Purpose of this newsletter
This monthly newsletter is to serve as a reminder of various issues, deadlines, and important dates surrounding the internship. Most of this information is in the Intern-Mentor Teacher Handbook on the Team 4 website if you need further elaboration.

Important Dates and Deadlines
See the calendars on pp. 7-9 of the handbook for further information.

- **Sept 10** – Initial Conference should have been completed. See p. 26 in the handbook for a description of this meeting. Also consider the description of “Co-Teaching in the Focus Class” on p. 13 of the FI handbook. At the initial conference, it would be productive to clarify what is meant by “co-teaching” and “focus class”, as well as the meaning of “co-planning.” Some discussion of expectations for how and when the mentor and intern will review and discuss feedback on the intern’s daily plans should occur.

- **Sept 24** – First observation visit should be completed. Mentor teachers and field instructors are co-instructors in the intern’s field placement. It is most useful for the intern if mentors and field instructors observe the intern together. Likewise, it is most useful if a meeting between the intern, mentor, and FI to discuss the observation can occur as soon as possible after an observation occurs.

- **Sept 27 through Oct 15** – Window for Guided Lead Teaching 1. See description on p. 13 of the handbook. Further elaboration of considerations around the scheduling of GLT1 can be found in the section titled “Guided Lead Teaching I” below.

- **Oct 5** – Detroit Area Fall Mentor Meeting. 9:00 – 11:30 at Birmingham Seaholm High School. Attended by Detroit area mentors, Detroit area FIs, Detroit area 801 instructors, and at least one subject-matter representative from each subject. The purpose of this meeting is to support mentor teachers work with interns. Expect to hear more information about the content of the seminar courses and how the instructors are working to make these courses useful and relevant to interns now and in their futures. You will also get support in assessing your intern’s progress thus far and designing specific experiences for them in their placements with you to maximize their opportunities to learn about teaching. Please contact Jane Wong (tjw920@aol.com), the Detroit Area Coordinator, if you have questions about this meeting.

- **Week of October 18** – Fall Mentor Teacher Meeting, Lansing and Grand Rapids Area. There is a separate meeting for each subject area. The purpose of this meeting is to support mentor teachers’ work with interns. Expect to hear more information about the content of the TE 802 course and how the instructors are working to make these courses useful and relevant to interns now and in their futures. You will also get support in assessing your intern’s progress thus far and designing specific
experiences for them in their placements with you to maximize their opportunities to learn about teaching. Contact your subject-specific Faculty Leader for more information.

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<th>Fall Mentor Teacher Meetings</th>
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| **English:** Tuesday, October 12 at Everett HS, Lansing  
8:30 Refreshments  
9 – 11:30 Meeting |
| **Science:** Tuesday, October 19 at Eastern HS, Lansing  
8:30 Refreshments  
9 – 11:30 Meeting |
| **Social Studies:** Tuesday, October 19 at Haslett Administration Bldg, Haslett  
8:30 Refreshments  
9 – 11 Meeting |
| **Foreign Language:** Tuesday, October 19, location TBA  
9:30 Refreshments  
10:00 – 12:30 Meeting |
| **Math:** Wednesday, October 20 at Dwight Rich MS, Lansing  
11:30 Refreshments  
12:00 – 2:30 Meeting |

- **Oct 18 through Oct 29** – Window for Fall Mid-Semester Conference. See description on p.27 of the handbook. GLT I should be completed and the intern should have been observed at least twice before this meeting.

**Assessing Intern Progress in TE 501**
Since most mentor teachers see only one intern per year, one common question they have is, “How can I tell if my intern is progressing appropriately?” Here are some suggestions and resources:

- The Program Standards are described on pp. 18-22 of the handbook. General information about assigning grades in TE 501 is given on p. 23. A template that can be used for documenting intern progress during the various assessment conferences can be found on pp 24-25, and a detailed description of each of these conferences begins on p 26. A description of some components of “Professional Conduct” can be found on p. 31.

- The subject-specific mentor meeting in mid-October is an opportunity to hear stories about other interns’ progress from their mentors’ perspectives.

- Since most field instructors work with several interns at a time, they are a good resource for gaining perspective on an intern’s progress. It is appropriate for mentors and FIs to communicate with each other without the intern present in order to compare perceptions of the intern’s progress and strategize about ways to support and guide the intern’s learning.
• The seminar courses (TE 801 and 802) are designed to support interns’ work in the schools, and they see a much larger set of interns. The instructors for these courses can be a good source of information about what interns are having the opportunity to learn in other parts of the program. They can also be a source of supporting information if you have concerns about issues such as your intern’s time management or professional conduct.

Guided Lead Teaching I
The most important consideration about arranging the dates for an intern’s Guided Lead Teaching I period is that interns should experience teaching a coherent set of lessons. Here are some specifics to consider as you and your intern develop a plan for GLT I:

• According to the official internship year calendar, the window for GLT I is Sept 27 – Oct 15. Interns will not be attending their 800-level classes on Oct 1, 8, or 15, so during this window, they will be able to experience teaching five 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 the timeline of your classes.

• As GLT I approaches, interns are being supported in the 802 seminar in designing a unit plan that includes the set of lessons they intend to teach during GLT I. This means that by mid-September they will need to know what unit or part of a unit they will be teaching during GLT I, and a rough estimate of when these lessons will be taught. The dates on which the lessons will occur will likely change slightly between this first conversation about the unit and when the lessons are ultimately taught.

• For the first GLT period, it is sufficient that interns teach two (2) class periods in a day, and it is preferable that these two periods be the same “prep” or course if possible. This allows interns to “ramp up” their teaching and grading load but does not overwhelm them with the need to plan for more than one course. For most interns, thinking about planning for a unit rather than planning lesson-by-lesson will itself be a considerable challenge.

• The target number of days the intern will teach for GLT I is ten (10) days. It is possible that the number of days the intern ultimately requires in order to teach the lessons they plan to teach changes slightly between when these ten days are tentatively selected in mid-September and when the lessons are actually taught. However, it is also important that the intern has time after GLT I to reduce their teaching load back to just the focus class for a couple of weeks in order to reflect on GLT I and prepare for GLT II in early November.

• If your school schedule does not follow a six-period day (i.e., there are some other number of class periods per day, or you follow a block schedule of some kind), some other arrangement for the intern’s teaching load during GLT I needs to be made that is in the spirit of the “two-hours-one-prep” guideline. Consult with your field instructor when negotiating a suitable GLT I schedule for your intern.

Mentor Teacher Professional Accounts
Here are some FAQs about mentor teacher professional accounts, and brief answers. More information is available on page 34 of the handbook. Refer any further questions to Paul Kurf, Trudy Sykes, or Kelly Hodges.

• “I hear I get some money for hosting an intern. Is this true?”
In return for agreeing to host an MSU student, MSU arranges professional accounts with each mentor through the accounting department in each school. Mentors are able to submit requests for reimbursement of professionally related expenditures from this account.

- **“How much money do I have access to?”**
  The mentor teacher’s allocation is $300 for the year per intern. For mentors of seniors, the amount is $60 for the year per senior. The amounts specified in the current handbook are incorrect.

- **“When can I get the money?”**
  MSU enters into contracts with each district, and procedures for disbursement of this money follow the internal procedures in that district. Mentors may begin to spend the money at any time. However, contracts will not be established with the districts until after senior placements are made sometime in October, and so reimbursements will not become available until later in the fall.

- **“What can I use this money for?”**
  Typical uses of this money include materials and equipment that increase the intern’s opportunities to learn to teach or that enable the mentor to work more effectively with the intern and fees, and materials and travel expenses associated with professional development activities for the mentor or intern. Mentors may pool their funds to make purchases that support the learning of a group of interns with whom they work.

**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:

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