Special Events and Dates

Mary Kimball from Financial Aid is scheduled to speak to seniors about financing the internship on Thursday, January 20, 2005, 4:00-5:30 PM, 252 Erickson Hall.

Resumes: Five copies to Paul Kurf by January 12.

Next MTTC tests:
  - Jan 8 – regular registration is closed but late and/or emergency registration is available through Dec 31
  - April 3 – regular registration through Feb 18

Trudy and Kelly visit classes to give out Lansing area placements week of March 22.

Special Education sessions:

Weds. Jan 26, Feb 2, 9, 16, 23, Mar 2 from 4:10 – 6:00 pm
- Sections 16, 21, 23*, 24** in 119 Psychology (Bill Hodges and Sheila Myron)
- Sections 14, 18***, 19***, 22 in 120 Psychology (Alexis Ray and ??)
  * Kinesiology majors attending Wednesday lab
  ** Math majors agreeing to take Wednesday lab
  *** Social studies majors agreeing to take Wednesday lab

Thurs. Jan 27, Feb 3, 10, 17, 24, Mar 3 from 4:10 – 6:00 pm
- Sections 17, 23*, 24** in 107 Berkey (Bill Hodges and Sheila Myron)
- Sections 15, 18***, 19*** in 209 Berkey (Alexis Ray and ??)
  * Kinesiology majors attending Thursday lab
  ** Math majors remaining in Thursday lab
  *** Social studies majors remaining in Thursday lab
Senior Year Calendar of Events
2004-2005

ed-web2.educ.msu.edu/team 4

Gail Richmond, faculty leader, gailr@msu.edu
Paul Kurf, Team 4 support staff, kurf@msu.edu
Kelly Hodges, Lansing- hodgesk@msu.edu
Trudy Sykes, Lansing- sykes@msu.edu
Jane Wong, Detroit- tjq920@aol.com
Margaret Malenka, GR- malenka@msu.edu

October

Senior year placements made
Receive Internship Preference and Graduation Clearance forms
  16th – MTTC test
  22nd – Graduation clearance signed by advisor and returned to Student Affairs Office, 134 EH

November

Begin preparing resumes
  22nd – Electronic draft of resume due to Lansing or GR area coordinator

December

Look up scholarship information on COE website
  15th – Final electronic copy of resume due to Detroit area coordinator

January 24 – March 3
Special Education sessions during lab times

January

  8th – MTTC test
  12th – 5 hard copies of Lansing and GR area intern resumes due to Paul Kurf, 323 EH
  18th – Detroit 2005 Intern Meetings in 252 EH – attend ONE of these sessions: 8:30 am, 1:30 pm, OR 4 pm
  20th – Financial Aid Seminar 4:00 – 5:30 in 252 EH

February

Receive Lifelong Education & Criminal Disclosure forms
  7th – Grand Rapids 2005 Intern Meeting at 4 pm in 252 EH

March 14 – April 21
Minors sessions during lab times
**March**

Placements for Lansing area interns given out in TE 402

*Note: Detroit and GR area interns will receive information about procedures for receiving and confirming their internship placements at the 2005 Intern Meetings in January (Detroit) and February (GR).*

**April**

Lansing area interns contact mentor teacher and arrange for interview and observations

- 2\textsuperscript{nd} – MTTC test
- 29\textsuperscript{th} – Lansing area interns return internship checklist form to Paul Kurf, 323 EH

**July**

- 9\textsuperscript{th} – MTTC test – LAST DAY TO TAKE AND PASS TEST TO BE ELIGIBLE FOR INTERNSHIP IN 2005-2006

**August**

Opening Institutes for Interns and Mentors (tentative dates):

- 16\textsuperscript{th} and 23\textsuperscript{rd} – Lansing and Grand Rapids (Erickson Hall)
- 17\textsuperscript{th} – Detroit (Detroit Area)
<table>
<thead>
<tr>
<th>Event</th>
<th>Lansing</th>
<th>Gr. Rapids</th>
<th>Detroit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearance Forms</td>
<td>Oct 22</td>
<td>Oct 22</td>
<td>Oct 22</td>
</tr>
<tr>
<td>Draft Resumes to area coordinator</td>
<td>Nov 22</td>
<td>Nov 22</td>
<td>Dec 15*</td>
</tr>
<tr>
<td>Financial Aid Seminar</td>
<td>Jan 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>252 Erickson 4:00 – 5:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Electronic Copy of resume to Jane</td>
<td>Dec 15*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wong (<a href="mailto:tjw920@aol.com">tjw920@aol.com</a>)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five (5) hard copies of resume</td>
<td>Jan 12</td>
<td>Jan 12</td>
<td></td>
</tr>
<tr>
<td>to Paul Kurf in 323 EH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005 Intern Meetings- 252 Erickson</td>
<td>Jan. 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9:30, 1-2:30, or 4-5:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004 Intern Meetings</td>
<td>Feb. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116H Erickson at 11 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004 Intern Placements</td>
<td>Mar 21+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Institutes (tentative dates)</td>
<td>Aug. 16 &amp; 23</td>
<td>Aug 16 &amp; 23</td>
<td>Aug. 17</td>
</tr>
</tbody>
</table>

*Jane will return resumes for corrections if necessary after Dec 15; otherwise, she will print or email copies as needed.

For updated calendars and other information see the Team 4 web site: [http://ed-web2.educ.msu.edu/team4](http://ed-web2.educ.msu.edu/team4)

**Schedule and Attendance for Special Needs Sessions**

All TE 402 students are required to attend special education sessions next semester on the day indicated by their registered section (i.e., Wednesday or Thursday). These sessions are scheduled from **January 26** through **March 3**. Students will be grouped according to their majors. Rooms are listed on page 1 of this document:

We agreed that teacher candidates would have **one hour per week** available to work on a student study or action plan during the time that the special needs sessions are meeting. Please adjust your field assignments during this period so the candidates will have this time available.

**Attendance and Schedule for Minors Sessions**

All students will be required either to attend a series of six sessions on teaching in their minors or conduct a project related to teaching in their minors (if their majors and minors are in the same subject areas). These sessions will take place on Wednesday and Thursday afternoons between **March 16** and **April 21**.
Subject area leaders in each content area are responsible for staffing the minors sessions. Kelly Hodges will be working with the subject area leaders on rooms and schedules. Subject area leaders are also responsible for working with course instructors to define and monitor the projects or assignments that students with majors and minors in the same subjects will carry out.

**Attendance requirements and records**

- If you have candidates in your class who will have problems attending the required minors sessions, please refer them to Kelly Hodges (hodgesk@msu.edu).
- Minors attendance records. Please keep a list of the names of candidates who attended your minors sessions, including records of candidates who missed one or more sessions. We will collect this information and report it back to the seminar instructors.

**Communication with Mentors**

All mentor teachers should have returned their evaluation forms for seniors placed with them. Paul Kurf (kurf@msu.edu) will return the completed forms to you. If you have completed forms that have not gone through Paul, please send copies to him. We need forms on file for all seniors.

Please be SURE to call mentors who did not return their assessment forms and ask if they received the forms. Ask Paul to send replacement forms if they did not receive forms in December. Also please be SURE to let Trudy or Kelly know if any mentor feedback forms indicate serious problems with a student’s attendance or performance in the field. Consult with them about how to follow up with both the student and the mentor.

You do not need to schedule a meeting with your mentor teachers during the spring term, but there are two ways in which I hope you will communicate with them.

1. **Phone calls.** Early in the spring term is a good time to try to talk with your mentors by phone. Paul Kurf (kurf@msu.edu) has school phone numbers if you need them. There are four things, in particular, that it would be good to talk with your mentors about:
   - Assessment of teacher candidates. Paul should be returning the assessment forms that the mentors filled out to you. You can discuss these forms with the mentors, as well as getting more informal comments that they did not put in their written evaluations.
   - Looking forward to the coming term. You can discuss with the mentors the kinds of work and general expectations that you will have of your teacher candidates during the coming term and find out if they have concerns or have plans for the teacher candidates that they would like to discuss with you.
   - Participation in classes during the coming term. Now is a good time to talk with teachers about serving as panel members, consulting, or otherwise participating in your classes during the spring semester.
   - Being mentors next year or recommending other teachers. You can find out whether they are interested in working with seniors or interns next year, or whether they have other teachers that they would recommend. Please pass on the names of any interested teachers to the coordinator that you work with—Trudy Sykes or Kelly Hodges. If the mentor requests a particular teacher candidate be assigned to them, our standard answer is that we generally try
to give our teacher candidates a variety of experiences while they are in our program, but we will consider their request. Pass that information on to Trudy or Kelly, too.

2. Written information about spring term assignments. Your mentors should receive something in writing describing your field assignments and other expectations for the coming term. For an example, see the draft memo at the end of this supplement. You may want to emphasize the following points:
   • The field assignments that students are expected to do are minimal expectations concerning work that will be graded in your class. We hope that our students will also have the opportunity to take on additional responsibilities for teaching or working with students as well as helping the mentor or working in the school in other ways.
   • We expect students to share lesson plans with their mentors in time for the mentors to give them feedback. We also expect them to share post-teaching analyses and other reports related to their work in the mentor’s classroom.

Syllabus Language and Schedule

You need language in your syllabus concerning four issues: required course elements, attendance policy, technology requirements, and professional criteria. I have below sample language that you could paste into your syllabus.

Required Course Elements

This course includes four required elements
   • the subject-specific seminar that you attend four hours per week.
   • the sessions on teaching special needs students to be held on Wednesday or Thursday between January 22 and March 3 (six weeks).
   • the sessions on teaching in your minor held on Wednesday or Thursday held between March 16 and April 21 (six weeks). If your major and minor are in the same subject area, you will be responsible for an alternative project to be conducted during this time.
   • 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. The minors sessions and special needs sessions will be graded on a pass-fail basis. Once you have completed them successfully, your grade will be determined by your performance in the subject-specific seminar and field placement.

Attendance Policy

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 402 including sessions in teaching special needs students and in your minor. You will receive only one grade for TE 402, 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 your instructor's office and leave a message with his or her 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 begin the week of January 10 and end by Friday, April 22. The period between April 25 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.

Technology requirements

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

- E-mail including sending and receiving attachments
- Word processing
- Database or spreadsheet
- Web search

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. Additional information can be found at their website (http://ott.educ.msu.edu/tec).

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.).
Professional criteria for progression to the internship

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
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.

Field Assignments

Suggested minimum requirements

We encourage seniors to teach as much as possible during the spring term. Some mentors are generous in allowing the seniors many chances to teach. It is helpful, though, if all sections have a minimum requirement of 5 or 6 lessons. In the past we have required students to teach individual lessons around the end of January and the end of February and a three-day learning cycle around the end of March. Each of these lessons was accompanied by written plans and reports in which teacher candidates document their full teaching cycles (planning, teaching, assessment, reflection).

We can also report on a useful way to encourage assessment that focuses on student understanding. We asked each teacher candidate to choose three focus students, preferably one who is academically successful and two who are academically at risk. When our teacher
candidates reported on their teaching experiences, we asked them to report on what they learned about how the class looked from the focus students’ perspectives as well as their own. With just three students to keep track of, we could encourage them to use formal and informal interviews as well as the focus students’ written work. Structuring the assessment portion of our assignments this way encouraged our teacher candidates to seek deeper insights into their students’ reasoning than they are otherwise likely to do.

**Field Placement Concerns**

Common concerns reported by the Student Advisory Group and other seniors include the following:

1) connections between what seniors see in their field placement and what they discuss in TE402 are often not obvious
2) guidance from mentors about lesson planning and classroom management varies considerably
3) seniors hope to see classroom management strategies modeled by their mentor, but often do not
4) inconsistent expectations from mentors about how much 401 students are to be involved in the classroom
5) seniors need guidance (knowledge about school policy) regarding: fighting, cheating, smoking pot, talk of suicide, etc
6) many seniors are anxious about how they will deal with classroom management during their internship

**Suggested Remedies**

Here are ideas that you might consider responding to these concerns.

1) You could encourage seniors to consult with mentors and school administrators to find out about school discipline policies and procedures for dealing with discipline problems.

2) We can recommend a supplemental text: **Cooperative Discipline, by Linda Alford.** This text is a good complement to the Weinstein text in that it focuses on understanding the underlying reasons for the misbehavior of individual students and on ways of responding that are tied to that understanding.

3) We have also had some success in working with seniors on Chapters 8-10 of the Weinstein text. These chapters deal with “subsettings of the environment”—seatwork, groupwork, and lecture-recitation. We found it useful to have our students develop group presentations on these subsettings and others that are important in science classes, such as field work and laboratories.

**Other Possible Activities**

Here are a few other ideas that you might think about. Interns are lead teaching from mid-January through the end of March, so this period is generally a good time for teacher panels and a poor time for intern panels.
1. **Intern panels.** We find that the interns are great role models and can give much more credible answers to seniors than we can or even mentor teachers. We have found it very effective to have interns make brief opening statements, followed by open questions from the seniors. The 804 instructors can help you find intern volunteers. April is the best time to schedule an intern panel. Here is the message that I sent to interns last year who spoke to our class.

Hi Folks—
Thank you for agreeing to participate in our intern panel next Tuesday. We have a split class, and you will be talking with a group consisting mostly of chemistry, earth and physical science majors. Our class starts at 12:40 in 109 Erickson Hall. There will be a few announcements in the beginning, so the panel will start around 12:45.

There won’t be much of an agenda. Come prepared to talk for a few minutes about your experiences, then answer whatever questions the group has for you. I will leave the room around 2:00 so they can ask you questions they wouldn’t want to ask in front of me. You can expect to be finished around 2:15.

Thanks again for your help! Andy

2. **Teacher panels.** You may also want to invite mentor teachers to talk to interns about their initial conferences with mentors and about preparing for their internships. We have funds available to pay for substitutes if you want to have teachers come to your class. Contact Trudy or Nancy if you want to do this.

3. **Individual conferences.** We also find it very useful to take a day off from classes and schedule individual conferences with our teacher candidates. We learn a lot that is helpful in working with them, making placements, etc.
**DRAFT Memo to mentors**
(Dates and assignments are not correct)

To: Secondary Science TE 402 Mentor Teachers
From: Gail Richmond, Andy Anderson, Steve Tuckey, and Brett Merritt
Subject: Field assignments for seniors for the spring semester.

Best wishes for the new year. We want to thank you for mentoring the science teacher candidates working in your classroom, and we look forward to your continued work with them this term. The purpose of this memo is to inform you about the goals, schedule and assignments that we have planned for this semester.

**Schedule.** Your teacher candidates should be attending your class for four hours a week between January 14 and April 19. They will not be required to attend your class during MSU’s spring break (March 4-8). They will call you to arrange their weekly schedules. We have no scheduled fieldwork after April 19. As last semester, we expect the seniors to adhere to professional standards in their visits to your class. These standards include the expectations that they should be there on time unless they have arranged otherwise with you in advance, they should stay for the full time, and they should actively seek ways to help you in your teaching.

**Course website.** You can find our syllabus, copies of all our assignments, and other information at our course website: [http://SciRes.educ.msu.edu/Science05/index.htm](http://SciRes.educ.msu.edu/Science05/index.htm). Please check it out if you have questions!

**Upcoming phone calls.** Will be calling you soon to discuss
--Progress of your seniors
--Your possible participation in our class (if you are interested)
--Ideas for improving program or course activities

Please feel free to call or e-mail us with your questions or concerns. Our E-mail addresses and phone numbers are below. Thank you for your continued support and cooperation!

Andy Anderson  Gail Richmond  Steve Tuckey  Brett Merritt
andy@msu.edu  gailr@msu.edu  tuckeys1@msu.edu  merrittb@okemos.k12.mi.us
432-4648  432-4854  517-745-1998  339-0396
Field Goals and Assignments for TE 402
Science Section, Spring, 2004

Goals. TE 402 is organized around five themes as the seniors continue their transition from college students to science teachers.

1. Teaching lessons in context. Teacher candidates will continue to plan and teach in your class. In order to prepare for teaching and designing entire courses as well as individual lessons, teacher candidates will work on the connections between lessons and the context of their teaching. In particular they will focus on: (i) connecting teaching activities with purposes, assessments and achievements throughout the teaching cycle, and (ii) connecting lessons through the learning cycle and storylines.

2. Working with diverse students. Teacher candidates will observe and experience a variety of roles and responsibilities of science teachers. In particular, they will further their competence in working with diverse students.

3. Developing a repertoire of teaching tools and resources. Teacher candidates will work together to: (i) find and develop interesting activities and connecting them to topics on the TE402 course web site; (ii) analyze and critique textbooks and other curriculum material; and (iii) find and evaluate web-based resources that will be made available through the course web site.

4. Preparing for the internship. Teacher candidates will prepare for the coming internship during the semester.

5. Emergent issues. We will also work together on other relevant emergent themes identified by teacher candidates themselves, for an all-round preparation for science teaching.

Regular classroom activities. The assignments below describe our minimum requirements for the teacher candidates’ activities in your classroom. We hope that they will be able to do more and encourage them to do so. We hope that you will be able to help the teacher candidates shoulder increasing responsibilities as a science teacher in your classroom.

Assignments. We have tentatively scheduled four types of assignments for your seniors. All will require written plans and reports, which we will grade. We will also ask the teacher candidates to share their work with you. We would greatly appreciate if you can take the time to read and talk with your teacher candidates about their field assignments, particularly the teaching and student case studies based in your classroom. Our planned field assignments are as follows:

1. Teaching plans and reports. Teacher candidates will complete teaching cycles for two lessons and a three-day unit during the semester. The basic form of plans and reports will remain the same as for fall semester. As during the last semester, we hope that you can help the students as they plan, observe them when they teach, and give them feedback on their teaching and reports.
   - Lesson 1: Plans due January 22, teaching the week of January 28, reports due February 7
   - Lesson 2: Plans due February 14, teaching the week of February 18, reports due February 28
• Three-day sequence of lessons: Plans due March 28, teaching the week of April 8, reports due April 18

2. Studies of diverse students (20% of course grade). Teacher candidates will complete two studies of at-risk students during the semester.
   • Case study of a special education or special needs student (10% of course grade). This case study will be conducted under the guidance of a special education instructor. Due date: February 21
   • Case study of a student with motivation or behavior problems (10% of course grade). This case study will focus on a different student who presents motivation or behavior problems. Teacher candidates will be expected to consult with you and other teachers to develop ideas about working with your student. Due date: March 21

3. Development of repertoire and shared resources. Teacher candidates will contribute to the class resource base on the web site in three ways during the semester. Although these activities do not require your participation, we hope you will be able to help your candidates with suggestions and ideas. These assignments include:
   • Curriculum materials analyses. Due date: February 5
   • Development of inquiry lessons using archived data, electronic probes, computer models, or simulations. Due---
   • Web resources contributions and critiques. Due date: February 14
   • Teacher web site (for use during the intern year).

Teacher candidates shall be sharing their teaching reports and other work with you. Any feedback from your side would be of immense use to them.