“A child, unlike any other, yet identical to all those who have preceded and all who will follow, sits in a classroom today-hopeful, enthusiastic, curious. In that child sleeps the vision and wisdom of the ages. The touch of a teacher will make the difference”.

Sharon M. Draper.

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Meeting Times: TE 801-803 classes will meet on Friday afternoons from 12:40 p.m-3:30 p.m on the following dates:

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</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

This full-year course, TE 801-803, has been designed as a buttress to the fifth-year intern experience. Based at the university, it is intended to afford a professional’s perspective upon the daily pressures and emotions of the classroom. Meeting weekly over several months in a 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. If 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 may 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 confronts 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 political and professional asset, good judgment, which is the foundation of ethical conduct.

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

- Knowing Subject Matters and How to Teach Them
- 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:

- Classroom Teaching: Management and Instruction
- Professionalism in and Beyond the Classroom; Law and Liability
- Establishing Positive Relationships with Parents and Community
- Diversity: Making Knowledge Accessible to All Students
- Emergent Issues: Pleasant and Unpleasant Surprises
- Preparation for Employment

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.

**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 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.

**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 profitable session of conferences with their students’ parents?

Accountability is a powerful issue in these considerations.

**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.

**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 female student’s navel, pierced by a jeweled ring, begins to bleed alarmingly; obviously there is not time to write a pass from class—where should she be directed to go? If she visits the school nurse, her parents will find out about the forbidden ring….Meanwhile, the lesson for the day is in tatters. 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? In the teacher’s workroom, colleagues openly discuss a young girl’s pregnancy, and speculate about who the baby’s father may be….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.

**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.

**ASSIGNMENTS**

**Issue Analysis Paper** – Due Dec 6th, 2002 – Each student will present a brief analysis of a significant educational issue. You will need to select a current issue in education and research the topic in traditional ways; from readings and conversations with knowledgeable persons. You will be expected to make a verbal presentation in class. The written paper should be three to five pages, double-spaced in a font of twelve and should represent you as a professional.

**Philosophy of Education** – Due Nov 1, 2002 – In the fall semester, you will begin to draft a concise statement reflecting your educational philosophy (belief). The first draft should be one page long, and prepare to share with your colleagues in class. (We shall decide on the dates and times)

**Community- Parent – School 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 and the school it serves. Each team will make a presentation on the findings of its study. (We shall decide on the date for the presentation).

**Professional Portfolio.**
Work on developing your portfolio will begin in TE 801 and will be completed in the Spring Semester in time to be of use to you in your job search. You should begin to compile evidence of your early accomplishments during this Fall term. Your portfolio outline will be due on October 18th, 2002.

**Reflections**
You will have opportunities to write 1-2 pages, double space, size 12 font reflective narratives about issues facing classroom teachers today. The topics will be drawn from our class discussions, your experiences and/or our readings.

**Grading and Evaluation.**
The weighted value of each component is as follows:

- Active participation and attendance – 10%
- Reflection papers – 20%
- Portfolio development – 30%
- Issue analysis paper – 20%
- Community/Parent/School Study – 20%

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 understanding.

- **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; and initiative to accept personal responsibility in order to achieve goals.

- **Evidence of understanding of course concepts:** 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 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.

**Intern Handbook**
Your Intern Handbook contains important information about the policies and procedures for the internship year. Please take time to become familiar with them, and pay special attention to the Attendance Policy (p.29) and the Professional Conduct statement (p.30).

**Required Texts and Resources.**
Weinstein, C. S. *Secondary Classroom Management*
A packet of readings to be purchased from Budget Printing Center-351-5060
Team Four *Handbook For Interns & Mentor Teachers.*