TE 801 – 803 Course Syllabus
Professional Roles and Teaching Practices, 2002-2003

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Office Hours: Fridays 11:30 AM-12:30 PM and 4:00 – 5:00 PM
By appointment

Meeting Times:
TE 801-803 classes will meet on Friday mornings from 1:00 – 4:00 PM on the following dates:

<table>
<thead>
<tr>
<th>Fall Term: TE 801</th>
<th>Spring Term: TE 803</th>
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<tr>
<td>August 30</td>
<td>January 10, 17, 24</td>
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<td>September 6, 13, 20, 27</td>
<td>February 7</td>
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<td>October 18, 25</td>
<td>March 21, 28</td>
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<td>November 1, 22</td>
<td>April 4, 11, 18, 25</td>
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<td>December 6, 13</td>
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Introduction

Welcome to TE 801-803. 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 need 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 – 804 focuses on issues related to curriculum subject areas, TE 801 –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 efforts 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 and that of your peers.

**Goals of the TE 801 – 803**

The goals 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 implies also the sharing of 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**

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

Knowing Subject Matters and How to Teach Them --- (802/4)
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.

**Six Strands**

Interwoven throughout the TE 801 – 803 sequence are six strands:

1. **Classroom Teaching**: Management and instruction
2. **Professionalism** in and Beyond the classroom; Law and Liability
3. **Establishing Positive Relationships**
4. **Diversity**: Making Knowledge Accessible to All Students
5. **Emergent Issues**: Pleasant and Unpleasant surprises
6. **Preparation for Employment**
1. Classroom Teaching: Management and Instruction

This strand pays particular attention to issues of developing an 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 a reactive teacher, who hopes to sidestep potential problems in teaching/learning process? These questions do not compromise an exhaustive list; rather, they represent issues that interns will confront in their classrooms and in this course during the year.

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 in and beyond the Classroom

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 of 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 with Parents and Community

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, 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 those considerations.

4. Diversity: Making Knowledge Accessible to All Students
Students in most classrooms come from diverse backgrounds, with differing ideas about the purpose 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 obligations to students in a diverse culture, examine ways to meet this responsibility.

5. Emergent Issues: Pleasant and Unpleasant Surprises

The diversity of a school population often gives rise to unexpected behaviors and unforeseeable outcomes. Unprecedented issues 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 test… Has he cheated, or has he found new motivation to study? A teacher is fairly sure he/she 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 doesn’t 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. Include in the plan will be creation of a resume, the writing of a philosophy statement, the securing of references, and the 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.

Class Activities

Class activities may vary among different sections of TE 801/803, according to the design of the instructor. The proposed format may include relevant assigned readings, weekly writings, extensive discussion, frequent oral presentations ---including guest speakers ---video clips, collaborative studies, role playing, peer interaction, and mentor teachers invited to participate in class. Interns may expect to encounter a degree of intellectual rigor appropriate for graduate level students.

Exclusive of weekly reflections or class essays, interns must craft a minimum of one significant paper on a case study or issue analysis during the course of TE 801.
Preparation should be made for an on-going collaborative work with a team of other interns for a School/Community/Parent Project that will span both semesters. Finally, presentations of a satisfactory professional portfolio in April is also a course requirement. Other research, project or papers, may be assigned, at the discretion of the instructor.

**Assessment and Evaluation**

Instructors are expected to provide rubrics or guidelines that form the basis for grading interns’ oral and written work, class participation, constructive attitude, and attendance. Interns should also be advised of the weighted value of each component that contributes to the final grade each semester.

**Professional Expectations and Guidelines**

In this time of transition from being a student to becoming a professional teacher, it is important that you begin to see yourself as a 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, ofr your field placement your 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 and lates from the placement or a seminar course during a semester may jeopardize an intern’s recommendation for continuation in the program.

If you have difficulty meeting this expectation because of an emergency or any other reason, talk to me 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 classroom 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 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.

**Incomplete**

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 I—Incomplete, The I---Incomplete may be given only when: The student (a) has completed at least 12 weeks of the semester (6 weeks in the semester session), but is unable to complete the class work and/or take 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.

**Intern Handbook**

Your intern Handbook contains important information about the policies and procedures for the internship year. Please take time to become familiar with your handbook.

Please read the complete statements about the Attendance Policy (. P. 29) and the Professional Conduct Statement (p. 30).

**Texts and Resources**

Weinstein, Carol Simon. *Secondary Classroom Management*

Team Four *Handbook for Interns and Mentor Teachers*
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Assignments and Assessment Criteria

E-mail Journal/Reflections: You will have opportunities to write reflective narratives about issues facing classroom teachers today. The topics will be drawn from our class discussions, your experiences, and/or our readings.

You will send an email every week before class on Thursday to your partner. In the e-mail, I would like you to comment on some aspect of your intern experience; i.e., positive and negative thoughts, mentor relationship, planning, feelings, labs, lessons, etc. Don’t ramble, go to the point quickly. When you send the e-mail to your partner, make sure you CC the instructor (fangyanp@msu.edu). If you choose to dialogue with each other, you may choose not to CC the instructor. We will use the Blackboard software for email exchange and class communication after class.

Professional Portfolio: Work on developing your portfolio will begin in TE 801 and will be completed in the second semester in time to be of use to your in your job search. You should begin to compile evidence of your early accomplishments during this term.

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 issue of your choosing identified within your school. To assist you in this assignment, we will examine several cases in class as well as brainstorm possible topics for your written assignment. You will be expected to gather information about the issue from readings and conversations with knowledgeable persons and to make a verbal presentation during class. Each presentation must be supported by relevant documentation. Students will sign up for presentation dates.

School/Community/Parent Study: Teams will be formed to study a school and its community in some depth, attending to organizational and cultural issues within the school and to social characteristics of the community and families that the school serves. Each team will make a presentation on the findings of your study.

Note: ***There will be other assignments that will not be graded. Usually these include readings or very short in-class writings. These assignments are a valuable part of the course and should be treated as such.

Course Evaluation

1. Active participation and attendance (20%)
2. Email journal/Reflections (20%)
3. Portfolio Development (20%)
4. Issue Analysis Paper and Presentation (20%)
5. School/Community Presentation (20%)
Assessment Criteria

Your assessment in this class will be based on the following criteria:

*Completeness.* The paper or the activity should be consistent with expectations established for the assignment. If you are uncertain or unclear about the expectations, call or meet with me to clarify your understandings.

*Evidence of professional habits of thinking, action, and communication.* Are you demonstrating: curiosity about teaching effects on children; open-mindedness to new points of view; willingness to learn new ideas as well as techniques; willingness to question your own thinking; ability to consider alternatives and to change your mind for good reasons; initiative to learn colleagues’ ideas; initiative to accept personal responsibility in order to achieve goals; and personal organization.

*Evidence of understanding of course ideas:* Your work should demonstrate that you are growing in your understanding of ideas presented in class and in your readings and that you are making connections between those ideas and your other experiences and knowledge.

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 timetable:**

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<th>Assignment</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<td>E-partner Weekly CC. instructor</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Portfolio</td>
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<td>1. Table of contents</td>
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<tr>
<td>2. Philosophy</td>
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<tr>
<td>Issue paper/case study</td>
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<td>Nov. 1</td>
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<tr>
<td>Community Project</td>
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<td>Sep. 27, Plan of Project</td>
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TE 803: Guidelines for the Parent/School/Community Project Reports

Write a clear, concise description of the project you have developed, include the following parts:

Overview of the issue you are addressing. What specific outcomes are you expecting? Why did you select this particular issue, what specific needs does it address? What do you hope to change, build, add, etc. by implementing this project? What is the response of the students/teachers/administrators/parents/community to this project? What involvement did the school site participants and parents choose, if any, in the design, implementation, and assessment of this project?

Describe the implementation of the project. What worked, what did not work and why? Be detailed and specific about the process of implementation. How often did your project meet? How many and what categories of participants were involved in each session? Attach to this paper any materials you developed for your project.

How would you assess you project in the following areas? Accomplishing the goals originally indicated. Interests shown in the school/community generally. Ability of the school/community to continue the project.

Conclusion: What insights and knowledge have you gained from this experience? Reflecting on your project and how you managed it, what changes would you make to improve the project? Think about the relation to building aspects of your project, how successful were you in bringing the relevant parties together?