Instructor: Kazuko Thornton, PhD
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(517) 332-2853

Class Meets: Fridays, 1:00 – 4:00 PM
Dates…. Aug. 30, Sept. 6, 13, 20, 27, Oct. 18, 25, Nov. 1, 22, Dec. 6, 13 (S1)
Jan. 10, 17, 24, 31, Feb. 7, Mar. 21, 28, Apr. 4 (?), 11, 18, 25 (S2)

Office Hours: by appointment

Introduction

Welcome to TE 801 and 803. This full year course has been designed to complement your fifth-year intern experience and will focus not only on issues of immediate interest and utility to you, but also on other issues of importance to the teacher’s role which needs to be considered as you begin your professional careers.

This course is intended to afford a professional’s perspective upon the daily pressures and emotions of the classroom. Meeting weekly in a small discussion and problem-solving forum, you will be expected to model best practices and to critique your successes or disappointments with encounters in the field. While the companion sequence TE 802 and 804 focuses on issues related to curriculum subject areas, TE 801 and 803 classes promote habits of mind that will inform you of the social, political, legal, and professional contexts that both hinder and enable teaching and learning in classrooms, schools, and communities.

You will learn about relationships with colleagues and about the effects of these relationships in the day to day experience of teaching. As a novice teacher you will explore and develop professional support networks of colleagues to whom you can turn to learn about the culture, history, and traditions of your school. You will also learn about the importance of relationships with experienced practitioners who can serve as guides and mentors to you in your early years of teaching. In keeping with the intent to have a seamless relationship with the practicum experience, the course will remain flexible in order to address issues that will emerge in the course of your teaching experience.

Goal of the TE 801-803 Sequence

The goal of “Professional Roles and Teaching Practice I and II” is to acquaint interns with practical knowledge about the complex roles they will assume as educational leaders in the classroom and in the larger school community. This course addresses the questions: “What does the beginning educator need to know?” and “What does it mean to be a professional educator?” In its broadest interpretation TE 801-803 examines the roles of the teacher in a political context. The word “political” here is intended to connote the
way members of a society organize and manage their mutual interests and duties, including public education. It also implies the sharing or allocation of power and responsibility.

Whether the teacher is addressing issues of diversity in the classroom which bear upon management style and instructional strategies or matters of ethics connected to confidentiality and legal liability, or problems of accountability to parents and administrative supervisors, or stresses related to the search for employment, all these challenges and their successful resolution depend on the teacher’s exercise of that most valuable and professional asset, good judgment, which is the foundation of ethical conduct.

**Teacher Preparation Program Standards**

Folding into this overarching goal are the four important MSU Teacher Preparation Program Standards for interns:

- Knowing subject matters and how to teach them (TE 802-804)
- Working with students
- Creating and managing a classroom learning community
- Working and learning in a school and profession

Expanded descriptions of these standards may be found in the Handbook for Interns and Mentor Teachers published by the Department of Teacher Education. Please peruse it periodically to assess your progress.

**Seven Strands**

Interwoven through the TE 801-803 sequence are seven strands:

1. Classroom Teaching: Management and Instruction
2. Professionalism in and beyond Classroom: Law and Liability
3. Establishing Positive Relationships with Parents and Community
4. Diversity: Making Knowledge Accessible to All Students
5. Emergent Issues: Pleasant and Unpleasant Surprises
6. Preparation for Employment
7. Develop Professional Teacher Habits

**1. Classroom Teaching**: This strand pays particular attention to issues of developing and effective instructional classroom environment in which all students feel supported and valued. Many questions surface during this process. How does a teacher establish an orderly, humane teaching and learning environment? How does a teacher connect and communicate with all of the students in a class, especially those who are chronically late, who sleep in the back of the room, or who learn reluctantly? Should a teacher wait until all students understand a concept? What skills are desirable for a proactive, rather than reactive teacher, who hopes to sidestep potential problems in the teaching/learning
process? These questions do not comprise an exhaustive list; rather, they represent issues that interns will confront in their classrooms and in this course.

Interns will also analyze and share insights into management strategies, laying a foundation for a repertoire of effective responses to address situations studied through role-playing, readings, and case studies. The value of setting goals and expectations for oneself and for students will receive special attention.

2. **Professionalism:** What does it mean to be a professional educator? What do others, such as colleagues, parents, and community members expect of educators? How can a perceptive teacher grasp the particular culture and history of a school and its community, and incorporate this knowledge in daily teaching strategies? This strand will focus on developing collegial relationships, and on sharpening survival skills necessary to negotiate the politics of the workplace. Additionally, interns will generate a file of professional resources, organizations, and related social agencies whose interests often complement the efforts of the classroom teacher. By creating model community case studies, interns will gain an understanding ways in which they can adapt their subject matter knowledge base to meet the needs of students with whom they work. Finally, interns must cultivate a working knowledge of legal issues that impact schools and pupils—matters concerning child abuse, legal liability, confidentiality, and appropriate disciplinary responses for infractions of school rules or community laws.

3. **Establishing Positive Relationships:** Schools that encourage community and parental involvement experience markedly different successes from those of other schools. In these schools, teachers and parents share common expectations for student growth and achievement. How are these common expectations transmitted? What is the distinct role of the teacher, of the parent, and of the community, in this pooling of efforts? How can interns improve their expertise about issues confronting the school, the community, and educators? How can interns best prepare for a productive session of conferences with their students’ parents? Accountability is also a powerful issue in these considerations.

4. **Diversity:** Students in most classrooms come from diverse backgrounds, with differing ideas about the purposes of their education and their lifetime plans after high school. They appear in class with varying abilities, tastes, skills, and interests. Some have special needs. Minority students, whether African American, Asian, Hispanic, Native American, or others representing various ethnic or cultural groups, have concerns that must be respected and addressed. All young men and women expect to be educated in an atmosphere of fairness, free from the intrusion of bias or stereotyping. The teacher’s responsibility is to make knowledge accessible to all students, and to encourage each student to put forth the best possible effort. But how does a teacher meet the needs of all students when everyone seems to need something different? In this course interns will consider their obligation to students in a diverse culture, and examine ways to meet this responsibility.
5. **Emergent Issues:** The diversity of a school population often gives rise to unexpected behaviors and unforeseeable outcomes. Unprecedented issue emerge. A student becomes ill in class, where should she be directed to go? Another student, whose performance has been indifferent for weeks, suddenly scores 100% on the latest unit test...Has he cheated, or has he found new motivation to study? A teacher is fairly sure he smells marijuana smoke on a student’s clothing...Should he give the student a warning, or tell a counselor, or do nothing? How can a teacher construct a test that truly measures the material taught, yet does not take twenty hours to grade? Interns will share, and discuss, and write about these kinds of emergent issues.

6. **Preparation for Employment:** Interns will fashion a strategic plan for obtaining a job. Included in the plan will be creation of a resume, the writing of a philosophy statement, the securing of references, and accumulation of pertinent artifacts---all as part of a professional portfolio. Practice interviews will be scheduled, and interns will have opportunities to attend job fairs on campus and in other locations. Familiarity with electronic media sites and faxed application blanks will aid individuals in their search for employment.

7. **Develop Professional Teacher Habits:**

- **Curiosity about the effects of teaching:** asking yourself how your actions as a teacher affect your students’ immediate experience, and how that immediate experience affects their longer term growth.
- **Open mindedness to other points of view:** considering how students’ and other persons’ ideas and behaviors might make sense to them in a situation, rather than simply declaring that they do or do not make sense.
- **Willingness to learn new ideas as well as techniques:** acquire powerful ideas that help you to observe, describe, and analyze your students’ experiences and thus to think about how you should act as their teacher.
- **Willingness to question your own thinking, consider alternatives, and change your mind for good reasons, and initiate seeking out colleagues; ideas in order to push your own thinking:** Test your ideas and arguments, not only against your own growing experience, but also against the more extensive experience that is available to you by talking with nearby colleagues and by reading the work of distant colleagues. Also, form the habits of considering multiple interpretations of teaching situations, of constructing multiple alternatives for action, and evaluating those alternatives critically.
- **Initiative to accept personal responsibility in order to achieve goals:** consider multiple interpretations of teaching situations, of constructing multiple alternatives for action, and of evaluating those alternatives critically in relation to your multiple goals as a teacher.
- **Initiating and taking part in professional conversations:** learn to participate in pointed and professional conversations with your colleagues, in which you exercise the habits described above.
**Professional Expectations and Guidelines**

In this time of transition from being a student to being a professional teacher, it is important you begin to see yourself as lifelong learner rather than a student fulfilling university requirements. Both your school-based experiences and your university coursework are vital and integral components of your professional preparation. Because the way you conduct yourself in these settings reflects on you as a professional, we want to be clear about your responsibilities with regard to professional and ethical conduct. Failure to comply with these (and other university policies governing student conduct) will result in a review of your progress by your team and specific recommendations regarding your continued participation in the teacher certification program.

**Attendance and Punctuality**

You are expected to be present and on time for your professional commitments. If you must be absent from any one of your professional responsibilities due to illness or an emergency, you must inform the people who are affected by your absence. That is, for your field placement you must notify your collaborating teacher, your field partner(s) if you have one, your MSU liaison. For your on-campus courses, you must notify your course instructor. More than two absences during a semester from on-campus courses is cause for concern. During the internship, interns who are absent more than four days in a semester in their school placement may be required to make up the time.

If you have difficulty meeting this expectation because of an emergency or any other reason, talk to your course instructor or Team coordinator in advance or as soon as possible. Informing the appropriate people about extenuating circumstances will allow us to work with you to make appropriate arrangements.

In summary regular attendance, professional conduct, and active participation in class are required for successful completion of the course. Through classroom participation you have the opportunity to share with peers the understandings you are drawing from events at your field placement as well as what you are learning from course readings, projects and other class activities. You are encouraged to use class discussions as an opportunity to share experiences and to clarify your thinking about issues you are confronting. Ask your peers for suggestions and ideas about how to handle specific situations you are concerned about in your class and/or in school. Through sharing what is happening in your classroom and in your school, you will discover that many of your colleagues are experiencing similar situations. Collaboratively, you can build a repertoire of possibilities to meet your needs and those of your colleagues.

**Incompletes**

University policy: When special or unusual circumstances occur, the instructor may postpone assignment of the student’s final grade in a course by use of an I-Incomplete. The I-Incomplete may be given only when: The students (a) has completed at least 12 weeks of the semester (6 weeks in the summer semester), but is unable to complete the
class work and/or takes the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor’s judgment can complete the required work without repeating the course.

**Grading**

**Grades will be based on the scale below:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>4.0</td>
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<tr>
<td>85-89%</td>
<td>3.5</td>
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<tr>
<td>80-84%</td>
<td>3.0</td>
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<tr>
<td>75-79%</td>
<td>2.5</td>
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<tr>
<td>70-74%</td>
<td>2.0</td>
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**General criteria and expectations:** Each assignment has its own specific criteria which will be explained orally and/or in handouts during class. If you are uncertain or unclear about the expectations, call or meet with me to clarify your understandings. There are, however, some general criteria I will use in responding to your work. These include, but are not necessarily limited to:

- Connections drawn among class discussions, experiences/observations in school, and/or reading materials
- Insightfulness, depth of analysis, and internalization of new knowledge
- Well preparedness to participate in cooperative class activities
- Clarity and conciseness
- Grammatical and mechanical accuracy
- Intellectual honesty

**Policy on due dates:** Late assignments may be refused or graded on a different standard because of the extra time taken to complete them. If you are ill, have a family emergency, etc. that will prevent you from submitting your assignment on time, please contact me in advance or as soon as possible to explain why your assignment will be late.

**Assignments**

A detailed explanation of each assignment will be provided in separate handouts or discussed in class.

**Challenge List:** Each student will maintain a table of “challenge list” by logging on daily to record challenging tasks, problems or questions you have encountered in your classroom or school.

**Reflections:** You will have opportunities to write one-page weekly reflective narratives about thought provoking issues or experiences you have had during your internship. The weekly topic may be drawn from your “challenge list”, our class discussions, your experiences and observations at your school and/or readings.
**Issue Analysis/Case Study:** Each student will present a brief analysis of a significant educational issue or a case study. The case study will focus on a problematic situation of your choosing identified within your school. To assist you with this assignment, we will examine several issues in class as well as brainstorm possible topics for your written assignment. You will be expected to gather information about the topic you have chosen from literature and conversations with knowledgeable persons. Each presentation must be supported by relevant documentation. Students will sign up for oral presentation dates.

**Professional Portfolio:** Work on developing your portfolio will begin in TE 801 and will be completed in the second semester (TE 803) in time to be of use to you in your job search. You should begin to compile evidence of your early accomplishments as a teacher during the fall term.

**School/Community/Parent Report:** This is a group project to study a school and its community in some depth, attending to organizational and cultural issues within the school and to social, political and economic characteristics of the community and families that the school serves. Historical information about the community may be included. Each group will make a presentation on the findings of your study with some visual aides. This assignment may help you guide the process of identifying school district of your employment preference.

**Weekly Communication with your E-Partner:** Each student will select a partner to share via e-mail one or two incidents or events in your classroom or school that have affected you emotionally (i.e., elation, disappointment, feeling secure/insecure, etc.). A copy will be sent to the instructor.

**Assignments and Grade Values**  
(subject to revision)

- Participation and contribution to class discussions ………. 25/20% (F/S)
- Weekly reflection papers ………………………………………. 20% (F/S)
- Issue analysis paper (F)/Case study (S) ……………………. 15% (F/S)
- Presentation of Issue analysis paper to class ………………. 10% (F)
- Portfolio development ………………………………………. 10% (F/S)
- School/Parent/Community report …………………………. 10% (S)
- E-Partner communication …………………………………. 10% (F/S)
- Challenge list ………………………………………………… 10% (F)
- Interview response journal ………………………………. 5% (S)

**Texts and Resources**

- Team Four Handbook for Interns and Mentor Teachers
- Student Handbook
- Others as assigned.

**TE801(Fall Semester) Class Schedule**  
(subject to revision)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>August 30</th>
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| **Topics**        | First-day-of-class business: introductions, sharing expectations, etc.  
Create a composite profile of an ideal teacher (small group)  
Define a successful year of internship (individual)  
Overview of the course TE801/803  
Getting started in school—a list of what’s first  
Matching up e-partners and the parameters of e-communication |
| **Turn in/Bring in** | Review Weinstein Ch. 4; applying this reading, critique your own classroom rules and procedures (i.e., predict which rules will be useful/good and which are potentially problematic and why) Be ready to share your prediction with class.  
Reflection paper #1: “On my first week as an intern teacher” |
| **For the next class** | For the next class |

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<tr>
<th>Session 2</th>
<th>September 6</th>
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| **Topics**        | First week experiences—highlights and challenges  
Clarification of the syllabus - Q/A  
Discussion: classroom rules and procedures (W-Ch.4); share your prediction with class (We’ll revisit this topic again later!)  
Challenge List |
| **Turn in/Bring in** | Bring in a copy of your rules on OH transparency  
Turn in reflection paper #1 |
| **For the next class** | Reflection paper #2  
Begin e-communication  
Review Weinstein Ch. 5 for discussion |

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<tr>
<th>Session 3</th>
<th>September 13</th>
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| **Topics**        | Highlights and challenges from the previous week  
Issues from e-communication and reflection papers #1  
Discussion: How you hope to gain students’ cooperation/sharing |
### Session 4

**September 20**

**Topics**
- Highlights and challenges from the previous week
- Issues from e-communication and reflection papers #2
- Discussion: grading policy and its effective implementation/ role-playing (perspectives of teacher, students, parents, and of administration)

**Challenge List**
- Turn in reflection paper #2
- Bring in your school’s staff list/ Be ready to share your encounters with the people and rules of the school.

**For the next class**
- Reflection paper 3

### Session 5

**September 27**

**Topics**
- Highlights and challenges/preparation for GLT#1
- Relax and enjoy your GLT #1!
- Issues from e-communication and reflection papers #3
- Discussion: transition between activities; making the most of a class period (Which strategies suggested in Ch. 7 you may try to use?)

**Challenge List**
- Turn in/Bring in
- 3 ideas to maximize the class time.

**For the next class**
- Continue with weekly e-communication during the GLT.
- Reflection paper #4 on the GLT #1 (what gave you confidence, what you need to work on, what you learned about yourself as a teacher, etc.)

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**Guided Lead Teaching #1: September 30 – October 17**

### Session 6

**October 18**

**Topics**
- Highlights and challenges from the GLT #1: Sharing experiences, reflection paper #4, feedback from MT, FI, students.
- Issues from e-communication during GLT#1 and reflection papers #3
- Challenge List / Post GLT short term goals
- Begin brainstorming topics for issue analysis paper.

**Challenge List**
- Turn in/Bring in
- Reflection Paper #4

**For the next class**
- Reflection Paper #5
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<tr>
<th>Session 7</th>
<th>October 25</th>
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| **Topics** | Highlights and challenges  
Issues from e-communication and reflection papers #4  
Examine a list of topics for issue analysis paper/ reduce and select topics for the class and each intern selects one out of the topics selected.  
Challenge List |
| **Turn in/Bring in** | Turn in reflection paper #5 |
| **For the next class** | One page proposal for issue analysis paper  
Review Weinstein Ch. 6  
Bring in at least 2 thought provoking questions on discipline based on your own experiences. |

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<thead>
<tr>
<th>Session 8</th>
<th>November 1</th>
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| **Topics** | Highlights and challenges/preparation for GLT #2  
Issues from e-communication and reflection paper #5  
Challenge List  
Discussion: “When prevention is not enough…”/ effective discipline  
Speaker (in work): “What do effective teachers do differently” |
| **Turn in/Bring in** | Turn in issue analysis paper proposal |
| **For the next class** | Reflection paper #6 on GLT #2  
Continue with e-communication during GLT #2 |

**Guided Lead Teaching #2: November 4 - 21**

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<th>Session 9</th>
<th>November 22</th>
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| **Topics** | Highlights and challenges from the GLT #2: areas of improvement, areas needing to work on, areas of concerns, new discoveries, etc.  
Issues from e-communications  
Challenge List  
Revisit the rules and procedures: Your predictions still holding?  
Review: portfolio organization  
Portfolio planning- develop an outline or table of contents with a specific to do list |
| **Turn in/Bring in** | Reflection paper #6 |
| **For the next class** | Reflection paper #7 |

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<tr>
<th>Session 10</th>
<th>December 6</th>
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| **Topics** | Highlights and challenges  
Issues from your reflection papers #6 and e-communication |
| Portfolio: brainstorm ingredients for a good philosophy statement  
| Begin drafting your philosophy statement  
| Challenge List  
| Begin presentation: issue analysis paper  
| Turn in/Bring in | Turn in reflection paper #7  
| Turn in issue analysis paper with enough copies (today’s presenters)  
| For the next class | Due: the rest of issue analysis paper with enough copies for your classmates  
| Remember to bring your draft of philosophy statement #1  

| Session 11 | December 13  
| Topics | Highlights and challenges  
| Issues from your e-communication and reflection paper #7  
| Challenge List  
| Peer editing: philosophy statement draft #1  
| Finish presentation: issue analysis paper  
| End of the first semester: feedback for the 2nd semester  
| Turn in/Bring in | Bring in your philosophy statement draft #1  
| Turn in issue analysis paper with enough copies  
| For the next class | Portfolio table of contents  
| Your philosophy statement draft #2  

**TE803 (Spring Semester) Class Schedule**  
(to be provided by the beginning of the 2nd semester)