

TE 501 & TE 502
Internship – Teaching Diverse Learners
Fall/Spring Semesters 2003-2004
Syllabus for Elementary Interns

The Internship Year

The internship year is a special time for you to bring together the understandings you have developed through your prior experiences, both in the teacher education program and through reflections on your other life experiences in and out of school. The internship year is designed to help you deepen these understandings and develop a more coherent conceptual framework for teaching – one that transforms your personal theories into useful professional knowledge about children’s learning and ways to advance their understandings, skills, and capacity for lifelong learning.

TE 501 is a major focus of the fall experience that includes time in classrooms, the school and the community, as well as in seminar every other week (known as Guided Practice Seminar). The seminar will encourage your reflection and discussion about your experiences, as well as provide instruction in content that is best learned when you are also involved in sustained and relevant classroom, school, and community experiences.

TE 501 also provides an opportunity for you to apply the understandings that you are continuing to develop in TE 801 and TE 802. Assignments from these courses will help to inform your thinking about learning to teach and will be an integral part of the internship year. The time you spend in school provides a specific context in which to inquire, observe, and participate in the central tasks of teaching. You will be expected to explore various ideas, theories, hypotheses, and knowledgeable hunches about teaching and learning. It is not only a time to reflect on teaching and learning that has occurred in your classroom/school/community, but it is also a time to anticipate and prepare for issues, problems and concerns that are likely to confront you as a future teacher. While TE 801-803, TE 802-804, and TE 501-502 are formally organized as separate courses, they have been developed as elements in a holistic experience. We will all work to help you build on these resources and construct a seamless internship experience.

Spring semester continues the work begun in TE 501, TE 801 and TE 802 as you move through your internship year. It is a time to develop more fully and richly the concepts, perspectives, theories, intellectual habits, and professional skills and attitudes that you began not only during fall semester but also in your earlier courses in the program. It is also a time to continue your exploration of adventurous and innovative teaching; of pursuing questions, ideas, and hunches; and of deepening your knowledge of yourself as a learner of teaching, of children as learners, and of subject matter as a focus of learning.

TE 502 will build on your work in classrooms during the fall semester. You experienced developing a classroom learning community and confronted issues regarding preparation and planning for teaching and learning. You began to understand the importance of organization and management as an integral component of planning and teaching and you addressed discipline concerns as well.

During spring semester, you will build on the knowledge and skills you developed fall semester. You will work to learn to sustain teaching and learning over an extended time period. You will establish longer-term academic goals and work to help your students develop personal and social responsibility for their own and others’ learning. You will provide for teaching and learning that is connected and coherent from one day to the next and from one week to the next when that is most appropriate. You should be able to support your decisions regarding teaching and learning with sound rationale and purpose. You will work to learn how to maintain and further develop the learning community already established in your classroom. You will also continue to learn how to participate in school and other professional communities, including building relationships with colleagues and parents.

In order to both deepen and broaden your knowledge and skills, during spring semester, you will assume lead responsibilities for planning and teaching in your classroom for a minimum of 10 weeks (phase-out to be negotiated by intern, field instructor and mentor teacher). Lead responsibility means that you will become responsible for making decisions about what to teach, when, and how with the guidance of your mentor teacher and support of your MSU field instructor. You will also be responsible for preparing and

implementing teaching plans either by yourself or in conjunction with your mentor teacher as is appropriate for your classroom, students, and situation.

TE 502 also includes a bi-weekly guided practice seminar. The guided practice seminar is an integral component of the internship experience. It provides a forum for conversation and reflection with your professional colleagues related to your classroom, school, and community experiences. It is an occasion to bring together the learning that occurs in all your internship courses, both the ones you have already completed as well as the current courses, TE 803, TE 804, and TE 502. Guided practice seminar discussions will be constructed from interns' questions and concerns, and field instructor's understandings of interns' needs.

COURSE GOALS

Learning to teach is a process that continues throughout your professional career as a teacher. The following goals guide the internship year and under gird MSU's Teacher Education Program Standards. You should keep these goals in mind as you continue your learning in the context of the school, the classroom, the community, and the course seminars.

- Develop habits of mind and attitudes that will be a basis for responsive, responsible, and reasoned decision-making regarding teaching and learning
- Foster professional dispositions that will support your ability to create, critique, and choose perspectives and ideas regarding teaching and learning that serve all children in a classroom learning community. Such dispositions include suspending judgment, tolerating ambiguity, taking intellectual risks, engaging in innovative practice, and acknowledging and affirming diversity
- Plan for and enact teaching and learning for students so that you continue to build a knowledge base regarding teaching and learning that integrates theory with practice
- Develop the habits of inquiry and reflection on your own practices so that you continually strive to refine your practice in light of what you are learning

SCHEDULE

Interns are expected to be available for internship experiences approximately 30 minutes before students arrive in the classroom. You may be required to attend to internship obligations up until 5:00 p.m. TE 501 and TE 502 seminar will meet (at least) every other week in clusters according to school placements. The seminars will normally be held after school but may be arranged for other times as agreed upon by the seminar participants. A schedule for each cluster will be arranged at the first seminar.

We expect you to follow your school's calendar for winter and spring breaks and for beginning school in January after the school's winter break. These times may differ from the MSU calendar. While spring semester ends on April 30, 2004, you may be asked to extend your time in school if you have not yet demonstrated performance of the Program Standards at a level that supports recommendation for teacher certification and/or if you have to make up time for other reasons.

TOPICS FOR SEMINAR SESSIONS

During the seminar for TE 501, topics for discussion will emerge from two sources: 1) the experiences, questions, and anecdotes interns offer during the seminar or in conferences with their MSU field instructor, and 2) the following issues that normally confront interns as they learn to teach.

- How classrooms get started and particularly how a culture that supports the development of a learning community can be created
- Preparation and planning for teaching and learning

- Managing instruction and students (including discipline) as an integral component of planning and teaching
- Inquiry and reflection on teaching, learning, and learning teaching
- Program Standards for assessing an intern's growth

Topics for discussion for the TE 502 guided practice seminar will emerge from the experiences, questions, and anecdotes that the interns offer during the seminar or in conference with the MSU field instructor. In addition the following issues which normally confront an intern will be addressed during the semester:

- preparation and planning for teaching and learning for both an extended as well as shorter time period
- how teaching and learning is supported and sustained over an extended period of time
- making proactive decisions about management of instruction and discipline of children as an integral component of preparing and planning for teaching and learning, as well as making reasoned responsive decisions when spontaneous action is needed
- maintaining and continuing the development of a classroom and school learning community
- using assessment, inquiry, and reflection to guide and support decisions about classroom teaching and learning
- communicating with parents and the community
- preparing to find a job including writing resumes and cover letters, interviewing, and developing a professional portfolio
- understanding and using the Program Standards for assessing an intern's growth

SEMINAR DISCUSSION TOPIC SCHEDULE

Although the seminar discussion topics listed above are intricately related and dependent upon one another, we will focus on one as foreground while we hold the others in the background in order to concentrate our learning. Inquiry and reflection will be a consistent component of all seminar discussions. The following schedule is flexible:

Month

September	Developing a classroom learning community culture. Program Standards for assessing an intern's teaching progress and growth
October	Preparing and planning for teaching and learning
November	Managing instruction and students, including discipline
December	Assessment of an intern's progress towards learning teaching
January	Moving into lead teaching. Preparing for the job search.
February	Sustaining the lead role. Integrating instruction.
March	Meeting individual needs
April	Phasing out of the lead role. Reflecting on the internship experience.

PROFESSIONAL READING

Required text:

Weinstein, C., & Mignano, A. (1993/1997/2003). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.

You will have assigned reading from this text in TE 501 and TE 502. Your field instructor will provide you with a syllabus cover sheet outlining specific assignments and exact due dates at the start of each semester.

You are also expected to continue your professional reading around the topics listed above or around issues that emerge from your collective teaching experiences. Relevant articles and readings may be made available and assigned throughout the semester.

EXPECTATIONS AND ASSIGNMENTS

Program Standards for assessing an intern's teaching performance can be found in your Intern Handbook. These Program Standards include the following: 1) knowing subject matters and how to teach them, 2) working with students, 3) creating and managing a classroom learning community, and 4) working and learning in a school and profession.

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.

From Spartan Life: "Integrity of Scholarship and Grades - The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the students to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged."

TE 501 Assignments

In order to be recommended for teacher certification by the end of the internship year, an intern will need to show that she or he is capable of responsible, autonomous teaching based on the Program Standards. Since TE 501 is the first of a two-course sequence (TE 501 and TE 502) evidence of sufficient progress towards achieving responsible, autonomous teaching based on each of the Program Standards will be expected in order to pass TE 501 and to be recommended to continue with TE 502. Recommendation for continuing the internship experience will be based on the professional judgment of the MSU field instructor, the mentor teacher and relevant others who are familiar with the intern's teaching practice.

The following assignments are meant to help you accomplish the expectations identified above. They will help you observe and participate in the development of the classroom learning community as well as contribute to its growth. They are also meant to help you develop the habits of mind and action identified in the purposes for this course. The development will support your progress towards achieving the Program Standards.

Assignments will be made regarding each of the topics of concentration, e.g., readings, observations, written reflections, etc. All assignments and expectations will be more fully explained in seminars and/or through written description. Note that all assignments will be due on the date designated by your field instructor (see "Assignments – Due Policy" in your Intern Handbook). Also, your active participation in seminar discussions and activities will contribute to your course grade (see "Participation in Team 3 Classes" in your Intern Handbook).

TE 501 assignments can be characterized as daily assignments and as special assignments. These assignments are designed to address the four Program Standards:

- Standard 1 – Knowing subject matters and how to teach them
- Standard 2 – Working with students
- Standard 3 – Creating and managing a classroom learning community
- Standard 4 – Working and learning in a school and profession

Daily Plans

Your daily assignment is to prepare lesson plans (long form) in advance for every lesson/unit that you teach. Your plans should be shared with your mentor teacher prior to teaching the lesson, early enough so that he/she can give you feedback. You will then amend the plans to address your mentor teacher's comments. The draft and final plans for all lessons should be kept in a notebook and be available to your field instructor whenever he/she visits the classroom. You must continue to write long plans until your field instructor feels you are ready to write your plans in the squares in your planning book instead. Note that this permission will be granted individually for each subject that you teach.

This assignment addresses Program Standards 1 and 2.

School Service Project

You are required to participate on a regular basis in one school-based program or on one school committee that serves the needs of your school and its students. There are many possibilities for fulfilling these requirements, and these will be discussed at your early Guided Practice Seminars. There are two written assignments associated with the requirement for TE 501: 1) a paper in which you describe the program/committee you have selected, discuss the background and makeup of the committee, and reflect upon how this choice meets your needs and/or interests as a pre-service teacher, and 2) a progress report in which you discuss the work you have done and what you have learned from the experience to date. The first paper will be due early in the semester and the second paper will be due in December. Your field instructor will provide specific due dates for these assignments.

This assignment addresses Program Standard 4

Written Reflections

Interns are expected to write regularly about their teaching and learning. These writings should reflect “burning” questions you are grappling with, classroom or school events that you are trying to interpret, thoughtful consideration of your own or someone else’s teaching, and exploration of a concept or activity you are thinking of using in your classroom, a discrepancy you have noticed or a dilemma you are encountering in your teaching, a “mapping” or a wonderful idea you have created or found, or other relevant writing that will help you stretch your thinking and develop habits of mind that support reasoned, responsible, and responsive teaching. You are encouraged to share your writing with your mentor teacher, MSU field instructor and other interns. A learning log or other type of book for writing works well for this and will become a valuable reference for you in the future. You may want to include some pieces from this book in your portfolio,

This assignment addresses all four Program Standards

Other Expectations

In classrooms where it is permissible, it is strongly recommended that you videotape yourself working with children as you teach a lesson, facilitate a discussion, hold a writing conference, etc. Written permission must be granted from parents and students and approval for taping must be given by the school principal or appropriate administrator. These tapes will be one tool for you to reflect on your practice and they could also provide one type of evidence of your teaching growth. A well-edited tape may also be an asset in seeking a teaching position.

CAUTION! You may not photograph, audiotape or videotape children in your classroom or school without permission from the child, parent or guardian, and school administrator. Check with your mentor teacher or principal as to whether the school has already obtained this permission or whether you need to seek it.

TE 502 Assignments

The Program Standards distributed with the handbook continue to apply as the standards upon which your teaching progress will be based during spring semester. In order for an intern to be recommended for teacher certification by the end of the internship year, an intern needs to show that he or she is capable of responsible, autonomous teaching, based on the Program Standards, for a sustained period of time. This is referred to as “lead teaching” on the spring semester internship calendar. Evidence of sufficient progress based on each of the four Program Standards is expected in order to pass TE 502 and be recommended for certification. Using the Program Standards as criteria, recommendation for certification will be based on the professional judgment of the mentor teacher, the MSU field instructor and relevant others who are familiar with the intern’s teaching practice.

The following assignments are meant to help you accomplish the expectations identified above. They will help you prepare for and assume the responsibilities of lead teaching. They are meant to help you continue to internalize the habits of mind, attitude, and action identified in the purposes for this course. They will also support your progress towards achieving the Program Standards.

Assignments may be made regarding the topics addressed in the guided practice seminar by individual MSU field instructors. The following assignments will be explained more fully in the seminar. Some of these assignments may apply to your other internship courses, TE 803 and TE 804. They are listed here so that you can organize and manage your work.

Unit plans. As you plan instructional units this semester (demonstrating your ability to create a series of integrated plans over a period of time) you should be able to explain your planning to your mentor teacher and your field instructor in terms of the curricular mandates and the instructional goals you have identified, your classroom environment, your students’ individual abilities and needs, previous relevant instruction during the school year, classroom procedures, and management routines. The format that these plans will take will be negotiated among you, your mentor teacher, and your field instructor.

Lesson plans. Throughout the semester (until you have successfully phased out of the lead role after lead teaching has been completed) you are required to prepare thorough lesson plans, using a long lesson plan format. Your field instructor will tell you if and when you can go to less extensive plans in each subject. As was true last semester, your plans must be detailed, addressing such components as goals and objectives, time needed, special materials, detailed procedures, expectations for students, anticipated questions and reactions to instruction, and assessment. Lesson plans must be submitted to your mentor teacher(s) at an agreed upon time so that the mentor teacher can provide feedback, permitting you to make adjustments where needed.

NOTE: Failure to have lesson plans for any weekly or daily lessons that are the responsibility of the intern means that teaching will be postponed until lesson plans are completed. Postponing teaching for this reason may mean that the internship experience will be extended to compensate for this time.

Resume. You must complete your professional resume as part of your TE 502 assignments. Your resume should be submitted to your field instructor by February at the latest (field instructor will give you the actual due date).

Portfolio. Interns are expected to continue building and developing their professional portfolio begun fall semester. Your MSU field instructor will support development of your portfolio as appropriate. The portfolio is one way to assess and document your progress throughout the internship experience. The focus of the portfolio for spring semester will be on evidence of your ability for responsible autonomy as a beginning teacher. You will present your professional portfolio and evidence of your growth related to the Program Standards after lead teaching. Your MSU field instructor will make arrangements for portfolio presentations during the last weeks of the semester.

Other Expectations

Interns are expected to continue to reflect relating to their school-based and university-based learning. Reflections should draw upon readings and learning from all TE courses thus far as well as on current courses and experiences. You should explore ideas, pursue hunches, articulate reasoned perspectives, develop rationales for your teaching practices, etc. You are encouraged to share your reflections with your mentor teacher, MSU field instructor, and other interns. Some of your written reflections could be part of your professional portfolio.

CRITERIA FOR GRADE

A passing grade for TE 501 will be based on evidence of your growth in conceptual and practical knowledge about learning and learning teaching according to the Program Standards. Evidence will be gathered from your classroom practice, from the Guided Practice Seminars, and from TE 501 assignments. Evidence should reflect your professional participation in your own and in other's (both children's and colleagues') learning. Evidence will be obtained from a variety of source, including:

- The professional judgment of your mentor teacher and MSU field instructor based on observations and assessment of your work in the classroom, the school, and in conferences held with you; and on your questions, comments, and contributions to discussions with your mentor teacher, MSU field instructor and colleagues both in the classroom/school/community setting and in TE 501 Guided Practice Seminars
- Written materials such as lesson/unit plans and written assignments listed above
- Your attendance and promptness at your teaching assignment and seminars
- End of semester evidence of your preparedness for spring semester lead teaching

Written materials and assignments, promptness, attendance, contributions to discussion, and your end-of-semester presentation will account for one-third of the TE 501 grade. The professional judgment of your mentor teacher and MSU field instructor of your teaching progress will account for two-thirds of the TE 501 grade. Although the MSU field instructor is ultimately responsible for the final grade, this portion of the final grade will be determined with the consultation and advice of your mentor teacher and relevant others and is based on the Program Standards.

There will be two conferences specifically for the purpose of documenting your progress. One will be held at mid-term. One will be at the end of the semester. These conferences will include the mentor teacher, MSU field instructor, and intern.

Determining preparedness for lead teaching during spring semester: At the end of fall semester, each intern will provide evidence of his/her preparedness for assuming responsibility for lead teaching during spring semester. This will consist of presenting evidence of sufficient growth based on the Program Standards. The evidence could consist of a portfolio-in-progress, an annotated videotape of your work with students, some type of documentation of your progress or other method you design.

Interns who receive a grade of Pass With Concern in TE 501 will have an educational growth plan for TE 502 that will be designed by the MSU field instructor, the mentor teacher, the intern, and other course instructors or Team 3 staff as appropriate. This growth plan will be a means of support and clarification of the areas in which the intern needs to improve in order to be considered for a passing grade in TE 502.

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. For your 800 level courses, you must notify your course instructor. More than two absences during a semester from 800 level courses is cause for concern. Recurring absences or tardiness will put your recommendation for continuation in the program in jeopardy. 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.

Exit Performance Descriptions: The final evaluation of the interns' performance is formally written by the mentor teacher and/or MSU field instructor in consultation with each other as an Exit Performance Description, which the intern may choose to include in his/her Placement File in the Career Development and Placement Office. These descriptions will reflect the strength and quality of the intern's performance according to the standards at the end of the internship.

Teacher Certification Program Grading Policy for TE 501 & TE 502

Interns may earn a Pass (P) or No Grade (N) in TE 501 and TE 502.

A **P-Pass** means that the intern has achieved a satisfactory level of progress with respect to all areas of the professional teaching standards and that credit is granted.

In **TE 501, A Pass (P) means** that the intern is open to learning, working hard to understand the standards and figure out what their enactment in classrooms entails, actively seeking guidance and feedback, and making steady progress in learning to think and act like a professional beginning teacher.

In **TE 501** only, a notation of **Pass with Concern (P)** may be recorded in the Program's files, even though this rating will not appear on the intern's transcript. This notation is appropriate where the intern is actively working on learning to teach but is experiencing difficulties putting the learning into practice. Concerns may relate to all four standards or they may focus on one of the standards. A written growth plan to support the intern's learning will be developed by the MSU field instructor in consultation with the mentor teacher and intern.

In **TE 502, a P-Pass** means that the intern shows evidence of satisfactory understanding and performance across the four standards. To recommend the intern for certification at the end of the program, there must be sufficient evidence that the intern has an understanding of what the standards mean and what they entail and can realize the standards in practice at a level appropriate for a well launched beginning teacher.

A **N-No grade means** that the intern did not achieve a satisfactory level of progress and performance and that no credit is granted.

Further details concerning the Teacher Preparation Program Grading Policy can be found in the Team Three Intern Handbook.

Dishonesty, causing harm to students, or a breach of confidentiality are all serious matters which may result in failure and the termination of the placement at any time during the year.