall</td>
<td>TE 250</td>
<td>3</td>
<td>Human Diversity, Power and Opportunity in Social Institutions</td>
<td>None</td>
<td>Study processes that distribute opportunity in society including the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diverse Learners in Multicultural Perspective</td>
<td></td>
<td>Examine how human characteristics including culture affect those processes Consider issues of justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or</td>
<td></td>
<td>CEP 240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Fall</td>
<td>TE 301</td>
<td>4</td>
<td>Learners and Learning in Context: Thinking like a teacher</td>
<td>Average 2</td>
<td>Study and practice what it means to understand subject matters Engage in subject-specific strategies to promote student understanding. Study forms of classroom organization consistent with those strategies. Learn about Content Area Literacy Address technology requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Spring</td>
<td>TE 401</td>
<td>5</td>
<td>Teaching Subject Matter to Diverse Learners</td>
<td>Average 4</td>
<td>Co-planning and co-teaching w/collaborating teacher, with support from MSU field instructor Continue to work on subject specific curriculum development Study of one’s own teaching Exploration of teacher’s roles and responsibilities in the school and community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hrs./week; interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.</td>
<td>hrs./week</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Fall</td>
<td>TE 402</td>
<td>6</td>
<td>Designing and Studying Practice</td>
<td>Average 4</td>
<td>Lead teaching and reflection w/coaching from collaborating teacher and MSU field instructor Continued study of one’s own teaching Preparation of professional portfolio and resume</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hours/week</td>
<td></td>
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<tr>
<td>Internship</td>
<td>Spring</td>
<td>TE 501</td>
<td>6</td>
<td>Internship in Teaching Diverse Learners, I</td>
<td>Average 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional Roles &amp; Teaching Practice, I</td>
<td>hrs./week</td>
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<td></td>
<td></td>
<td>Reflection &amp; Inquiry in Teaching Practice, I</td>
<td></td>
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<td></td>
<td>TE 801</td>
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<td></td>
<td></td>
<td>TE 802</td>
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<tr>
<td></td>
<td></td>
<td>TE 502</td>
<td>6</td>
<td>Internship in Teaching Diverse Learners, II</td>
<td>Average 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional Roles &amp; Teaching Practice, II</td>
<td>hrs./week</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflection &amp; Inquiry in Teaching Practice, II</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>TE 803</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>TE 804</td>
<td>3</td>
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Priorities for Mentor Teachers Working with Pre-Intern Teacher Candidates

Mentor teachers are key members of a support system for teacher candidates that also include course instructors, program faculty leaders, and coordinators. Effective mentor teachers are often also excellent teachers of middle and high school students. In our experience, though, other qualities are even more important in a good mentor than excellent classroom teaching performance. The qualities and commitments that are most important to us in mentor teachers include the following:

• **Active mentoring of teacher preparation candidates.** Being a mentor requires a variety of activities in support of students and interns, including co-planning and co-teaching, support and feedback when the teacher candidates teach lessons, and helping with suggestions while giving the student or intern freedom to experiment. The most successful mentors are those who take their work as teacher educators seriously and who find the right balance for their intern between structure and guidance and freedom to experiment.

• **Communication with other mentors and MSU staff, including attendance at mentor meetings.** Being a mentor requires communication with course instructors and sometimes program coordinators. There are also mentor meetings in which mentors discuss the program and to talk with other mentors and MSU staff. Attending these meetings helps mentors meet other mentors and MSU staff, learn about the program, and share ideas about working as a mentor and improving the program.

• **Support for collaborative work among candidates and between candidates and teachers.** Collaborative planning and teaching are an essential part of learning to teach for our students and interns. They need opportunities to work cooperatively with one another and with experienced teachers understand the planning process and plan lessons themselves, to teach and evaluate their students, and to reflect on what they have learned from their experiences.

• **Participation in evaluation of teacher candidates.** We ask mentor teachers to provide oral and written evaluations of teacher candidates who work with them. We will send mentors a questionnaire at the end of each term and follow up with phone calls, particularly for teacher candidates who may not be meeting program standards.

• **Interest in learning about teaching and teacher education.** The most effective mentor teachers are teachers who want to learn more themselves, about teaching and about teacher education. Participation in our teacher education program offers many opportunities for professional growth, through working with interns, with other mentor teachers, and with MSU staff. We are looking for mentor teachers who are eager to take advantage of these opportunities.
Opportunities for Secondary Teachers to Participate in MSU’s Teacher Preparation Program

The Teacher Education Program at Michigan State University relies on partnerships with schools to provide school-based learning opportunities for teacher candidates. Collaborating teachers can choose from among several options listed below to participate in teacher education. Each option requires a different time commitment for the collaborating teacher. All are important steps in a teacher candidate’s learning to teach.

<table>
<thead>
<tr>
<th>Program Level</th>
<th>TE Courses</th>
<th>Time in Schools</th>
<th>Time Period</th>
<th>Professional Account Allocation</th>
</tr>
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<tbody>
<tr>
<td>Intern (placed with a teacher or several teachers and clustered in schools)</td>
<td>TE 801/803, Professional Roles and Teaching Practice; TE 802/804, Reflection and Inquiry in Teaching Practice</td>
<td>4 days a week during non-lead teaching, 5 days per week during lead teaching (about 4 weeks fall semester and 10 weeks spring semester)</td>
<td>1st day that teachers start until the end of the MSU spring semester in late April or early May</td>
<td>$400 per intern per year for mentor teacher(s) $100 per intern per year for school</td>
</tr>
<tr>
<td>Seniors (generally placed in clusters of 2 or more with one teacher)</td>
<td>TE 401/402, Crafting Teaching Practice</td>
<td>4 hours a week</td>
<td>Late September until the end of the MSU spring semester in late April</td>
<td>$80 per senior per year for teacher(s) $20 per senior per year for school</td>
</tr>
<tr>
<td>Post BAs (generally placed in clusters of 2 or more with one teacher)</td>
<td>TE 401/402, Crafting Teacher Practice; TE 301, Learners and Learning in Context</td>
<td>4 hours a week plus additional time during one term to complete 301 assignments</td>
<td>Late September until the end of the MSU spring semester in late April</td>
<td>$80 per PBA per year for teacher(s) $20 per PBA per year for school</td>
</tr>
<tr>
<td>Juniors (one semester only, fall or spring)</td>
<td>TE 301, Learners and Learning in Context</td>
<td>2 hours per week for 7 weeks</td>
<td>Fall semester-mid October through early December Spring semester-February-March</td>
<td>None</td>
</tr>
</tbody>
</table>

For more detailed and accurate information about schedules, see the Program Information for Mentor Teachers handout or the Handbook for Collaborating Teachers.
Team 4 Resource People

Team 4 Leader is Gail Richmond, (gailr@msu.edu)
330 Erickson Hall
432-4854

The Team 4 Coordinators are as follows:

Charlotte, DeWitt, Eastern High School, Grand Ledge, Haslett, Otto Middle School, Pattengill Middle School, Perry, Waverly, D Rich MS, Everett HS, Gardner MS

Bath, East Lansing, Fowlerville, Holt, Howell, Leslie, Mason, Okemos, Owosso, Stockbridge, Williamston,

Trudy Sykes
(sykes@msu.edu) Nancy Rudd (nrudd16@msu.edu) 353-5529
432-9601 324 Erickson Hall
315 Erickson Hall

Paul Kurf  (kurf@msu.edu)
Team Secretary
355-1726
323 Erickson Hall

Secondary Instructors (TE 401-2)

<table>
<thead>
<tr>
<th>Agriscience</th>
<th>Science</th>
<th>English</th>
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<tbody>
<tr>
<td>Randy Showerman</td>
<td>Joyce Parker</td>
<td>Steve Koziol</td>
</tr>
<tr>
<td><a href="mailto:showerma@pilot.msu.edu">showerma@pilot.msu.edu</a></td>
<td><a href="mailto:Parker@lite.msu.edu">Parker@lite.msu.edu</a></td>
<td><a href="mailto:koziol@msu.edu">koziol@msu.edu</a></td>
</tr>
<tr>
<td>517-355-6580 (O)</td>
<td>432-4851</td>
<td>353-5091</td>
</tr>
<tr>
<td>Andy Anderson</td>
<td>Les Burns</td>
<td>David Kirkland</td>
</tr>
<tr>
<td>Bryan Hilton-Brown</td>
<td>Yovita Gwekwerere</td>
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<tr>
<th>Foreign Language</th>
<th>Life Management</th>
<th>Math</th>
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<tbody>
<tr>
<td>Yuanan Fan</td>
<td>June Youatt</td>
<td>Steve Ryan</td>
</tr>
<tr>
<td>Anne Hooghart</td>
<td><a href="mailto:YOUATT@pilot.MSU.EDU">YOUATT@pilot.MSU.EDU</a></td>
<td><a href="mailto:sryan@msu.edu">sryan@msu.edu</a></td>
</tr>
<tr>
<td><a href="mailto:Anne_M_Hooghart@glfn.org">Anne_M_Hooghart@glfn.org</a></td>
<td>517-432-2295 (O)</td>
<td>358 Erickson Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gail Burrill</td>
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<table>
<thead>
<tr>
<th>Kinesiology</th>
<th>Social Studies</th>
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<tr>
<td>Crystal Branta (Fall)</td>
<td>Jerry Gillett</td>
</tr>
<tr>
<td><a href="mailto:cbranta@msu.edu">cbranta@msu.edu</a></td>
<td><a href="mailto:gilletj@holt.k12.mi.us">gilletj@holt.k12.mi.us</a> OR <a href="mailto:gilletj@scnc.holt.k12.mi.us">gilletj@scnc.holt.k12.mi.us</a></td>
</tr>
<tr>
<td>517-353-9467 (O)</td>
<td>517-627-5166 (H)</td>
</tr>
<tr>
<td>Yevonne Smith (Spring)</td>
<td>Tim Little</td>
</tr>
<tr>
<td><a href="mailto:smithy@pilot.msu.edu">smithy@pilot.msu.edu</a></td>
<td><a href="mailto:TIMLITTL@MSU.EDU">TIMLITTL@MSU.EDU</a></td>
</tr>
<tr>
<td>517-353-6497 (O)</td>
<td>517-355-4501 (O)</td>
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How to work with teacher candidates

in TE 401 and TE 402

In most cases, you will be working with a person who, quite understandably, has a student's habits of seeing, hearing, interpreting, and acting. That person needs both opportunities and help to start constructing a teacher's habits of seeing, hearing, interpreting, and acting. These suggestions begin with the first moment that the teacher candidate walks into your classroom to meet you.

Introduce the teacher candidate to your pupils as Mr. or Ms. ________, a "teacher candidate," someone who is preparing to be a teacher and who will be working with you for the next few months.

Keep the candidate near you, in a teacher's place rather than a student's place, where you can easily and quickly say something to the candidate, hand the candidate something, ask the candidate something, or tell the candidate to do something. This will help to put the candidate into the role of an apprentice or junior colleague who needs to see, hear, and think like a teacher. This useful interaction can go on even in 10-second snatches.

Tell and show the candidate what's going on in your mind. As students, candidates have watched and listened to teachers for thousands of hours. Seldom will they have had any similar opportunity to learn what teachers think about while they are teaching. Show the candidate whatever you have in the way of curriculum and plans. Tell the candidate your immediate goals, or alternatives that you are considering. Let the candidate know when you've done something that you would be proud to repeat, or that you wish you had done another way.

Ask the candidate to tell you what s/he is reading, discussing, doing in the TE classes. As you listen to the response, you probably will hear opportunities to help the candidate connect what s/he is studying with what s/he is seeing, hearing, and doing in your class and school.

Get the candidate involved with students in small ways. Give the candidate the class list to memorize. Ask the candidate to work with particular students or small groups by tutoring, listening to students' read, studying their work, etc. In this way the candidate can work up to the teaching assignments they will receive in TE 401 and TE 402.

Give small pieces of your work to the candidate, with supervision. For example, ask the candidate to help you monitor seatwork, group work, lab work, or work in activity centers. Or, ask the candidate to help you respond to students' written work. As you assign such tasks, tell the candidate what you'll be looking for and doing, so that the candidate can try to do likewise.

Ask the candidate to observe students closely. Teacher candidates need to build an informed and empathetic idea of the diversity of students in typical classroom. Candidates can do this by keeping an eye on particular students as the semester progresses, working with them regularly, keeping a collection of the students' work, keeping a journal of their interactions with the selected students, etc.

Ask the candidate to take observation and note-taking breaks. It can be hard to make sense of what's going on at the same time as you're trying to play (an unfamiliar) part in it. Almost always, candidates will have course assignments that require them to gather information from your class. Ask the candidate to take periodic breaks to observe, reflect, analyze, and write notes.

Anticipate and arrange opportunities for the candidate to teach, in small chunks. For TE 401 and TE 402, teacher candidates usually have assignments to plan and teach a short unit, or a sequence of lessons of different types or on different topics. Instructors should send you descriptions of these assignments. You are welcome to comment to the instructor on those assignments. By anticipating these assignments and planning ahead with the teacher candidate, you best can make the assignment work out for you and for your class.

Share the professional norms of your school. In every school, the staff more or less shares some ideas about how members of the staff should (and should not) act or interact. These norms are not highly visible to students. You can help the candidate to notice these norms both by giving your own account of them and by arranging opportunities for the candidate to ask other staff members about them.
The teacher candidate should:

**take an active interest in the school class**, for example:
1. make a map of the classroom--furniture, equipment, supplies;
2. learn the students' names;
3. prepare questions to discuss with the CT during planning/lunch time or after school;
4. observe lessons and ask questions about them;
5. survey the curriculum and instructional materials for the class;
6. keep a journal or log about their participation in the class.

1. **work with and observe students**, for example:
2. observe, interact with, and examine the written work of two or three students over time;
3. observe and analyze how students get along with each other and with adults in the classroom, hallways, school grounds;
4. help students to practice skills;
5. monitor and help students in group work or seat work;
6. work with students at computers, in labs, or at activity centers.

**take on small parts of the teacher's work, with supervision**, for example:
1. complete classroom routines like taking attendance or lunch counts, collecting and distributing papers, etc.;
2. respond to student journals;
3. grade papers with direction from the CT;
4. locate, gather, prepare, label instructional materials;
5. prepare or help to prepare a bulletin board;
6. help plan and make arrangements for a field trip;
7. observe the class to gather data that the collaborating teacher (or intern) wants (decide on a particular focus ahead of time);
8. in lower grades, assist students in getting their coats and shoes on, lining up, walking from place to place, etc.

**with guidance and assistance, teach small group or whole class lessons**, for example:
1. develop and lead an opening or closing activity;
2. plan and provide a presentation within a lesson;
3. in lower grades, prepare and read a story or book chapter, plan and teach a get-to-know-you activity, or lead singing;
4. co-plan a lesson with the collaborating teacher or intern;
5. co-teach lessons with the collaborating teacher or intern.

In **TE 401 and TE 402**, plan and teach a short unit, series of lessons, or set of lessons
1. the assignment will be given by the TE 401 or TE 402 instructor.
2. you can help by consulting with the candidate about the unit and/or lesson plans, and by providing feedback on the lessons when they have been taught.

**become acquainted with the school and its staff:**
1. visit the school office, and talk with the principal, assistant principal, or secretary;
2. visit the school library or media center, talk with the media specialist, and observe students working there;
3. visit the teacher's workroom, and learn about the equipment available to teachers in the school;
4. read the school's policies on attendance, safety, discipline, referrals to service, contacts with parents, etc.
Professional Criteria for Progression to the Internship

The internship involves the intern in extensive co-planning and co-teaching with an experienced collaborating teacher and requires the intern gradually to assume responsibility for all aspects of learning and teaching in the classroom. To be eligible for an internship, the teacher candidate must have demonstrated a readiness to work in accordance with the Professional Standards in part III below and an appropriate disposition for the profession of teaching. Therefore, a teacher candidate who meets the Academic Requirements listed above may be denied the opportunity to do an internship if, in the judgment of the Teacher Education Department, the teacher candidate has failed to meet any of the following Professional Criteria. The Professional Criteria are related to the Professional Standards used to evaluate interns’ progress during the internship year (see part III below).

(1) Reliability and Responsibility
Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

(2) Communication Skills and Social Relationships
Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

(3) Comfort with and Concern for the Learning of all Children
Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Racial and other slurs are not acceptable, nor is conduct that violates the University’s Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.