# Materials for Secondary Senior Year Instructors: 2004-5

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Overview of the Senior Year for Secondary Teacher Education Candidates

Team 4 website: http://ed-web2.educ.msu.edu/team4/

The senior year (or pre-intern year for candidates who already have their degrees) is complicated because there are several interconnected strands. These strands are listed below with brief descriptions. The remainder of this packet includes more information about each strand.

Subject-specific Course Sections

These sections meet four hours per week, fall and spring terms. Instructors in these sections are responsible for teaching and grading students and maintaining communication with mentor teachers in the field. As the instructors who will know the students best and see them most often, they will also need to be aware of problems students are having with content area literacy, technology, or progression to the intern year and to make sure that students are talking to the right people about those problems.

LEP preparation. Lynn Fendler has agreed to conduct one-session workshops on working with students with limited English proficiency during TE 402. These sessions will need to be scheduled and discussed later in the year.

Teaching laboratories

Subject-specific instructors will work with their students in microteaching laboratory settings for about 12 weeks in the late afternoon sessions during the fall term. Tentative schedule: September 7-9 to November 29-December 2. There are many possible variations in the organization, content, and scheduling of these labs.

Special needs students sessions

Jeanne Tomlinson will be organizing workshops on working with included special education students and other students with special needs. These sessions are tentatively scheduled for six weeks before spring break: January 26/7 to March 2/3.

Preparation for Teaching in Minor Subjects

The subject specific instructors will also have responsibility for working with candidates who have minors in their fields during the Wednesday-Thursday afternoon time slots for six weeks during the spring term (about 12 hours total time). These sessions are currently scheduled for the six weeks after spring break: March 16/7 to April 21/22.
**Field Placements: Teacher Candidates’ Work in Schools**

All seniors have field placements that put them in the schools for four hours each week. These field placements are arranged by the coordinators, with help and input from the subject-specific course instructors. The subject-specific course instructors are responsible for keeping up some communications with mentor teachers, including reports on students’ progress at the end of each semester. In addition to the information below, information about field placements can be found in the students’ Senior Handbooks. Electronic versions of the handbooks are available on the Team 4 website: [http://ed-web2.educ.msu.edu/team4/](http://ed-web2.educ.msu.edu/team4/).

Coordinators are:
- Trudy Sykes sykes@pilot.msu.edu
- Kelly Hodges hodgesk@msu.edu

**Progression to the Intern Year**

Finally, there are forms that must be completed and checks on candidates’ academic and professional qualifications that must be completed before they can be approved for their internships. This process begins in October and continues through the end of the year. The primary responsibility for this process lies with Joella Cogan of the Student Affairs Office (SAO) and with coordinators Kelly Hodges and Trudy Sykes. As the people who know the teacher candidates best, however, subject-specific instructors will sometimes be involved. For timelines and other information about progression to the intern year, see the Senior Handbooks.

Please note that students that will intern teach in Fall, 2003, must pass the required MTTC tests before the internship. To see the full, amended "Criteria for Progression to the Internship Year" see webpage: [http://ed-web3.educ.msu.edu/te/internship-criteria.htm](http://ed-web3.educ.msu.edu/te/internship-criteria.htm).

People monitoring candidates’ progression to the intern year:
- Joella Cogan coganj@pilot.msu.edu
- Trudy Sykes sykes@pilot.msu.edu
- Kelly Hodges hodgesk@msu.edu
Information about Subject-Specific Course Sections

Policies and Resources

**Accommodating students with schedule conflicts**

- General policy: We need to make accommodations for students who have conflicts with required courses. In other cases, making arrangements is at the option of the 401-2 instructor.
- Possible accommodations:
  --student takes 401 or 402 in minor area
  --student takes compatible elementary section of 401 or 402, perhaps with additional work or secondary field placement and assignments
  --student enrolls in secondary 401 or 402, does field assignments, and meets separately with instructor about other assignments and readings

**Common expectations for field assignments**

We need some consistency in the field assignments for different sections. It is difficult when students working in the same school have very different assignments and expectations, depending on which subject they are in. In past years, those assignments have been roughly as follows:

**Fall semester**

- A variety of common classroom tasks, such as working with small groups, taking attendance, helping to grade papers, etc.
- Teaching cycles (planning-teaching-assessment-reflection) for about two lessons, generally taught to the whole class.
- At least one other substantial assignment involving in-depth interviews with students, observing individual students at other times of the school day, etc.

**Spring semester**

- Teaching cycles for 5 or 6 lessons, including at least one sequence of two or three lessons.

**Inviting teachers using join instruction funds**

We have funds available to support teachers to come to our classes and help with instruction. Most commonly, these will probably be mentor teachers, but you could also use these funds for former interns, people with special expertise in some topic, or other people. These funds can be used for substitute teachers, travel, professional books, stipends, or other purposes that serve our goal of involving a wider range of people in teaching our courses. Please send a note to Kelly Hodges (or Trudy Sykes (sykes@pilot.msu.edu) with a brief explanation of how you would like to use your join instruction funds.

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Supplies and services

For more information on supplies and services, see the Teacher Education Department Instructor handbook, available on the Team 4 website. There are a variety of supplies and services that Team 4 can supply to help you with your work, including the following:

1. Copying and other expenses for classes. These should be charged to account number 11-4373-9004, and you should put the number of your class on the copy card. Note that you or any secretary can charge class copying or expenses to this number. Each instructor also has a personal code number for making copies on the first and third floor copy machines. Contact Michelle Torres (320 EH, torres@msu.edu) if you do not know yours.

2. Book orders. Two general texts that you may want to use are as follows:

Code of Teaching Responsibility

For information about your responsibilities as an instructor and about hearing and appeal procedures available to students, see the Code of Teaching Responsibility in the TE Instructors’ handbook or at http://www.msu.edu/unit/facrecds/FacHand/code.html
Syllabus Template for Team 4 TE 401

The template below has some elements that are the same for all sections of TE 401. These sections are done in “fill in the blank” fashion. Each instructor may cut and paste information appropriate for his or her own courses into the sections in bold. Comments and suggestions are given in the template while examples and assignments from previous 401 courses are attached below. Ideas and suggestions are in red italics; required elements that should be in every syllabus are in black.

TE 401, Sections [#], [subject]
Fall, 2002

Information about Instructor(s)
[Name]
[Office address]
[Office phone] [Home telephone number optional – some indicate before 10p.m. etc.]
[E-mail (and web address, if appropriate)]
[Office hours]

Course Description/Objectives
Comments: We face a challenge throughout the program in developing assignments and activities that have face validity for teacher candidates who expect teaching to be easier and less challenging than it is and who are not initially inclined toward reflective practice. At the same time, we are working to help them become more aware of the challenges that they face as teachers and more thoughtful in meeting those challenges. It may be helpful to focus on the "teaching cycle (planning-teaching-assessment-reflection),” taking the candidates through it multiple times through the year in successively more challenging forms. Some goals that you may want to consider for your students include:
• Developing a deeper understanding of the content that they are teaching and how it can be meaningful for their students
• Learning strategies and frameworks for planning, teaching, and assessment
• Classroom management and discipline issues associated with subject-specific teaching strategies, such as lectures and class discussions, cooperative groups, laboratories, writing workshop, etc.
• Learning about subject-specific support systems, including state and national standards, texts and other teaching materials, subject-specific teacher organizations and conferences, etc.
• Assessing students’ understanding through interviews and written work.

Attendance Policy
Comments: It is essential that we have a consistent policy with respect to attendance, particularly with respect to field placements. Mentor teachers expect our students to come when they say they will, and students need to know that as professionals, they will be expected to be in
school. Course syllabi should include language like that below, and course instructors need to be sure that you monitor and enforce expectations about attendance, particularly about scheduled work in schools.

Attendance matters. It matters to us as instructors; it matters to peers who count on your support and feedback. It also matters to your mentor teacher and to your continued progress in this Program.

At MSU courses: We expect you to attend all class sessions of TE 401/2 including sessions in content area literacy and in your minor. You will receive only one grade for TE 401/2, and attendance in all its various session types has implications for that grade. Absences for which you have not pre-notified your instructor or absences that we discuss together after the fact but cannot accept as valid become "unreasonable" absences. More than two unreasonable absences may result in a 0.0 for the course.

If you know you are going to miss a class, talk with one of us prior to that time. Make a plan for getting a record of that session. Help us understand why the absence is necessary. If a serious illness strikes you more suddenly, call ------'s office and leave a message with his secretary. Voice mail will record your message even after hours. Then, when you're feeling cogent, call either of us and explain your absence more fully. We will tell you if we are unable to see your absence as reasonable.

At your school placement: Here again, more than two unreasonable absences (or reasonable absences that you do not make up) may result in a 0.0 for the course. When you meet your mentor teacher, agree on a procedure for notifying her/him of an impending or sudden absence. Also report your absence when you turn in your next field report. Field visits are scheduled to end at December 3. The period between December 3 and the end of the term can be used, if necessary, to make up field visits and assignments that you missed earlier in the term.

Course Assignments, Grading and Participation

Comments: Many of your assignments should be field-based and should be designed to help your students engage in the teaching cycle (planning-teaching-assessment-reflection) in thoughtful ways that are consistent with the best current thinking about curriculum and instruction in your field. Note that the Code of Teaching Responsibility (above) requires you to give your students a written explanation of how their grades will be determined. Here is some sample language that you can use to describe these requirements.

Academic Honesty and Integrity

We assume that the student is honest and that all course work and examinations represent the student’s own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university’s student conduct code. Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.
Required elements and professional criteria

This course includes three required elements
• the subject-specific seminar that you attend [insert time],
• the teaching laboratory that you attend Wednesday or Thursday afternoon,
• your attendance and performance in your field placement, including standards for reliability and responsibility, communication skills and social relationships, and comfort with and concern for the learning of all children as described below and in your senior handbook.

ALL of these components must be completed successfully for you to pass the course. If you fail to complete any of these components, you will receive a grade of 0.0 or Incomplete for the course. If you complete all of the components successfully, your grade will be determined by your performance in the subject-specific seminar and field placement.

In order to proceed to the internship, you must meet the professional criteria below in the judgment of your course instructors and your mentor teacher. If you are not meeting these criteria, you will be notified and given a chance to correct your deficiencies.

(1) Reliability and Responsibility
Prospective interns must generally have been present and on time for professional commitments, including classes and field experiences. Prospective interns must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Prospective interns 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 (indicated by documented evidence) about these and other requirements, including lying, stealing, plagiarism, forged signatures, etc., is not acceptable.

(2) Communication Skills and Social Relationships
Prospective interns must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without using offensive language with instructors or peers. Prospective interns must have shown that they are ready to accept constructive feedback in a professional manner. Prospective interns must have 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 (including outbursts in class, personal or sexual harassment, threats of suicide or of harm to others) are not acceptable.

(3) Comfort with and Concern for the Learning of all Children
Prospective interns must be able to engage in informal conversations with children and keep their attention in such conversations. Prospective interns must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Acts of disrespect to others (including racial slurs, judgmental statements about families, and prejudicial treatment of students) are not acceptable.
Course assignments

Here is a list of possible assignments that came from a brainstorming session at the senior instructors’ meeting. I would like to try to develop this into a set of assignments that would be occur in some form in all sections of TE 401.

- Lesson planning model
- Scaffolded teaching
  - Short periods of time
  - Working from team teaching to individual teaching
- Lessons in context (learning cycles, unit planning)
- Technology integration
- Professional communication with mentors and one another
  - Defining own agenda and negotiating with mentors and colleagues
- Assessment focusing on deep understanding of individual students
- Developing repertoires, collecting resources
- Attendance at professional functions: Parent conferences, professional conferences
- Getting to know resource people in school: Administrators, tech people, library, special education, etc.
- Professional development plans?
- Interviews with mentor teachers?

Technology requirements and course assignments

Either TE 401 or TE 402 needs to include assignments that require teacher candidates to use all of the required basic technology skills: E-mail including sending and receiving attachments, word processing, database or spreadsheet, Web search. Your syllabus should inform students what skills will be required and how to get help if they don't have them. Something like this:

Your assigned work for this course will require you to have and use the following skills: [list needed skills]

If you do not have all the skills you need, tech resources are available both within the College as well as the larger MSU community. Among the most useful resources are the Tech-Guides. They are available to help you work through any problems you have with technology, and are particularly focused on educational uses of technology. They can help you with basic e-mail to developing web pages and beyond. Contact the Tech-Guides by phone at 432-3531, or by stopping in at the TEC (133 Erickson Hall) during their posted hours.

The Tech-Guides also offer group workshops, and colloquia. Information about these events can be found at their website (http://ott.educ.msu.edu/tec). Workshops can be scheduled by special arrangement for groups of 8 or more students. Call the Tech-Guides to arrange a time.

Another resource is CBT (Computer Based Training) on the web (http://cbtraining.msu.edu). CBT offers hundreds of computer related, self-paced tutorials. While the vast majority of the CBT courses are for more advanced and specialized areas than most Education students will
want, there are tutorials for Microsoft Office (Word, Excel, Access, PowerPoint), Netscape, and Web Authoring (HTML, Authoring Tools, JavaScript, etc.).

**Readings**

*We have selected a classroom management text for the whole program: Secondary Classroom Management: Lessons from Research and Practice, by Carol Simon Weinstein. Other readings are selected by course instructors as appropriate for their subjects.*

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion topic</th>
<th>Teaching Lab</th>
<th>Work in schools</th>
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<tbody>
<tr>
<td>Aug 30</td>
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<td>Sept 7</td>
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<tr>
<td>13</td>
<td></td>
<td>Begin teaching lab activities</td>
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<td>20</td>
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<td>27</td>
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<tr>
<td>Oct 4</td>
<td><em>Mentor panel to discuss work in schools</em> Coordinators visit to discuss field placements</td>
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<tr>
<td>Oct 11</td>
<td></td>
<td>Begin work in schools</td>
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<tr>
<td>18</td>
<td>Coordinators visit to discuss progression to the internship</td>
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<td>25</td>
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<td>22</td>
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<tr>
<td>29</td>
<td></td>
<td>Last week in schools</td>
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<tr>
<td>Dec 6</td>
<td><em>Intern panel to discuss work next year</em> Draft resumes to coordinators</td>
<td>Last week of teaching lab activities</td>
<td></td>
</tr>
<tr>
<td>Dec 13</td>
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<td></td>
<td>Finals week</td>
</tr>
</tbody>
</table>

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Science TE 401 Lesson Plan (Example)

You should turn in a tentative lesson plan to both Don or Andy and your collaborating teacher the week before you teach each lesson. Unless you are planning a very complex activity, your lesson plan probably will not be long: one or two pages. It should include the following parts.

**Goals or Objectives**
1. List a few important concepts or ideas that your students will be learning or using in this lesson. Try to include some big ideas, or medium ideas anyway.
2. List at least one goal or objective that your students will be working toward during this lesson. It should be a MEGOSE objective (constructing, reflecting, and/or using) or written in the form of a MEGOSE using objective:
   (Use the concepts or ideas that you listed to)
   describe, explain, predict, or design
   some set of real world systems or phenomena.
   Your students probably will not complete their work on this objective during this lesson. That is not a problem. We are interested in how this lesson combine with other lessons to help your students learn something worthwhile about science.

**Materials**
List materials you will be using. Attach copies of worksheets, textbook pages, overhead transparencies, etc.

**Activities**
Describe the activities that you and your students will be doing at three stages in the lesson:

<table>
<thead>
<tr>
<th></th>
<th>Foreshadowing, introduction</th>
<th>Activities of the lesson</th>
<th>Reflection, summary, conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the teacher will be doing</td>
<td>What the students will be doing</td>
<td>What the students will be doing</td>
<td>What the students will be doing</td>
</tr>
</tbody>
</table>

**Assessment**
Explain at least one way that you will be able to listen to your students, observe your students, or look at their written work to assess what progress they are making toward your objective. Your assessment plans should somehow be connected to the substance of your objective. (For example, “I will listen to my students during class discussion to see how well they understand” would not be enough.)
Seniors’ Work in Schools

The next several pages have examples of materials that may be useful to course instructors as they plan their courses and communicate with mentor teachers. These are just examples, not required elements of courses. Additional information about field placements and policies can be found in the Senior Handbooks.

Placement Process and Monitoring Students in the Field

Here is a brief overview of the process and of the roles that different people play in it.

Step 1: Making preliminary lists (Week of September 8). Coordinators are visiting schools, talking to principals, and soliciting volunteer teachers. Faculty leaders are also contributing their suggestions, and we would welcome suggestions from other instructors, too. Please send your suggestions of either schools or individual teachers to Kelly Hodges (hodgesk@msu.edu) or Trudy Sykes (sykes@pilot.msu.edu).

Kelly and Trudy will use your suggestions to make lists of teachers to contact. We will be trying to cluster seniors in schools, especially schools that might take interns in the same departments next year. We will also be trying to make more middle school placements than in the past. Ideally, most of our students should have some experience in a middle school, though we cannot achieve that ideal.

Step 2: Contacting teachers and making confirmed placement lists (Week of September 20). Coordinators will check with faculty leaders to plan the process of (a) contacting teachers and confirming that we will place seniors with them, and (b) assigning seniors to teachers. We would appreciate help from faculty leaders in this process, but if you can’t help, coordinators will do it themselves. Confirmed placement lists will be circulated to faculty leaders and course instructors.

Step 3: Coordinator class visits to inform students about placements (Week of October 4). Coordinators will arrange to visit 401 sections to inform students about their placements and give them advice about contacting their mentor teachers. The session when the coordinators visit would be a good session to invite some mentor teachers for general advice and discussion of what students can expect to learn and how they should act in the field.

Coordinators will bring folders for each student containing:

- information about how to contact the mentor teacher,
- the senior handbook,
- the senior mentor teacher handbook,
- a letter to the mentor from the course instructor,
- a questionnaire for the mentor teacher to fill out with contact information,
- a description of field assignments that students will be doing fall term (from the course instructor),
- field report forms or other ways of regularly monitoring students’ attendance and activities in their field sites.
Step 4: First visits to schools (Week of October 11). Students should contact their mentor teachers in time to start regular scheduled visits to schools during the week of October 11. They should plan to sit down with the mentor teachers and share the contents of the folders with the teachers.

Step 5: Regular school visits (October 11-December 3). Although the system will vary from section to section, there should be some system in every section in which students report regularly on their attendance and activities in their field placements. Course instructors may also want to plan meetings or phone calls with mentor teachers during this time.

Step 6: Reports from mentor teachers on students (Week of December 6). Team 4 will mail each mentor teacher a “generic” report form on their students’ attendance and progress, or we will supply course instructors with mailing labels so that you can send out your own forms. Envelopes addressed to course instructors will be enclosed. This is also a good time to make phone calls to each mentor teacher. It is not that time consuming, and it is useful and informative.

Special cases: Kinesiology and Agriscience. I assume that Kinesiology and Agriscience will continue to make their own placements. Please send information about the schools and mentors where your students are placed, so that we will know what to do if questions come up.
Introductory Memorandum to Science Mentor Teachers
(Example)

To: Secondary Science TE 401 Collaborating Teachers
From: ----
Subject: Field assignments for seniors

Thank you for agreeing to accept one or two senior science majors in your class this year. The purpose of this memo is to inform you about the schedule and assignments that we have tentatively planned for this semester.

Schedule. Your students should be visiting your class for about four hours each week between October 11 and December 3. They will call you to arrange their weekly schedules. We will have no scheduled field work after Thanksgiving, though we will permit students to make up work that they missed due to absences or other problems during the week after Thanksgiving. We expect the seniors to adhere to professional standards in their visits to your class, meaning that they should be there on time unless they have arranged otherwise with you in advance.

Assignments. We have tentatively scheduled five assignments for your seniors based on their work in your classroom. All will require written work which we will grade. We will also ask the students to share their work with you. We would greatly appreciate if you can take the time to read and talk with your students about their field assignments. The assignments are as follows:

1. Field checklist. With the help of the students, we will generate a list of important activities that teachers do that they might want to do in your classroom. Our preliminary list is below; we expect to make it longer with your help and the help of the students. No student will complete all of the activities this semester. With your help, though, we hope that they will be able to “check off” many of the activities on this list during the time that they are visiting your class. Here is a preliminary list:
   • learning the names of all the students in the class
   • introducing an activity
   • helping to set up a laboratory activity
   • tutoring students who have been absent
   • tutoring small groups
   • taking attendance
   • grading objective tests/quizzes
   • making a bulletin board
   • helping in the library
   • learning to use computer software or lab equipment
   • preparing a worksheet or handout for class
   • preparing or maintaining laboratory equipment

2. Interview with you. We will ask each student (or the pair of students together if you have two) to interview you briefly in order to learn about several questions:
3. **Two lessons that they will teach with your guidance.** We will ask the students to plan and teach (or co-teach with you) two individual lessons. If you have two students, we will permit them to team teach. We will ask them to turn in lesson plans the week before they teach each lesson. These plans do not need to be original, they could be your lesson plans that you expect them to follow. The students will appreciate your help and guidance while they are teaching and your feedback when the lessons are over.

   - **Lesson 1:** Plans due October 14; teach during the week of October 20; written report due October 30.
   - **Lesson 2:** Plans due November 11; teach during the week of November 17; written report due December 4.

4. **Technology resources or materials.** As part of their technology training, seniors will find or develop resources or materials useful to you. Examples might include a “spruced up” worksheet, information relevant to a topic you are teaching from the Internet, a printed copy of a test based on your rough draft, etc. The primary purpose of this assignment is for them to improve their technological proficiency.

   - Due date: October 28.

5. **Student interviews.** Seniors will conduct two interviews with students from the class that they taught, preferably a “high-average” and a “low-average” student for the purpose of seeing how well the students understood the content that they taught in the first lesson.

   - Due date for plans: October 30 (with report on Lesson 1); conduct interviews in class during week of November 3; due date for written report: November 13.

---

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319A Erickson Hall  
Work phone: 355-1725  
Home phone: 349-6797  
E-mail: andya@pilot.msu.edu

Don Duggan-Haas  
301C Erickson Hall  
Work phone: 355-1725  
Home phone: 482-9774  
E-mail: haasdona@pilot.msu.edu

Enclosure: Course syllabus  
Questionnaire
TE 401 Student Field Checklist and Report (Example)

Name ___________________________ Date ______________________

Activities you have done. Check off the activities that you participated in today.
  ____ learning the names of all the students in the class
  ____ introducing an activity                 ____ helping to set up a laboratory activity
  ____ tutoring students who have been absent   ____ tutoring small groups
  ____ taking attendance                  ____ grading objective tests/quizzes
  ____ making a bulletin board              ____ helping in the library
  ____ re-teaching large portions of a lesson you've seen your CT teach
  ____ learning to use computer software or lab equipment
  ____ preparing a worksheet or handout for class
  ____ preparing or maintaining laboratory equipment
  ____ other:
  ____ other:

1. What did you choose to focus on today?

2. Briefly describe what you did and/or observed.

3. What accomplishments or progress can you report?

4. What concerns you most at the present time?

5. What is one thing that you learned about science or about teaching today?
Possible Student Survey

Let us know about problems and solutions related to your field placement.

1. What are some of the important problems that you had as you negotiated with your mentor about your role in the classroom and how you would do your assigned work?

2. What are two things you did that helped you get more involved in your mentor’s classroom.
Example Mentor Teacher Report: Senior Student
End of Fall Semester

From: Phone: E-mail:

Our seniors have been reporting to us about their work in your class. However, to assess their work well we need to hear from you about the quality of their participation, the level of their engagement and the growth they have shown.

The questionnaire below is one way for you to share your perception of their progress with me. If you would rather call and talk instead, that's fine too.

Name of Senior: ____________________________

I. Professionalism-- This senior:

always usually seldom never comes to my class on time
always usually seldom never dresses appropriately
always usually seldom never notifies me about pending MSU assignments
always usually seldom never takes opportunities to interact with students
always usually seldom never suggests ways to interact with students in my classroom
always usually seldom never is prepared--has read material my class has been reading
always usually seldom never follows through on actions I ask him/her to take
always usually seldom never seems eager to be here and interested in students as learners
always usually seldom never interacts instructionally with students

Comments regarding this senior's professionalism:

II. Subject matter knowledge. How would you estimate this senior's general subject matter knowledge?

Excellent adequate it's growing needs lots of attention very poor

Comments regarding this senior's subject matter knowledge and preparation for teaching:
III. Sharing and discussing work. Over the course of the semester, each senior was expected to teach two lessons and to interview two students after the first lesson. After teaching these lessons, the students wrote reflection papers on the experience. Regarding these lessons...

- Did the senior share their plans with you? Yes No
- Did the senior ask for your input regarding the lesson before teaching? Yes No
  after teaching? Yes No
- Did the senior offer to share the reflection paper after the lesson? Yes No
- Did the senior share the paper describing the results of interviews with the two students? Yes No

Comments about senior's work in your classroom:

IV. Meeting program professional criteria. Do you have any concerns about the senior’s meeting the program’s professional criteria as described on the enclosed page?

- Reliability and responsibility: Yes No
- Communication skills and social relationships: Yes No
- Comfort and concern for the learning of all children: Yes No

Comments on your concerns, if any:

V. General Evaluation. In general, I would say that this senior is:
- Making outstanding progress and ready to do more teaching.
- Making normal, reasonable progress and ready to do more teaching.
- Making minimal progress and needs help before attempting more teaching.
- Not ready to proceed in my classroom.

Are there issues that you would like to discuss over the phone? If so, please list them below, and we will give you a call.

Signature: _______________________________ Date ____________________________

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Technology Support

Technology Workshops for instructors or students

The Center for Teaching and Technology (CTT) provides information about technology requirements (still not finalized at this point) and support for both instructors and students. These workshops may be scheduled by request at a mutually convenient time with a minimum of 10 participants. For more information see the CTT web site at http://ott.educ.msu.edu/ctt/.

Support for developing web sites and other instructional support

Courses have electronic storage available in Andrew File System (AFS) space which may be used for file transfer or a web site. Detailed information can be found at Accessing Course AFS Space: http://www.msu.edu/user/cic/afs/courseAFS.html. In order to get access to your course AFS space, send an email message to Kate Baird (baird@msu.edu, 432-3719). That message should contain the course and section and your pilot ID.

You can also access your personal web space on AFS at http://www.msu.edu/user/cic/afs/accessAFS.html.

The College maintains a listserv server for use by classes or research groups. You may request a listserv by completing the form at this web site: http://ed-web2.educ.msu.edu/intranet/List-Req.htm.

Class Lists and E-mail Lists over the Web

Information about accessing class lists and E-mail lists, turning in grades, etc., can be found in the TE Instructors’ handbook.