TE 801/803

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Meeting Times:
TE 801-803 classes will meet on Friday afternoons from 1:00 PM to 4:00 PM

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.

The 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 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 implies also 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

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 through 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 with Parents and Community
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 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 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; Law and Liability

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 of 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, 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: Making Knowledge Accessible to All Students

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: 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 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 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. Included 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.

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. The assessment of your written work in this class will be based on the following criteria:
Completeness: Your work should be consistent with expectations established for the assignment.
  Have I followed instructions?
  Have I done what was asked of me?
Evidence of professional habits of thinking and communication: Your work should be presented in a professional manner.
  Have I used correct spelling, grammar, and sentence structure?
  Have I supported my claims with evidence and my evidence with documentation?
  Have I made this topic more understandable for others?
  Have I made this paper interesting to read?
Evidence of understanding: Your work should demonstrate careful consideration and analysis of the topic.
  Have I thought this through carefully?
  Have I looked at it from more than one angle?
  Have I gone beyond the superficial?
  Have I taken a position?
Final Question: Considering my current circumstances, have I done my best?

Note: 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.

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 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, 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 or 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 your 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 student (a) has completed at least 12 weeks of the semester (6 weeks in the summer session), 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.

**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.

**Texts and Resources**

Weinstein, Carol Simon. *Secondary Classroom Management*

Wong, Harry. *The First Day of School*

Faculty Handbook, Student Handbook

Team Four *Handbook for Interns & Mentor Teachers*