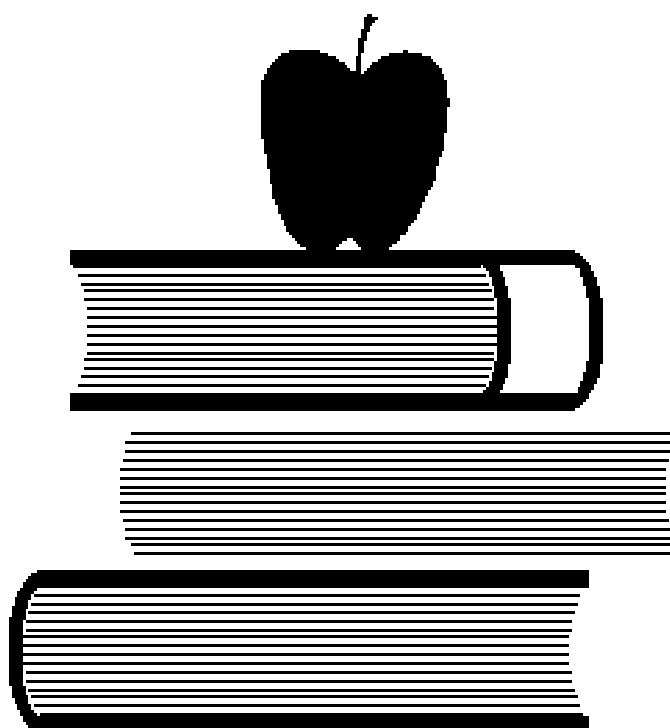


Team Three
Teacher Preparation Program
Mentor Teacher Handbook
2004-05



Team Three Mentor Teachers

We are delighted that you will be a mentor teacher for an intern in the Team 3 Teacher Certification Program. Your willingness to mentor an intern as she/he learns teaching is vital to a novice's professional growth and development.

This Handbook contains documents that provide an overview of the MSU Teacher Certification Program. It includes information on Program Standards, policies and procedures, and individuals associated with Team 3. We trust you will find it to be a useful resource in your mentoring role. If there are ways in which you think this document could be revised to be more helpful, please contact any one of us with your suggestions.

The interns are looking forward - with enthusiasm and a certain measure of apprehension and uncertainty - to working with you and your students. We encourage you to help them take full advantage of all the teaching-learning occasions - in your classroom, in your school, in the community - that can make their internship experience substantive and personally and professionally rewarding.

Thank you for participating with us this year. We look forward to working with you and supporting you in this very important role that you play on our Team. If you have any questions or concerns, don't hesitate to contact a Team 3 Coordinator or Faculty Leader either by phone or e-mail. Their numbers and addresses are listed below.

On-Campus Program

Team Leaders	Sandy Wilcox	343A EH	355-1741	swilcox@msu.edu
	Sandra Crespo	116P EH	353-3035	crespo@msu.edu
Coordinator	Kathy Moon	353 EH	432-3671	kmoon@msu.edu
Assistant Coordinator	Nancy Rudd	346 EH	432-9620	nrudd16@msu.edu
Team Secretary	Scherrie Kilgore	347 EH	355-1741	kilgore@msu.edu
Team 3 Advisor	Amanda Idema	134 EH	353-9684	grayama1@msu.edu

The Team 3 on-campus offices are located on the third floor of Erickson Hall in bay 347.

SE Michigan Area Internship Program

Coordinator	Judy Thompson	**	**	thomps38@msu.edu
--------------------	---------------	----	----	------------------

**MSU Birmingham Center
(248) 723-9354

2436 W. Lincoln
Suite F101
Birmingham, MI 48009

Table of Contents

Mentor Teacher Handbook

Section One - Program Principles and Standards

Foreword.....	1
Guiding Principles.....	3
Team 3 Teacher Certification Program.....	4
Program Overview/Course Descriptions.....	5
Program Standards Overview.....	7
The Program Standards in Practice.....	8

Section Two - General Program and Team 3 Policies

Helpful Information.....	16	
University Resources.....	18	
Team Assignments, Field Placements & Internship Preferences.....	19	
State of Michigan Competency Exams.....	20	
Communication Channels.....		21
Professional Conduct Policy.....	22	
Policies Regarding Team 3 TE Courses.....	24	
University Procedures on Felony Convictions.....	26	
Frequently Asked Questions.....	27	

Section Three - Internship Professional Conduct

Elementary Internship Year Roles and Responsibilities.....	29	
Intern Problem Solving and Support Procedures	32	
Steps to Resolving Conflicts for Interns and Mentor Teachers.....	35	
Policy on Substitute Teaching By Interns.....	37	
Conference and Workshop Policy.....		41

Section Four - Internship Assessment

Grading Policy for TE 501 & TE 502.....	43
Grading Policy for TE 801/3 & TE 802/4.....	45
Mid-Term Assessment of Intern Progress.....	46

SECTION ONE

PROGRAM PRINCIPLES AND STANDARDS

Foreword

In 1988, a Michigan State College of Education task force argued for a rethinking of teacher education around the following:

1. deep understanding of subject matter disciplines and pedagogies that “teach for understanding.”
2. a democratic commitment to the education of everybody’s children--to classrooms and schools that would embrace diversity.
3. helping TE students learn how to establish true learning communities in classrooms and schools.
4. graduates able to participate in the process of remaking the teaching profession, renewing schools, and making a better world.
5. a better integration of theory and practice, field experience and reflection on that experience.

The new program was much influenced by the Holmes Group Report, Tomorrow’s Schools, a document that urged big research universities to reconnect teacher education to schools and classrooms. What resulted is a three year teacher certification program which students enter as juniors, take two years of courses and field work, and then do a one year internship in schools. The internship is not simply a long version of student teaching, but a true year-long developmental apprenticeship--mixing practice and reflection and work with veteran teachers and MSU professors. We call it “guided practice.” Many veteran teachers are now helping us to invent the role of mentor and co-planner, guiding the practice of interns and seniors. The aim of all this work is a brand of teacher education grounded in sound theory, the good example and wisdom of veteran teachers, and thoughtful reflection on experiences in the field.

The MSU teacher certification program is divided into 4 teams of university and school faculty, each with a diverse cohort of prospective teachers. Each team is developing long-term connections with a small cluster of school districts. Each team also places seniors and juniors in schools for particular kinds of field experiences. Within the constraints of a common program, each team is developing an identity of its own and its own geographic base. On all teams, classroom teachers have a big role to play since MSU’s program is based on sustained connections with teachers in the field--a true partnership.

Each year of the program might be said to have a general theme: in the junior year, Team 3 students begin learning to “think and feel like a teacher.” In the senior year students begin learning to “know like a teacher,” integrating subject matter knowledge, curriculum, and pedagogy. In the intern year, students begin learning to “act like a teacher,” putting it all together in supervised practice.

The program has several themes that intertwine and sometimes recur in a spiral fashion. This spiral character is in fact the first theme of the program: we keep returning to certain basic fundamental themes, because they are fundamental, and because teachers keep working on them over a lifetime. Don’t be surprised if you are asked to revisit a theme or a particular text. Another theme is the idea of self-development, and the importance of a teacher’s own personal and intellectual growth over a lifetime of practice. A third theme is child-study--the way that good teachers work at being students of their own students. A fourth theme is learning community-- the creation of inclusive settings in which students participate in learning together. A fifth theme, related to the fourth, is our commitment to creating democratic schools in which no child is left behind. We want to prepare teachers who are passionate advocates for social justice and equality. A sixth theme--

vital to a program with an emphasis on work in real classrooms--is that people do not learn from experience alone, but from guided reflection on experience. It is this careful mix of doing and reflecting on the doing, that is the heart of the matter. The program tries to capitalize on opportunities to blend experience with inquiry and reflection in a series of dialogues with MSU professors and veteran teachers. If we can help our TE students become thoughtful about experience, we will have taken a giant step toward better schools for the next generation of schoolchildren.

Teachers who teach for understanding; who can reach everybody's children; who are thoughtful about linking students and subject matter in a responsive curriculum; who are makers of learning community; and agents of democratic reform--all this is a tall order. We do not claim to have reached the promised land, but we have put in place a promising framework that blends contemporary research, the wisdom of practice, and our own experience with teacher education. Built into the very idea of teacher education with firm roots in the field is the notion that this program will evolve. Many as yet unknown features of this program will emerge from work in schools, the possibilities of which we are just beginning to glimpse. TE students, as well as teachers, will take a hand in reshaping this program as the partnership between MSU and the schools flourishes. Nothing quite so field-based or so experimental--certainly nothing on this scale--exists anywhere else in the country. This is surely part of the reason why MSU continues to be ranked number one in the country in teacher education. We are counting on you to work with us in making the program better.

Guiding Principles

The purpose of an alliance is to bring together school and university faculty in the joint work of teacher education. We seek teachers who are interested in serving as models and mentors and schools which are productive settings for learning for both teachers and students. Working together, we hope to continue developing a five-year teacher certification program that reflects our collective visions about the kinds of teachers needed to meet the educational needs of an increasingly diverse student population, an increasingly complex society, and new understandings about subject matter and learning. A major challenge in teacher preparation is helping novices learn approaches to teaching and learning that they may not have experienced themselves as students. Unless novices can see new approaches to teaching and learning, and work with teachers who are themselves interested in exploring such possibilities, they are likely to simply reproduce the practices they experienced as students.

We bring to this alliance a set of guiding principles which shape our approach to teacher education. We believe that a successful alliance depends upon mutual endorsement of these basic beliefs.

Beliefs About Teaching and Learning

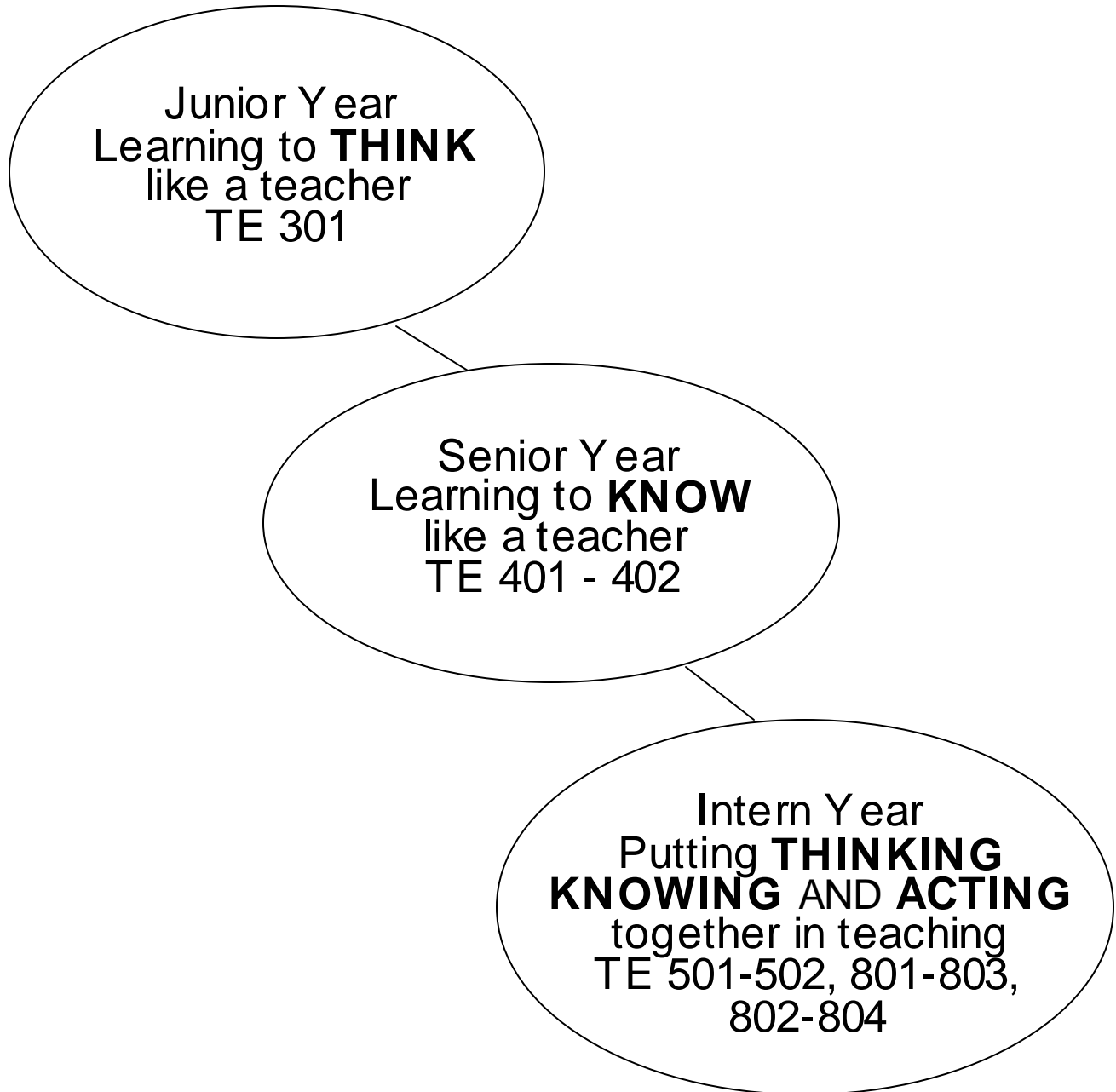
- All persons are learners and bring particular experiences, perspectives, and insights to educational settings which are essential contributions to be built upon in any teaching - learning relationship. The responsible and effective teacher must assume the capacity of all learners and seek ways to extend their knowledge and interests.
- Teachers are learners as well, and need to pursue and extend their own interests in and understanding of subject matter and how to teach it in ways that respect the integrity of students and the disciplines. And, they need to examine those understandings in light of ongoing developments in disciplinary fields.
- Teaching practice is complex and evolving in relationship to new learners, changing school circumstances, new perceptions and understandings, interactions with colleagues, etc. Reflection and inquiry are essential tools for life-long learning by teachers.
- Teachers have essential experience and insight about the education of youngsters which are necessary resources for successful schools. School settings which do best in educating youngsters also foster teacher initiative and collaborative decision making.

Beliefs About Learning to Teach

- Novices learn best in the company of exemplary teachers who are committed to ongoing study and improvement of their own practice.
- Novices need carefully structured and sequenced opportunities to practice thinking and acting like a teacher.
- Both universities and schools have important and complementary contributions to make to novices learning.

Team 3

Teacher Certification Program



Program Overview

Summary Of The Michigan State University Teacher Preparation Program

MSU's five-year teacher preparation programs begin with two pre-professional courses taken before admission. Many students are admitted in the fall of the junior year and take TE 301 in the spring semester. After graduation, students serve a one-year unpaid internship which combines extensive practice teaching with supporting master's-level seminars. The intended sequence is summarized below.

Year Semester	Number	Cr	Title	Fieldwork	What Students Do	Course Description
Jr., Fall latest	TE 150	3 (3-0)	Reflections on Learning	None	Study human learning, reflecting on one's own learning in college classes as example.	Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.
Jr., Fall latest	TE 250 or	3 (3-0)	Human Diversity, Power and Opportunity in Social Institutions	None	Study processes that distribute opportunity in society including the school; how human characteristics including culture affect those processes; issues of justice.	Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social, and economic consequences for individuals and groups.
	CEP 240	3 (2-2)	Diverse Learners in Multicultural Perspective			Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.

Admission To The Teacher Certification Program

Jr., Fall or Spr.	TE 301	4 (3-4)	Learners and Learning in Context: Thinking like a teacher	3 hrs./week	Consider relationship between teaching and learning, how teachers create learning opportunity, what it means to "know" students and build on their learning needs & interests.	Role of social context and sociocultural background in learning. Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context. Multiple literacies.
Sr., Fall	TE 401	5 (3-8)	Teaching Subject Matter to Diverse Learners	Average 4 hrs./week; interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.	Study and practice what it means to understand subject matters, subject-specific strategies to promote student understanding, forms of classroom organization consistent with those strategies.	Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings. Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

Year Semester	Number	Cr	Title	Fieldwork	What Students Do	Course Description
Sr., Spr.	TE 402	6 (4-8)	Designing and Studying Practice	Average 4 hrs./week	Same as above.	Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines. Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.
5th, Fall	TE 501	6 (2-24)	Internship in Teaching Diverse Learners, I	Average 25 hrs./week	Co-planning and co-teaching w/mentor teacher, with support from MSU field instructor; continued work in curriculum development; study of one's own teaching; exploration of teacher's roles and responsibilities in relation to the school and community.	Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical & field-based explorations of common teaching dilemmas.
	TE 801	3 (2-3)	Professional Roles & Teaching Practice, I			Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Relations of teachers to colleagues, families, other service providers, and community leaders. Roles in school governance.
	TE 802	3 (2-3)	Reflection & Inquiry in Teaching Practice, I			Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity & applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.
5th, Spr.	TE 502	6 (2-24)	Internship in Teaching Diverse Learners, II	Average 25 hrs./week	Lead teaching and reflection w/coaching from mentor teacher and MSU field instructor; continued study of one's own teaching; preparation of professional portfolio.	Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
	TE 803	3 (2-3)	Professional Roles & Teaching Practice, II			School-agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.
	TE 804	3 (2-3)	Reflection & Inquiry in Teaching Practice, II			Collecting, analyzing, and interpreting data on teaching, learning, and educational policy. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

MSU Teacher Preparation Program Standards Overview

The program standards represent understandings, skills, commitments, dispositions necessary to be an effective and responsible beginning teacher. Developed by faculty from Michigan State University and by teachers from Alliance Schools associated with the Teacher Certification Program, these standards are also compatible with state and national initiatives aimed at assessing beginning teaching.

Students will work toward these standards across the program as they learn to think, know and act like beginning teachers. Because the Program Standards represent the desired outcomes of the program, however, they particularly pertain to the intern year. The Program Standards offer the entire intern-year staff--university instructors, seminar leaders, MSU field instructors, mentor teachers--as well as the interns, a framework for assessing progress and learning. During the fall semester, we seek evidence that interns are making satisfactory progress in meeting each of the Program Standards 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. 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. During the spring semester, we seek evidence that the interns have met the Program Standards and are ready to assume the responsibilities of beginning teaching.

Program Standards

Standard 1: Knowing subject matters and how to teach them

- The intern understands the subject matter(s) as needed to teach it (them).
- The intern thoughtfully links subject matter and students, creating a responsive curriculum.
- The intern plans and implements a curriculum of understanding.
- The intern is thoughtful about assessment and its relationship to planning and teaching.

Standard 2: Working with students

- The intern respects and cares for all students in his/her charge.
- The intern promotes active learning and thoughtfulness.
- The intern builds on students' interests, strengths, and cultural backgrounds.
- The intern treats all students as capable of learning.

Standard 3: Creating and managing a classroom learning community

- The intern creates a safe, caring, productive environment in the classroom.
- The intern makes the classroom an inclusive community.
- The intern helps students develop personal and social responsibility.

Standard 4: Working and learning in a school and profession

- The intern works well as a teacher in a school community.
- The intern works productively with his/her MSU field instructor, mentor teacher, and seminar instructor in ways that support his/her learning to teach.
- The intern reflects on his or her experience and seeks opportunities for continued learning and improvement.
- The intern is open to alternatives and constructive feedback.

The Program Standards in Practice

The process of evaluating and assessing interns' progress over the course of the year can be a difficult and complicated process. The MSU Teacher Preparation Program Standards are in place to both provide interns with aspirations as they grow and develop professionally, and guide those who work with them to provide the interns with appropriate opportunities and assessment framework. Trying to envision what the standards look like in practice can prove to be difficult. The following is not intended to be the "authoritative" guide to what the standards mean, but a launching point for exploring what it meant to be a successful teacher intern, and the ways in which those who work with them can assist in the process.

Aspirations to Discuss With Interns

This is NOT a checklist or evaluation form. It IS a list of aspirations for teaching that mentor teachers, field instructors, and interns usefully could discuss. It is organized by the same categories and sub-categories as the Program Standards, and so might help interns, mentor teachers, and field instructors to understand what the categories in the evaluation worksheets mean.

Standard 1: Knowing Subject Matters and How to Teach Them

The intern understands the subject matter(s) as needed to teach it (them) to students.

- The intern knows and understands the main goals, core concepts, important information, tools of inquiry, and important practices of the disciplines that s/he teaches.
- The intern understands how the disciplines that s/he teaches are applied, used, practiced, and enjoyed in various settings and enterprises outside the school, and can make connections between the subject matter and his own life.
- The intern monitors and assesses his own understanding of the subject matter, notices when his own understanding is inadequate for teaching, and uses a variety of resources for support and to continue learning about the subject matter.
- The intern represents subject matter knowledge and ways of knowing accurately and appropriately in teaching.
- The intern knows what is likely to be difficult for students and finds ways to address those difficulties.

The intern plans and implements a curriculum of understanding.

The intern thoughtfully links subject matter and students, creating a responsive curriculum.

- The intern identifies central concepts, information, and skills that are critical for students to understand, and sets instructional goals accordingly.
- The intern frames worthwhile purposes that take into account district and/or school curriculum guidelines, subject matter standards (e.g., NCTM), and students' backgrounds, learning needs, and interests.
- The intern considers a wide range of teaching resources, evaluating their appropriateness and making necessary adaptations.
- The intern integrates or connects subject matter areas where appropriate.

- The intern constructs units and lessons that make the core aims, central concepts, important information, tools of inquiry, and important practices of a discipline meaningful for students.
- The intern combines questions, tasks, materials, and participation structures that will engage students, stimulate and support their thinking, organize their in-depth exploration of topics, and otherwise promote genuine understanding.
- The intern plans coherent units and lessons that have beginnings, middles, and endings; that are connected sensibly to preceding and following units and lessons; that are connected sensibly to other subjects; and that suit the place and the time of year.
- The intern provides good reasons for his or her decisions about content and instruction.

The intern is thoughtful about assessment and its relationship to planning and teaching.

- Prior to instruction, the intern finds out what students already know, believe, or feel about the matter to be taught; figures out how that prior experience is likely to affect instruction; and plans accordingly.
- The intern monitors, documents, and studies individual and group work throughout the course of instruction, and uses that information to make decisions about what to do next.
- The intern constructs or selects assessment tasks (assignments, tests, questions, etc.) that allow and require students to show their understanding, e.g., ability to connect ideas, use ideas, solve problems, apply skills.
- In evaluating students' work, the intern distinguishes between genuine understanding and other performances (going through the motions, memorizing for the test, etc.).
- The intern treats assessments as information not only about student learning but also as information about the quality of instruction, and acts accordingly.
- The intern gives students written and oral feedback in a timely manner that focuses on supporting learning, as distinct from simply giving a grade.

Standard 2: Working with Students

The intern builds on students' interests, strengths, and cultural backgrounds.

- The intern teaches coherent lessons that are organized about some framework, have a clear aim and focus, proceed reasonably from a thoughtful beginning to a thoughtful ending, and keep all students involved.
- The intern leads class discussions that explore problems and ideas, that elicit diverse responses from many students, and that get students to think.
- The intern helps the students to make connections between new content and prior learning.
- The intern asks appropriate and stimulating questions, listens carefully, and responds thoughtfully to student's ideas, comments, and questions.

- The intern adjusts or adapts lessons to accommodate students' individual needs and abilities and to include all students in class activities.
- The intern adapts her own role to the activity that s/he is trying to produce among students, e.g., tries to figure out when to talk and when to listen in a class discussion.
- The intern monitors and checks for students' understanding (prior knowledge, throughout lesson) and flexibly adjust her plans in response to students' actions and other contingencies.

The intern promotes active learning and thoughtfulness.

The intern treats all students as capable of learning.

- The intern values and respects each student's thinking and actively elicits and considers students' thinking in planning and teaching.
- The intern demonstrates curiosity about what students already know, what they are thinking, and how they understand or make sense of what they are learning.
- The intern understands and uses a variety of approaches to encourage students' development of critical thinking, problem solving, and performance skills.
- The intern seeks and uses information about students' prior knowledge in planning. The intern builds on information about student understanding gained from such tasks for further planning.
- The intern continually elicits and responds to student ideas in order to shape and challenge student understanding. The intern thinks about: How are students making sense of this? How are they going astray?
- The intern connects class topics, materials and activities to students' out-of-school activities and experiences.
- The intern understands how to motivate students to learn and how to maintain students' interest even in the face of temporary failure.

The intern respects and cares for all of the students placed in his or her charge.

- The intern treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn.
- The intern interacts and communicates clearly with students, making students feel cared for and listened to.
- The intern seeks ways to encourage all students to participate in the activities of the class.
- The intern understands how children learn and develop, and organizes activities that support their intellectual, social, and personal development.
- The intern uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.
- The intern discovers relevant differences among students, accommodates those differences or uses them as resources in the classroom, and modifies the task or environment as needed to support students' continued involvement in learning.

- The intern learns about students' interests, strengths, and cultural backgrounds in order to connect class topics and activities to students' experiences (and interact with them effectively).
- The intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The intern takes particular care on behalf of students who face particular challenges in school, e.g., student with learning disabilities, students who have been victims of discrimination to date.
- The intern effectively uses outside resources (home, school, community) to support students' learning and to deal with their problems.

Standard 3: Creating a Classroom Learning Community

The intern creates a safe, caring, and productive environment in the classroom.

- The intern develops and refines a clear and reasonable approach to classroom management, and plans specifically for the management of instruction and students.
- The intern's classroom management strategies match and support his/her instructional goals. The intern analyzes and works to improve the fit between classroom management strategies and instructional goals.
- The intern establishes and maintains regular routines for classroom activity.
- The intern establishes consequences for inappropriate behavior that are fair and appropriate, and follows through on the consequences.
- The intern develops shared values and expectations with students regarding their interactions, academic work, and individual and group responsibilities.
- The intern organizes and introduces activities so that students are prepared for them and can carry them out successfully.

The intern makes the class an inclusive community.

- The intern creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking.
- The intern actively engages students together in making sense of meaningful concepts and skills.
- The intern employs a variety of participation structures (whole group, small group, individual, etc.) that suit the lesson goals and tasks.
- The intern creates a classroom learning environment in which students and teachers are jointly engaged in developing shared expectations and/or standards for their joint work.
- The intern understands and builds appropriate connections between learning community qualities and subject matter goals.
- The intern helps students to learn to work alone and with others and to participate in decision making, problem solving, and conflict resolution.

- The intern uses knowledge of effective verbal, nonverbal and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The intern models effective communication when presenting ideas and information and asking questions, and promotes effective communication among students.

The intern helps students develop personal and social responsibility.

- The intern sets norms for social interaction among students that foster respect and cooperation.
- The intern uses multiple strategies (e.g., nonverbal cues, proximity, voice) to manage student behavior and keep students on task.
- The intern helps students to understand rules and routines and to learn to follow them.
- The intern employs management strategies that encourage personal responsibility and self-motivation in students.
- The intern deals with minor disruptive behavior such as talking inappropriately in reasonable and consistent ways that regain students' attention and keep the class moving.
- The intern works with students who have severe behavioral or emotional problems in an organized and professional way that helps them to develop and follow through on reasonable plans to overcome their problems.

Standard 4: Working and Learning In A School And Profession

The intern works well as a teacher in a school community.

- The intern's appearance, manner, and communication satisfy the expectations for a responsible adult member of the school.
- The intern is "good to work with" --punctual, reliable, responsible, friendly, energetic, and reasonable.
- The intern works with other school personnel in an open, civil, and constructive manner that respects their roles in the school.
- The intern reacts appropriately to stressful situations.
- The intern works with parents and guardians in an open, civil, and constructive manner that treats them as partners in their child's education.
- The intern participates in the life of the school, including taking advantage of professional development opportunities available to teachers.

The intern is open to alternatives and constructive feedback.

- In setting academic, social, and moral goals, the intern considers alternatives, chooses among them reasonably, and can explain why the goals chosen are important.

- In deciding what to do, the intern considers alternatives, chooses reasonably among them, and can explain why those choices are reasonable.
- The intern thinks both for now and for later, remembers what's important, and anticipates problems.
- Having planned carefully, the intern also implements those plans flexibly in light of developments.
- The intern systematically seeks information about the consequences of his/her actions, and uses that information in making decisions for the future.

The intern works productively with his/her MSU field instructor, mentor teacher, and seminar instructors in ways that support his/her learning to teach.

- The intern works with the mentor teacher and field instructor in an open, civil, and constructive manner that acknowledges their roles in the intern's education.
- The intern negotiates reasonable observer, co-teaching, and lead teaching roles with the mentor teacher, and keeps the bargains made.
- The intern engages in open and honest communication with the mentor teacher and field instructor about the situations, issues, and challenges that the intern faces.
- The intern seeks feedback from the mentor teacher and field instructor and treats that feedback as an opportunity to learn.

The intern reflects on his or her experiences and seeks opportunities for continued learning and improvement.

- The intern uses the contents of the 800-level courses to guide and inform his or her work in the classroom and school.
- The intern figures out how events and outcomes in the current situation may be relevant to other situations, and tries to recall how past situations may provide guidance in the current one.
- The intern studies how his or her choices and actions affect others, and adjusts his thinking and actions accordingly.
- The intern considers different perspectives, arguments, and alternatives, even when they are different from or conflict with his own.
- The intern uses co-planning, co-teaching, and other forms of collaborative work to learn about teaching.
- The intern uses writing such as a journal as a tool in planning and for reflecting on her teaching and her students' learning.
- The intern seeks interaction with other professionals who can help the intern carry out immediate duties and learn for the future.
- The intern makes and carries out plans for his/her own learning.
- The intern demonstrates a disposition to think about teaching not only in terms of "what works" in a lesson but also to consider questions of purposes and alternatives.

Providing Interns With Opportunities to Learn and Practice

As interns work closely with their mentor teachers, field instructors and course instructors across the year, learning what teaching particular students in particular contexts entails and beginning to develop defensible perspectives on teaching and learning, they need many different kinds of opportunities to learn and practice. As these opportunities are provided, the interns will grow to meet the MSU Program Standards. All those involved with interns need to work together to create opportunities that *prepare* interns to engage in these activities, and opportunities to *actually engage* in these activities with support. The opportunities for interns listed below correlate with the Program Standards which are used to assess and evaluate interns' progress over time.

In **teaching subject matters**, they need a chance to work on units that encompass current disciplinary standards concerning

- the nature of and major ideas in disciplines;
- processes of inquiry and the nature of evidence in the disciplines;
- the ways in which new information and experiences interact with prior knowledge to shape learning;
- the integration of the arts across the curriculum;
- strategies for helping students from varied backgrounds connect with important subject matter knowledge;
- ways to construct, try, and evaluate authentic assessments that both reveal and document students' learning, and that are useful both in evaluating one's own teaching and in communicating with parents and others.

In **working with students**, interns need opportunities and support to

- co-plan and co-teach lessons that are designed to be coherent and highly engaging for students, and then gather and analyze information that would enable the intern to assess how the students actually did experience the lesson;
- develop and practice ways to value students' ideas, questions, and experiences and to hear their voices with respect;
- explore the challenges and opportunities that students with special needs face in the classroom, figure out how to adapt instruction to include these students, and to assess those adaptations;
- explore how students from different histories, cultures and communities might respond differently to their teaching practices, figure out how to adapt instruction to include these students, and to assess those adaptations;
- develop and practice ways to model a love of learning for students.

In **creating and managing a classroom learning community**, interns should have opportunities and support to develop, practice, and reflect on the creation of inclusive settings in which students participate in learning together. This includes:

- classroom management strategies that are consistent with and supportive of the instructional goals suggested above;

- strategies for promoting and evaluating students' self-discipline, self-evaluation, and self-regulated learning;
- strategies for involving and assessing students in task-oriented small group learning;
- strategies for engaging students in genuine discussion of intriguing questions and problems;
- strategies for encouraging students to be tolerant and supportive of each other.

In **working and learning in a school and profession**, interns need opportunities and support to

- have on-going conversations with their mentor teachers as a way to come to understand how teachers think about, plan for and reflect on their practice;
- work with their mentor teachers to co-plan units in which the mentor teacher takes the lead;
- gradually and over time assume increasing responsibility for taking the lead in co-planning;
- explore a variety of lesson, daily, unit, and long range planning formats with their mentor teachers;
- plan and carry out small studies within their classrooms in which they pose questions about teaching and learning, undertake study and action to answer that question, and learn systematically from that activity.

SECTION TWO

GENERAL PROGRAM AND TEAM 3 POLICIES

Team 3 Helpful Information

Team 3 Coordinating Personnel:

On-Campus Program

Team Leader	Sandy Wilcox	343A EH	355-1741	wilcoxs@msu.edu
	Sandra Crespo	116P EH	353-3035	crespo@msu.edu
Coordinator	Kathy Moon	353 EH	432-3671	kmoon@msu.edu
Assistant Coordinator	Nancy Rudd	346 EH	432-9620	nrudd16@msu.edu
Team Secretary	Scherrie Kilgore	347 EH	355-1741	kilgore@msu.edu
Team 3 Advisor	Amanda Idema	134 EH	353-9684	grayama1@msu.edu

The Team 3 on-campus offices are located on the third floor of Erickson Hall in bay 347.

SE Michigan Area Internship Program

Coordinator	Judy Thompson	**	**	thomps38@msu.edu
-------------	---------------	----	----	------------------

**MSU Birmingham Center
(248) 723-9354

2436 W, Lincoln
Suite F101
Birmingham, MI 48009

Team 3 Website:

For complete and up to date information on all aspects of Team 3, visit our website at <http://ed-web3.educ.msu.edu/TE/team3/default.htm>

Team 3 Calendar:

Meetings and team events will be posted and updated on the web along with announcements of teaching positions, conferences, and job and volunteer opportunities, so if you forget a meeting time, place, or date, you can check the calendar. If you want to post something, ask Scherrie to help you.

Team Three Times:

There is a Team 3 newsletter, the Team Three Times, that provides information about team events and happenings. The newsletter will be sent to you via electronic mail several times during the year. Everyone is encouraged to submit articles to any Student Advisory Board member or Team Coordinator.

Electronic Mail:

Every student at MSU is eligible to access mail.msu.edu, MSU's student electronic mail accounts. The service will help you communicate with other students, faculty and computer users around the world. Instructions for opening an account can be found in any of the MSU computer labs. For more information or to get answers to your questions, contact a consultant at the Computing Information Center located in Room 305 Computer Center or call 353-1800.

Check your e-mail often. If you do not, you may be missing information on courses, scholarships, meetings, and the College of Education events of interest to you. We are relying more and more on e-mail rather than phone or US mail to contact students.

Advisors:

Do you have a quick question for an Academic Advisor? Use your MSU e-mail account to send quick questions to the College of Education's Advisors:

Regular Elementary Education:

Amanda Idema – grayama1@msu.edu

Special Education:

Jean Brown - brownj32@msu.edu

If your question is too complicated for an e-mail response you will be asked to schedule an appointment to resolve your issues.

Children's Literature:

Local public libraries are the best sources for MSU students to use to find books for children. There is no collection of current children's literature on campus at MSU, but the Lansing and East Lansing public libraries have strong collections of such books. The East Lansing Public Library is located at 950 Abbott Road, near the Post Office (351-2420). The main branch of the Capital Area District Library is located in downtown Lansing at 401 S. Capitol (325-6400).

It is also possible to find supplementary material about children's literature by exploring sites on the World Wide Web. Try locations such as:

- *Children's Literature Web Guide*
<http://www.ucalgary.ca/~dkbrown/index.html>
- *The Horn Book*
<http://www.hbook.com>
- *Book Links*
<http://www.ala.org/BookLinks/>
- *Awards for Children's Books*
<http://ils.unc.edu/award/home1.html>

Professional Library:

A variety of textbooks and other books with education themes are available for check-out from the Team 3 office in 347 Erickson. A complete listing of the current titles can be found on the Team 3 website.

University Resources

Learning Resources Center (LRC), 209 J Bessey Hall, 355-2363

The LRC provides instructional facilities, staff, and materials for MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. Appointments are **not** necessary. All services and workshops are provided free of charge.

Writing Center, 300 Bessey Hall, 432-3610, grammar@pilot.msu.edu

Experienced writing consultants talk one-on-one with writers of **all** levels of proficiency at **all** stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine tuning your writing. For an answer to a quick question, use the Grammar and Usage Hotline at the same phone and e-mail address.

Career Information Center (CIC), 6 Student Services Building, 353-6474 ext. 335

The CIC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules.

MSU Career Development and Placement Services, 113 Student Services Building, 355-9510

This office assists students in the College of Education who are activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Office staff assist teacher certification students in career planning and understanding market research.

Service Learning Center, 26 Student Services Building, 353-4400

MSU students may receive placement assistance here for volunteer experiences and internships related to their major. The office is open Monday - Friday, Noon - 5:00 pm.

Counseling Center

Main Office: 207 Student Services Building, 355-8270

Branch: 335 Olin Health Center, 355-2310

Detroit Area Interns - after 5:00 PM and on weekends contact:

Oakland County - Common Ground, (248) 456-0909

Macomb County - Macomb County Crisis Line, (810) 307-9100

Wayne County - Emergency Telephone Service, (313) 244-7000

Students should feel free to contact the Counseling Center for personal concerns and crises. Professional counseling and psychological services are offered to assist with both immediate personal and career concerns and longer range plans. All services are confidential. Initial consultations are free of charge; all services are free to currently enrolled students carrying 1 or more credits. A multitude of specialized groups and workshops are offered each semester, with varying topics which usually include stress management and test anxiety. Handouts about these groups and workshops are available in 207 Student Services.

A 24-hour Sexual Assault Crisis Line for women and men who have been sexually assaulted (and their friends, families, and roommates) can be reached at 372-6666.

The Testing Office, 207 Student Services Building, (inside the Counseling Center), 355-8385

Registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the MTTC are available in the College of Education Student Affairs Office, 134 Erickson Hall.

Overseas Study Office, 108 International Center, 353-8920

This office can assist students who want to include an international study experience in their program of study.

Team Assignments, Field Placements & Internship Preferences

**Team
Assignments**

Upon admission to Teacher Education, students are assigned to a particular TE Team.

- Elementary Education -- Team 1, 2, or 3
- Secondary Education -- Team 4
(*except as noted below*)
- Music Majors & Audiology and Speech Majors - Not assigned to teams. Placements are arranged directly by their major departments.

**Field
Placements**

Students enrolled in TE 301 through TE 402 are placed for field work in the greater Lansing area in order to minimize travel time. For the internship year, field placements are made in the Lansing area and in selected sites that are distributed more broadly. A list of sites available for internship placement is provided with a survey which students complete prior to internship placement.

The first consideration in making field and internship placements is to prepare you for certification in Michigan.

To do that, we place you in situations that match the teaching certificate you intend to earn, and which prepare you to teach diverse students in diverse settings. We also seek to place you in settings which best fulfill your educational needs as we see them. Our second consideration is to place you in schools with which we have developed good working relationships and which support a productive combination of course work and field work. Our third field placement consideration is your preference of a location for the internship year. We attempt to honor your preference, provided that we can satisfy the first two considerations and have enough placements in a given location for all who want internships there.

Under no condition are students allowed to negotiate their own placements.

State of Michigan Competency Exams

Candidates for Michigan teacher certification must pass tests designed by the State of Michigan to ensure that certified teachers have the necessary basic skills and content knowledge to perform effectively in Michigan schools. The competency exams are known as the Michigan Test for Teacher Certification (MTTC). The required tests include:

Basic Skills Test - This test must be taken and all subtests passed by all candidates for Michigan certification before being admitted to the certification program. The test includes sub-tests in reading, writing, and math. If one or more subtest is failed, the particular subtest(s) can be retaken. Michigan State University students are encouraged to take the Basic Skills test during their freshmen year but the test should be taken no later than the fall of the sophomore year.

Subject Area Tests - Students must pass the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching prior to the internship year.

Elementary Certification - For those seeking elementary certification, including special education and early childhood education, students must take and pass the MTTC in elementary education (test #83) as a condition for progression to the internship (TE501).

For elementary education students, passing the elementary education test is a requirement for completion of the teacher certification program and is the minimal requirement of the State of Michigan in order to receive certification to teach in grades K-5. If you additionally wish to teach in grades 6-8, you must pass tests in subject matter areas where you wish to receive endorsements (you must have completed majors or minors in these areas.) Students in special education or early childhood must pass tests in their respective area (e.g., HI, EI, LD, or VI or early childhood education) in order to be endorsed in those areas and eligible to teach in those areas. Passing these subject matter tests, however, is not required for program completion.

Other Information - Registration booklets are available in 134 Erickson Hall. Information about test dates, costs, and registering for the tests is included in the booklet. The booklet also includes sample questions and objectives for the Basic Skills Test. **Test scores must be officially reported to Michigan State University. Follow directions in the test booklet to insure that scores are sent directly to MSU.**

Study Guides for the subject area tests can be ordered through the test registration booklet. Objectives for the subject area tests and many of the study guides are available at the assigned reading desk at the Main MSU library. An advisor in Room 134 Erickson Hall can assist candidates in determining the specific State of Michigan tests to take that correlate with their specific teaching major and/or minor(s).

Frequently Asked Questions - Answers to frequently asked questions about the MTTC are available at the following web address: <http://www.ed-web3.educ.msu.edu/te/ele/mttcfaq.htm>

Students are responsible for reading and understanding testing requirements as printed in the Michigan Test for Teacher Certification registration bulletin which is available in 134 Erickson Hall.

Communication Channels

If you have questions or concerns about your Teacher Education program, it is important that you bring them to the attention of the appropriate people. If you are having personal difficulties in the program, we will try to support you. If we know what your questions are, we can try to answer them. If we know that there are problems in the program, we can work together to try to solve them. However, if people do not communicate about issues of concern, nothing can be done about them.

A general rule is to start by talking first with the people most directly involved to try to solve a problem. Only if you are not satisfied with the result should you go to a higher level.

Concerns about a Course:

Your first course of action if you are confused or dissatisfied in a course is to talk directly with the instructor. The instructor needs feedback from you in order to help you and others in the class. If you don't know how to approach the instructor or how to conduct such a conversation, you can seek help from the Team Coordinators. Undergrads should call or email Kathy Moon (kmoon@msu.edu or 432-3671) or Nancy Rudd (nrudd16@msu.edu or 432-9620). Interns should contact Judy Thompson (thomps38@msu.edu or (248) 723-9354). They can help you prepare for a conversation with an instructor or facilitate the conversation.

Appealing a Grade or Decision:

If you are unhappy about a grade or a decision that an instructor has made, after talking to that instructor, contact the appropriate coordinator. If necessary, they will consult with the Team Faculty Leaders, Sandy Wilcox and Sandra Crespo, for further steps.

If you are unhappy with a Team decision, after talking with the Team Coordinators and Leaders, contact Sharon Schwill, the TE Program Coordinator, at schwill2@msu.edu or 355-1713.

If you wish to appeal a Program decision, you may contact the Teacher Education Department Chairperson, Mary Lundeborg at mlunde@msu.eu or 353-5091.

If you are not satisfied with a Department decision and wish to appeal it, you may then contact the Associate Dean of Student Affairs, Cassandra Book at cassbook@msu.edu or 355-1787.

Personal Difficulties:

Everyone runs into obstacles and difficulties in their lives from time to time. If something occurs in your life, such as illness, a death or illness in the family, depression, divorce, or any number of other things, please let your instructors know. Also, please alert Kathy, Nancy or Judy of serious difficulties. If necessary, we can refer you to campus services and make adjustments in time deadlines and other requirements to allow you to continue in the program.

Professional Conduct Policy

MSU Teacher Preparation Program Team 3 Approved by the Teacher Preparation APPC, 1/11/96

In this time of transition from being a student to being 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, for your field placement you must notify your mentor teacher, your field partner(s) if you have one, and your MSU liaison or field instructor. For your on-campus courses, you must notify your course instructor. More than two absences during a semester from on-campus courses or pre-internship field placements 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.

Confidentiality

Classroom Discussions:

Your field experiences are an important part of your learning and you will be discussing them in your courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved if you need to include family or individual information in your explanation or if the situation is particularly difficult. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews:

Use pseudonyms and screen/mask identifying information when reporting interviews with children/youth/adults. If an assignment requires you to interview an adult, you should clearly state or give to the interviewee, in writing, the purpose of the interview and the uses you will make of the material. Ask your instructor for an example if you are unsure how to word this statement.

Photographs/Videotapes/Audiotapes:

Always ask permission of the classroom teacher to make students' photographs/videotapes/ audiotapes or to use them in displays/portfolios. Occasionally there are circumstances which require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes or audiotapes. Be sure to check with the classroom teacher on what is needed.

Portfolios:

If you use students' work or interview material in your portfolio, use pseudonyms and screen/mask names and personal identifying information.

District Requirements:

Ask your classroom teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

Dress and Deportment in Schools

When you are in school, you are expected to dress appropriately. You will be viewed and judged as another adult by students, parents, teachers and other people in the building. Be polite and considerate of other adults in the building including the principal, custodians, secretary, paraprofessionals, etc.

Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced which prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements.

Professional Communication

Professional education can be an intensely personal and challenging process. In your classes and field placements, you are expected to give and accept constructive feedback appropriately and to react appropriately in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of your fellow students.

If you have concerns, problems, or questions about any aspect of your coursework or fieldwork, you should first address them to the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Team coordinator or faculty leader.

Policies Regarding Team 3 TE Courses

Policy on Grades of Incomplete

Team 3 teacher candidates may receive an "incomplete" in a Teacher Education course offered by Team 3 (i.e. TE 301, 401, 402, 501, 801, 802, 502, 803, 804) if illness or other personal circumstances have made it impossible to complete the work of the course on time. Since each course is a prerequisite for the next course in the sequence, it is Team 3 policy that incompletes should be completed by the beginning of the next semester. That is, incompletes for fall semester courses must be completed by the first day of spring semester. Incompletes for spring semester courses must be completed by the first day of fall semester unless the teacher candidate takes courses during the summer. In this circumstance, incompletes in spring semester courses must be completed by the first day of summer semester if the teacher candidate is in the Post BA program, or by the mid-term of the summer session in which the teacher candidate is enrolled if the teacher candidate is a regular five-year program student.

There may be unusual circumstances, such as an extended illness, that would lead to a student receiving an incomplete in a course with the condition that the course be repeated the next time it is offered. Under such circumstances, it would be the individual instructor's responsibility to set the conditions and time for satisfactory completion of the course. It would also be the instructor's responsibility to communicate any unusual conditions, such as time extensions, to the registrar's office. Even in these circumstances, students are expected to complete a course before beginning the next course in the program sequence.

Participation in Team 3 Classes

As you begin your professional career in teaching, we want to support you in recognizing your responsibility to contributing to the learning of others. This includes not only the students in schools that you will work with, but also your colleagues on Team 3 who will accompany you through your teacher education program. Much of your learning about teaching will occur in a social context, that is, in the company of others who are learning to teach as well. Your Team 3 teacher education courses depend on the participation of everyone so that you not only benefit from hearing other people's perspectives and ideas, but you also assume responsibility for contributing to the learning of your professional colleagues.

It is the policy of Team 3 that everyone is expected to participate in class discussions, activities, assignments and other events. Participation can take many forms such as contributing to whole-group and small-group discussions in class; completing assignments in a timely manner so that you can contribute your interpretations and thinking about topics, concepts, and issues being considered; joining in cooperative group tasks; attending special Team 3 events; etc. Your active involvement in your classes and in other Team 3 happenings will be vital to your own learning as well as to those who are learning with you. Your participation will contribute to your course grade.

Assignments-Due Policy

Assignments for your Team 3 courses are expected to be completed in a timely manner. They are due on the date designated by your course instructor. If you have circumstances that prohibit you from turning in an assignment on time, you need to talk to your instructor about your situation and establish an alternative due date if necessary. Turning in an assignment late without prior approval from the course instructor will jeopardize your grade on the assignment.

Independent Study Policy

On occasion, Team 3 students may seek independent study or field study credits from Team 3 faculty as part of their academic program. These credits may be sought for a variety of reasons, such as the need

for one or two credits to bring the total number of credits a student carries to full-time status, thus allowing the student to receive full financial aid. Other students may want to study in an area of interest beyond what the program offers in our regular courses. Under most circumstances, full-time faculty negotiate independent studies on an individual basis without the need to refer to a student's connection to Team 3's program. A project agreement form for an independent study must be on file in the College of Education's Student Affairs Office.

There may be situations, however, when a Team 3 student requests an independent study that is dependent on Team 3 relationships such as a field study that requires time in schools. Under these circumstances, it would be expected that the sponsoring faculty member would discuss the nature of the study with other Team 3 faculty or staff who are responsible for field experiences so that any additional field time and assignments that are expected to be accomplished in the field site can be arranged in a manner that complements Team 3 fieldwork and relationships with schools.

Independent studies will not substitute for our regular teacher education courses offered by Team 3. That is, TE 301, 401, 402, 501, 502, 801, 802, 803, and 804 cannot be taken as independent study credits nor should they be offered on an individual basis to a student. A student's learning in these courses depends on interaction with peers in a group setting.

Team 3's policy is that only full-time regular or temporary faculty may be the instructor of record for an independent study. It is assumed this type of teaching can be incorporated into a full-time load at the discretion of the sponsoring faculty person. There may be occasions when a part-time staff person or graduate assistant would lead an independent study under the guidance of a faculty member. However, part-time staff and graduate assistants usually do not have load time for leading independent studies as an integral part of their responsibilities, nor are there funds allocated for overload work for part-time staff and graduate assistants for this purpose.

University Procedures on Felony Convictions and Teacher Certification Programs

The Michigan State Board of Education has authority under Part 10 ADMINISTRATIVE HEARINGS, of the Administrative Rules Governing the Certification of Michigan Teachers, to deny, suspend or revoke a teaching certificate (R 390.1201).

The rule(s) state:

Rule 101. (1) The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:

- (a) Fraud, material misrepresentation, or concealment in the application for a certificate.*
- (b) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.*
- (c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude.*

Students are asked to provide information indicating whether they have been convicted as an adult of felonies or misdemeanors involving moral turpitude prior to (1) admission to teacher education programs, (2) student teacher placement, and (3) term of graduation and application for teacher certification.

An applicant to a teacher education program who has been convicted as an adult of a felony or misdemeanor involving moral turpitude may be denied admission to teacher education or field placements or recommendation for certification. An applicant who has been convicted of such a felony or misdemeanor at any point in his or her academic program will be granted a hearing prior to a final decision regarding (1) admission to teacher education, or (2) field placement, or (3) recommendation for certification. Such a hearing will be initiated by the College of Education and referred to the Hearing Board of the Undergraduate Education Policy Committee for review and recommendation.

EXAMPLES OF CRIMES INVOLVING MORAL TURPITUDE

- A. Crimes involving a substantial misrepresentation of any material fact to the public, including bribery, fraud, aiding or abetting the filing of false claims, racketeering, or allowing an establishment to be used for illegal purposes.
- B. Crimes involving homicide, murder, manslaughter, mayhem, negligent homicide, assault, battery, and felonious assault.
- C. Crimes which involve a violent act or a threat of a violent act against a person or a crime constituting a sexual offense, which shall include any of the following:
 - ⇒ Criminal sexual conduct in any degree;
 - ⇒ Commercial activity involving child abuse, neglect or exploitation, kidnapping, adoption schemes, and prostitution;
 - ⇒ Child abuse or neglect;
 - ⇒ Cruelty toward, or torture of, any person;
 - ⇒ Attempts to commit any of the offenses specified in paragraphs (1) and (3) of this subdivision;
 - ⇒ Robbery, armed robbery, burglary, receiving stolen property, concealing stolen property;
 - ⇒ Extortion;
 - ⇒ Obtaining property by false pretenses;
 - ⇒ Larceny by trick;
 - ⇒ Larceny by conversion;
 - ⇒ Embezzlement;
 - ⇒ Arson;
 - ⇒ Offenses involving narcotics, alcohol or controlled substances that result in a felony conviction;
 - ⇒ Offenses involving adulterating drugs, controlled substances, preparations; poisoning; unlawful, manufacturing, delivery or possession with intent to manufacture or deliver drugs.

Team 3 Program Information

Frequently Asked Questions

1. Which courses are "methods" courses? In other words, when do we actually learn to teach reading, math, etc.

In TE 301 you will begin to examine some big questions about curriculum such as the relationship of the curriculum to the learner. Team 3 also starts a literacy strand in TE 301. TE 401 and 402 concentrates on teaching subject matter to diverse learners. In the elementary sections, literacy, mathematics, social studies and science are the focus. During the internship year, TE 802 and 804 continue to address planning and teaching in literacy and mathematics.

2. When do we get experience in classrooms and really begin teaching?

During TE 301 you will spend some time during the semester in a setting with children or adolescents which will be a school classroom or some other educational setting. The focus is on studying the learner and how learning happens in different contexts. During TE 401 and 402, you will be in a school classroom each week for four hours. Usually you are placed with another Team 3 student as a partner. Field assignments are closely linked to the coursework and generally include observations, interviewing pupils, and planning and teaching short lessons, usually with small groups of pupils in the fall, and then with the whole class in the spring. You are not expected to take extensive responsibility for the full classroom until later in the fall of the internship year and then only for limited periods of time. All of this is designed to gradually prepare you to take the lead in the classroom during the spring of your internship year.

3. When will I know where my internship placement will be?

During the fall of the senior year prior to the internship, you will receive an Internship Placement Request Form to complete. This will ask you for detailed information about your preferences and interests. You will then be asked to submit a professional resume to be given to prospective schools during the placement process. You will receive guidelines for writing your resume in October. You need to turn it in to the team coordinator in November. We hope each student will know her or his possible placement and meet the mentor teacher by the end of spring semester. However, it is impossible to guarantee this time frame or placement preferences because we are dependent upon many factors in the school districts that are beyond our control.

4. Can I make my own arrangements for an internship placement?

No. Each team works with particular schools in particular districts. We place interns in clusters so that an MSU field instructor can work with a group of interns and their mentor teachers and convene the school-based guided practice seminar. In addition, clusters of interns in a school allow for interns to interact and support each other's learning more readily.

5. When does the internship begin and end? Do we follow the school's or MSU's calendar?

In general, you will follow the school-district calendar for the district in which you are placed. You will begin your placement on the day that your mentor teacher begins. There will be a meeting for Team 3 interns in late August before most districts begin to help you get started. You will follow your school's calendar for holidays and winter and spring break. You will finish your internship on the last day of MSU's spring semester classes, unless your internship is extended for some reason.

6. Can I plan on working during the internship year? What is the weekly schedule like?

You are expected to keep every day, Monday through Friday, until 5:00 P.M. available for program-related activities. You will need to meet with your mentor teacher after school, attend faculty meetings, attend your school-based guided-practice seminar, and attend the other university-based classes. You will also need to have time to prepare and plan lessons, grade papers, etc. Many interns do need to work during the year, but it is recommended that you work no more than ten hours per week. If a heavier work schedule is necessary, talk it over with the team coordinator.

7. If I want an additional special education endorsement, do I have to enroll in a master's program? If so, who should I talk to about the special education endorsement?

Yes, you will have to enroll in a master's program. You can contact anyone in the special education department (355-1837) and they will be happy to give you the information.

8. What is the difference between the internship year and student teaching?

In the past, students in the teacher preparation program spent ten weeks in a classroom for their student teaching experience. They assumed lead teacher responsibilities for approximately 6-7 weeks. In addition, they typically had a weekly on-campus seminar to talk about their experiences in the field.

In the five-year certification program, teacher candidates have a year-long experience that integrates further study about learning to teach within the contexts of graduate level courses and K-12 classrooms. Learning to teach is a process that continues throughout a teacher's professional career. Teachers learn from their experiences in classrooms, through engaging in study and reflection with colleagues, and from their continuing professional studies in university courses. The internship provides you with a first opportunity to combine graduate seminars with sustained work in classrooms. The internship year is intended to help you (a) develop knowledge, skills and dispositions to create learning communities that serve all children; (b) deepen your understanding of the subjects you teach and develop a repertoire of strategies and representations for teaching school subjects; (c) develop habits of mind and attitudes that will be a basis for responsive, responsible, and reasoned decision making regarding curriculum, teaching practices and forms of assessment; (d) develop habits of inquiry and reflection on your own practice so that you continually strive to modify your practice in light of what you are learning in both contexts---your mentor teacher's classroom and your graduate seminars.

If you have other questions, don't hesitate to contact a team leader or coordinator by calling the team office, 355-1741 or e-mailing one of these people directly.

SECTION THREE

INTERNSHIP PROFESSIONAL CONDUCT

Elementary Internship Year Roles and Responsibilities

Mentor teacher

Mentor teachers are experienced teachers who take major responsibility for guiding, supporting and assessing interns' learning to teach across the year.

Major responsibilities include:

- o arrange classroom-based learning opportunities that support the intern's development as a novice teacher across the school year;
- o assist intern in developing and implementing personal and professional learning goals;
- o assist interns in getting to know students, parents and school colleagues;
- o meet with intern at least once a week at a regularly scheduled time to co-plan; share decisions, ideas and observations; and discuss questions regarding the teaching and learning of everyone in the classroom -- students, the intern, and the mentor teacher;
- o model the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas and "thinking aloud" while teaching, co-teaching, and talking with the intern about the teaching and learning in the classroom;
- o help the intern gain familiarity with district curriculum and grade level objectives, school policies, curricular resources;
- o participate in assessing the intern's progress at the goal-setting, mid-terms, end-of-the-semester and end-of-the-year conferences;
- o participate in writing placement papers for the intern at the end of the year;
- o communicate with the MSU field instructor on a regular basis about the intern's learning and professional attitudes and behaviors;
- o participate in professional development activities for mentor teachers (e.g. summer institute, MT study group, TE 501 seminars as schedules allow).

Field Instructor

As the program's representative, the MSU field instructor supports the learning of interns and the work of mentor teachers with interns in one or more schools. The MSU field instructor works with interns and mentor teachers both individually and in groups.

Major responsibilities of MSU field instructors include:

- o meet with mentor teachers regularly, both individually and as a group, to support their work with their intern, assess the intern's progress, clarify expectations, facilitate problem solving, and discuss seminar assignments;
- o plan and lead the TE 501 guided-practice seminar for their group of interns;

- o observe individual interns in their classrooms and confer with them about their planning and teaching on a regular basis;
- o communicate with the principal(s) about interns' progress and Team 3 program activities;
- o assist interns in developing and implementing personal and professional goals;
- o convene the goal-setting, mid-terms, end-of-the-semester, and end-of-the-year conferences with interns and their mentor teacher to assess the intern's growth and learning and to assign the final grade for TE 501 in consultation with the mentor teacher;
- o keep written documentation of the progress of each of their interns;
- o write end-of-the-year placement papers, with the mentor teacher's participation, for each of their interns;
- o communicate with the school's teacher representative about Team 3 program activities and general building questions or concerns and refer problems to appropriate Team 3 personnel when needed;
- o participate in staff meetings for MSU field instructors and other Team 3 meetings as appropriate.

Interns

As novices, interns engage in their own learning as well as contribute to the learning of students and others. Expectations for interns are found in their course syllabi, the Program Standards, and Team 3 policies.

Major responsibilities related to their school experiences include:

- o participate, with their mentor teacher, in creating opportunities for learning to teach;
- o participate in providing for the intellectual, social, and emotional growth and welfare of students;
- o follow Team 3, school, and district policies and procedures regarding reporting absences, dress code, and other forms of professional conduct;
- o introduce themselves to school staff and personnel and be knowledgeable about the role(s) they have in the school;
- o attend faculty meetings, in-services, parent conferences and other school and district functions as appropriate;
- o prepare lesson and unit plans for teaching responsibilities and give copies to their mentor teacher and MSU field instructor;
- o arrange weekly meetings with their mentor teacher to co-plan; share decisions, ideas and observations; and discuss questions regarding the teaching and learning of everyone in the classroom -- students, the intern, and the mentor teacher;

- o arrange regular times for their MSU field instructor to observe their working with students and to talk with them about their teaching;
- o keep their MSU field instructor informed of schedules, activities, and events in the classroom or school that may interfere with the MSU field instructor observing and conferring with them;
- o participate in the goal-setting, mid-terms, end-of-the-semester, and end-of-the-year conferences and document their growth in learning to teach through written reflections and forms for these conferences.

Intern Problem Solving and Support Procedures

Most interns will need extra support at some time during the year, and a small number will experience difficulties severe enough to keep them from finishing their programs. This suggests a series of steps that instructors (including mentor teachers, field instructors, and 801-4 instructors) can take to assure that interns are afforded due process, including the following:

- interns needing support get the full benefit of the resources that the program has available;
- no intern is subjected to arbitrary action without being fully informed of the reasons for that action and having an opportunity to correct his or her problems; and
- the program has adequate documentation to support and justify any actions that are taken.

Routines to follow for all interns

There are some things that instructors should do routinely for all interns that will turn out to be especially useful for interns who need additional support. They include the following:

1. *Regular contact among instructors.* Field instructors and mentor teachers should share information and ideas regularly and informally about the interns for whom they are responsible.
2. *Record keeping.* Field instructors, as a primary responsibility, and other instructors as appropriate, should keep documentation of substantive discussions with interns and mentor teachers.
 - Keep copies of notes from classroom observations. (The carbonless observation forms make it possible for observers to keep copies for themselves while giving copies to the intern and mentor teacher.)
 - copies of notes from meetings or conferences, particularly including notes about work that the intern is expected to do or changes that he or she is expected to make as a result of the discussion;
 - copies of lesson plans, unit plans, or teaching materials that the intern shared, and copies of responses from instructors as appropriate;
 - copies of materials used in assessment conferences, including assessments by the field instructor and mentor teacher, and the intern's Professional Development Plan.

Informal consultation with and about interns

If a problem seems particularly persistent or troublesome, then any instructor who is concerned should informally consult with other instructors and the team coordinator and field instructor coordinator to see if they share those concerns. The consultation should include the following:

1. *Consultation.*
 - If one of the instructors is concerned about classroom teaching, then he or she should request additional observations from other instructors (i.e., the field instructor, and/or the mentor teacher), either directly or through the team coordinator.
 - The field instructor coordinator and the team coordinator should be notified about the instructors' concerns.
2. *Record keeping.*
 - Make sure that notes or other written feedback include clear statements or explanations of the problem(s).

- Keep notes about who was consulted and when, including copies of E-mail contacts and other informal contacts.
- Keep copies of observation notes or feedback from the mentor teacher and other instructors.

Discussion in assessment conferences

Regularly scheduled assessment conferences should provide opportunities for discussion of most concerns. Professional Development Plans should address those concerns. If the intern's problems are so severe that they threaten his or her continuity in the placement or completion of the program, then the team coordinator and field instructor coordinator should be consulted and a Professional Growth Conference should be set up (see below). Less severe problems should be addressed during routine assessment conferences.

1. Consultation. The field instructor and the mentor teacher should consult one another *before* the assessment conference and reach agreement about (a) how to discuss concerns with the intern and (b) what kinds of steps the intern should take to address those concerns. The field instructor coordinator and/or the team coordinator should be consulted if the field instructor and the mentor teacher disagree among themselves or would like additional help.

2. Record keeping.

- The nature and seriousness of the concern(s) should be clearly explained in the assessment forms.
- The intern's Professional Development Plan should include specific steps that the intern will take to address the concern(s), preferably with deadlines attached. It should also indicate how the program will support the intern in taking those steps.
- The field instructor should send copies of the assessments and the intern's Professional Development Plan to the team coordinators.

Professional Growth Conferences

Program decisions with major impact, including changes in an intern's placement, delaying the beginning or the conclusion of lead teaching, and removal of an intern from the program, should be made *only* after (a) the team coordinator and/or the field instructor coordinator have been consulted and (b) a Professional Growth Conference has been held. Professional Growth Conferences include the intern and appropriate representatives of the program (mentor teacher, field instructor, team coordinator and/or field instructor coordinator). They can be scheduled on the occasion of regular assessment conferences, or at any time that the instructors decide that a conference is necessary.

1. Consultation. The field instructor and the mentor teacher should consult the coordinators and one another *before* the assessment conference and reach agreement about (a) how to discuss their concerns with the intern, (b) what kinds of steps the intern should take to address them, and (c) possible consequences if the intern fails to address the concerns. The field instructor coordinator and/or the team coordinator should also be consulted about the letter written after the conference. Coordinators will consult program leaders and include them in the conferences as appropriate.

2. Record keeping.

- The instructors should *enter* the conference with assessment forms or other written documentation (either the assessment form or other documentation) that (a) clearly explains the nature and seriousness of the instructors' concerns and (b) explains possible consequences if the intern fails to address those concerns. This documentation should be developed in consultation with the team coordinator and/or

field instructor coordinator.

- After the conference one of the instructors or coordinators should take responsibility for writing a letter to the intern that (a) clearly explains the nature and seriousness of the instructors' concerns, (b) explains possible consequences if the intern fails to address those concerns, (c) lists specific steps that the intern will need to take to address those concerns and when those steps need to be taken, and (d) explains how the program will support the intern in addressing the instructors' concerns. This letter should be approved by the team coordinator and/or field instructor coordinator.
- The intern should provide a written response to the letter, indicating that he or she understands the instructors' concerns and agrees to take the steps specified in their letter.
- Both the team coordinator and the field instructor coordinator should have copies of the instructors' letter and the interns' response for their records.

More serious steps

If an intern still fails to adequately address the instructors' concerns even after a Professional Growth Conference, then a variety of consequences are possible, including:

- changing the intern's placement,
- delaying the beginning of lead teaching,
- extending the internship beyond its scheduled conclusion,
- a voluntary decision by the intern to leave the program,
- a grade of 1.5 or less on TE 501 or 502, making it necessary to repeat the internship, or
- dismissal from the program.

1. *Consultation.* The mentor teacher can terminate the intern's placement at his or her discretion. If the intern terminates his or her placement without a Professional Growth Conference, then the program is not obligated to provide another placement. Other actions can be taken by the instructors only with the approval of the team coordinator.

2. *Record keeping.* The team and field instructor coordinator should keep records documenting (a) the action taken, (b) the reasons for that action, and (c) evidence supporting the need for the action. If an intern leaves the program, either voluntarily or involuntarily, then the instructors or coordinators should prepare a memorandum for the team leader and the Student Advisement Office explaining (a) the reasons that the intern left the program and (b) the circumstances, if any, under which re-admission to the program could be considered.

Steps to Resolving Conflicts for Interns and Mentor Teachers

First, a note about conflicts: Conflicts in life and particularly, in close working relationships, are inevitable, like change, the sunrise in the morning, and the blues in February. Running into difficulties with each other does not mean you have failed or that the placement is falling apart (at least not usually); it just means you need to talk. Interns and teachers are often reluctant to say difficult things to each other because you have to spend every day with each other; you don't want to ruffle any feathers. But things not said tend to fester and cause more problems in the end. So, if you find you have something you need to get off your chest, take a deep breath and try some of the following ideas. If the two of you find that you cannot resolve things between you, take the next step to ask for help.

1. Step One: Direct communication between intern and mentor teacher.
--

Getting prepared:

Get clear about the issue - you might try writing about it or talking it over with the MSU field instructor in your building. For example, is the problem that the intern cannot control the class or that he is not doing enough planning and preparation and is causing himself management problems?

Try phrasing it in a non-threatening, non-blaming way. For example, try "you seem to be having trouble estimating the amount of time things will take," rather than "you are taking too long."

Think about some possible solutions or ways of proceeding that you might propose but remain open to possibilities that the other person might propose.

Practice in front of a mirror to be sure your facial expressions and tone of voice will not look or sound threatening or aggressive.

The conversation:

Use statements that express what you observe, or what you feel, or what you think you need rather than statements that blame the other person for something.

Check your understanding of what each other is saying by paraphrasing what the other person says and asking, "Is this what you mean?"

If the issue causes a strong emotional reaction in the other person, offer to let them think about it overnight and talk about it more tomorrow.

Try to find a solution that works for both of you.

Documentation:

Each of you should write a paragraph explaining what you think the conversation was about and the solution you agreed to. Compare notes to be sure you both have the same understanding. Exchange paragraphs.

Check In:

Plan to check in with each other the following week about this issue. How does each of you feel things are going?

Step Two: Ask for help.

If you cannot find a resolution or if the conversation becomes too emotional for you to handle, ask the MSU field instructor to help mediate the conflict.

Getting prepared:

Each of you (intern and mentor teacher) should write a reflection prior to the meeting, outlining what you think the issue is. Also, write about your goals for the students in your classroom and how they relate to the issue. Include possible solutions (but remain open to other possible solutions).

The meeting:

The MSU field instructor may ask someone else to be at the meeting as appropriate (principal, team coordinator).

Again, use statements that express what you observe, or what you feel, or what you think you need rather than statements that blame the other person for something. Check your understanding of what each other is saying by paraphrasing what the other person says and asking, "Is this what you mean?"

Try to find a solution that works for both of you.

Documentation:

Develop a written plan that you all agree to.

Check In:

Plan a time to check in about this issue in a week or two.

Step Three: Ask for more help.

If the conflict continues, the MSU field instructor will consult with the Team Coordinator to develop an appropriate plan of action. Every effort will be made to resolve the conflict and maintain the placement, however, if a conflict escalates and appears to be unresolvable after several attempts, it may be necessary to remove the intern from the placement.

MSU Teacher Preparation Program
POLICY ON SUBSTITUTE TEACHING BY INTERNS
Approved by the Teacher Preparation APPC, 2/15/96(Revised 10/7/97)

Because MSU's interns have earned bachelor's degrees and have completed 21 semester hours of professional education by the time they enter the internship, they are qualified to work as substitute teachers under Michigan's current administrative rules. Appointing substitute teachers is the function and responsibility of school districts.

Substitute teaching can be consistent with interns' responsibilities and progress in the teacher preparation program, but only if certain conditions are met. This policy states when MSU interns may work as substitute teachers without jeopardizing their standing in the program. Questions regarding the policy should be directed first to the leaders of MSU's teacher preparation teams.

Interns are novices, and they face an elevated risk of mishaps in practice. For the sole purpose of educating interns, MSU takes responsibility for such internship-related mishaps through its indemnification agreements with school districts. **When school districts employ interns as substitute teachers, other purposes are served, and the school districts assume responsibility for the interns as their employees.**

The internship requires good working relationships among the intern, the mentor teacher, MSU's field instructor, and the principal of the school. Protecting those relationships is a primary consideration in applying the following policy.

1. The program for MSU interns is designed to occupy them fully during school hours from the first day that mentor teachers report to their schools at the beginning of their academic year to the last day of MSU's academic year. That is the time frame to which this policy applies.
2. There are times when a mentor teacher reasonably may decide to leave an intern alone in charge of students for one or two hours, either to provide the intern that experience or to do other work in the school. The intern should not expect pay on those occasions; they are not instances of substitute teaching.
3. When a mentor teacher attends a meeting sponsored by MSU's teacher preparation program, the mentor teacher may leave the intern in charge of the mentor teacher's classes; such meetings are an integral element of the teacher preparation program and the liability for the intern's practice on these occasions is covered under MSU's indemnification agreements with school districts.
4. An MSU intern may serve as a substitute teacher only for the mentor teacher with whom the intern is placed, and for a maximum of the equivalent of 15 days (i.e., 15 full days, 30 half days, or 90 one-hour periods) during the period defined in point 1, above, provided that the following conditions are met:
 - (a) The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so each time s/he is asked.
 - (b) The mentor teacher determines that the interests of his or her pupils will be served.
 - (c) MSU's field instructor determines that the intern is making satisfactory progress in the internship, including the required coursework, and so should benefit from the experience.
 - (d) The intern has been qualified and accepted as a substitute teacher in accordance with the school district's policies and procedures, and the district thus takes responsibility for the intern's practice when the intern works as a substitute teacher.

(e) The substitute teaching does not interfere with the intern's attendance at the MSU courses in which s/he is enrolled or with completion of assigned work in or related to those courses. Course instructors should not be asked to make exceptions to this condition; it is firm.

(f) The mentor teacher's principal is informed in advance that the intern may or will serve as substitute.

5. After an intern has been approved to substitute teach for the first time, that approval remains in force only if the conditions listed above continue to be met on each occasion that the intern substitute teaches.

6. Interns are responsible for using the "Report on Substitute Teaching by an Intern" to inform their teacher preparation teams. Teams will define their procedures for routing and filing the Reports.

MSU Teacher Preparation Program
REPORT ON SUBSTITUTE TEACHING BY AN INTERN

Intern's name: _____

Part I. To be submitted upon initial approval to substitute teach.

The undersigned agree that the following requirements have been met: (a) The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so. (b) The mentor teacher determines that the interests of his or her pupils will be served. (c) MSU's field instructor determines that the intern is making satisfactory progress in the internship, including the required courses, and so should benefit from the experience. (d) The intern has been qualified and accepted as a substitute teacher in accordance with the school district's policies and procedures.

The intern and mentor teacher further agree that the following conditions will be met: (e) The substitute teaching does not interfere with the intern's attendance at the MSU courses in which s/he is enrolled or with completion of assigned work in or related to those courses. (f) The mentor teacher's principal is informed in advance that the intern may or will serve as substitute.

Intern's signature

Mentor Teacher's signature

School Administrator's signature

Field Instructor's signature

MSU Teacher Preparation Program
REPORT ON SUBSTITUTE TEACHING BY AN INTERN

Part II. To be submitted at the end of each semester.

The intern substituted for the mentor teacher on the following occasions:

<u>Date</u>	<u>Extent</u> (enter "1.0" for full days, ".5" for half days or the number of one-hour periods)	
_____	_____	
_____	_____	
_____	_____	_____ Intern's signature
_____	_____	
_____	_____	
_____	_____	_____ Mentor Teacher's signature
_____	_____	
_____	_____	
_____	_____	_____ Field Instructor's signature
_____	_____	
_____	_____	
_____	_____	_____ School Administrator's signature
TOTAL	_____	

Policy For Interns Attending Professional Conferences and Workshops

Team Three

Interns may be excused from their classrooms for a maximum of 2 days per year to attend professional conferences, with the joint approval of the Mentor Teacher and Field Instructor.

Interns will not be excused from the TE 801, 802, 803, 804 seminars for any conferences.

In addition to the two days allowed, interns may be excused from their classrooms to attend professional conferences in the following instances:

- If the Mentor Teacher invites the intern to attend a conference with her/him and the Field Instructor and Coordinator are informed in advance;
- If the intern is making a formal presentation at the conference and the Mentor Teacher, Field Instructor and Coordinator are informed in advance.

Interns should apply for approval to attend a conference two or three weeks in advance, using the form provided and turning it in to the Field Instructor.

Interns may attend all in-services, conferences or workshops in their school districts.

Interns should report on all conferences as directed by the Field Instructor in a written and/or oral report to other interns in the Guided Practice Seminar.

Request to Attend Professional Conferences and Workshops

Team Three

Conference Title and Sponsor:

Conference Date:

Conference Location:

Reason(s) for request:

Will you be attending with your Mentor Teacher?

Are you making a formal presentation at the conference? If so, what is the title of your presentation?

Intern Signature_____

Mentor Teacher Signature_____

Field Instructor Signature_____

SECTION FOUR

INTERNSHIP ASSESSMENT

Teacher Certification Program Grading Policy for TE 501 & TE 502

Internship in Teaching Diverse Learners

Introduction

The internship experience (TE 501/502) offers an extended opportunity for learning to teach with guidance and support from practicing teachers, field instructors and other program staff. **Interns and their guides share the responsibility for ongoing assessment and for more formal evaluation** at the midpoint and end of each semester. The final evaluation provides a basis for recommending the intern for certification as a beginning teacher.

The program's **professional standards serve as a framework for assessment and evaluation**. Developed through conversations with mentor teachers, MSU faculty and staff, the standards identify important knowledge and understandings, skills and dispositions needed to begin teaching on a solid footing and to continue learning throughout one's teaching career. Compatible with professional standards for beginning teaching developed at the national and state levels, our program standards offer a set of aspirations to strive for and a basis for judging how interns are doing in their efforts to become well started novices.

In TE 501 and TE 502, interns will be evaluated using a **pass (P)/ no grade (N) system**. This system encourages a shift from dependence on grades for external validation to reliance on personal and public assessment through observation, conversation, reflection and feedback. These processes serve as a source of ideas about the quality of teaching and learning displayed by the intern, and they provide direction in framing personal goals for professional development.

The year-long internship allows us to **shift the focus of evaluation over the two semesters** from an early emphasis on the intern's stance as a learner to greater emphasis on the intern's capacity to enact the standards in practice. In the first semester (TE 501) when the intern is getting to know the curriculum and students, evaluation focuses more on the intern's openness to learning, serious attention to what the standards mean and what their enactment entails, active pursuit of guidance and feedback, and evidence of steady progress. In the second semester (TE 502), judgments center more on the intern's understanding and performance in relation to the program standards. Eventually all four standards come into play since the intern must learn to (1) work and learn in a school as a professional; **and** (2) understand and teach subject matter; **and** (3) relate to and work with students in appropriate ways; **and** (4) organize and manage a classroom learning community.

Grading Options for TE 501 and 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 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.

The "Pass with Concern" notation could be used to acknowledge a concern that has already been discussed with the intern, where a plan has been developed but the problem has not been

resolved by the end of the first semester. Or it could be used to communicate about a concern that surfaces late in the semester in situations where there has not yet been time to develop a plan for working with the intern. In either situation, a judgment is made that the area(s) of concern can be addressed, given a specific plan of action, appropriate resources, available time and commitment of the intern. Whether the concern arises early or late in the semester, this notation is discussed with the intern and a plan of action is developed. The problem area(s) need to be addressed in order to receive a pass (P) during TE 502 where the evaluation shifts to performance.

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.

In TE 501: In the first semester, a grade of N is based on evidence of serious deficiencies in the knowledge and understanding, skills and dispositions required by the program standards, or in the rate of progress toward understanding and enacting them. For example, there may be serious weaknesses in subject matter knowledge, limited initiative or openness in learning, lack of serious attention to the meaning of the standards, inattention to feedback and guidance, an insufficient rate or scope of progress. **Interns who receive no grade (N) in TE 501 are not eligible to enroll in TE 502 and will not be recommended for certification.**

In TE 502: In the second semester, a grade of N is based on evidence that the intern is not demonstrating a satisfactory level of performance in understanding and enacting one or more of the standards. For example, the intern's judgment about his/her planning, teaching and/or learning to teach is not well informed or well reasoned. The intern does not examine or adjust his/her actions or thinking in light of the program standards. The rate of progress is too slow or uneven or the scope of progress too limited. **Interns who receive no grade (N) in TE 502 will not be recommended for certification.**

Use of Incomplete and Deferred in the Internship Year (see p. 50 in the 1995-96 Academic Program Book for additional details)

Incomplete

According to the Academic Program Book, "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, 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." In other words, interns will not be given an incomplete when they are irresponsible or delinquent in turning work in. Rather **they will be given a "Pass with Concern (P)" or No grade (N).** **Interns who** are in danger of not receiving credit should be told by the MSU liaison and/or field instructor and given clear information about what they must do to pass. This should occur at the mid-term assessment conference or as soon as the concern(s) arise.

It is seldom feasible to complete an Incomplete for TE 501 prior to the beginning of TE 502. On rare occasions, it is used at the end of TE 502 for an intern who needs to make up additional time after the end of the MSU calendar, before the end of the school year. If an intern is given an incomplete, the instructor keeps a written record of the work to be completed and the deadline for completion.

Deferred (used only for Graduate and Life-long Graduate students)

According to the Academic Program Book, the deferred can be given to interns “who are doing satisfactory work but cannot complete it because of reasons acceptable to the instructor. The required work must be completed and a grade reported within two calendar years.” As an example, this has been used for interns who encounter medical or psychological difficulties during the internship and need to postpone the internship to the following year in order to receive treatment. The intern will not be required to register again for a deferred course; however, the intern will not be a registered student during the intervening time and will not have access to financial aid or student services on campus unless he or she registers for other courses. Also, the intern may encounter difficulties arranging for deferment of student loan payments while completing the deferred courses. If the intern wishes to have student status, the intern must check with his/her lender to learn of enrollment or loan deferment requirements. The intern may also check with the Financial Aid Office.

The Assessment Process

Teams will establish procedures for ongoing feedback and record-keeping, as well as formal opportunities for assessment and evaluation, that are in keeping with existing policy outlined in Intern Problem Solving and Support Procedures.

Regularly scheduled assessment conferences should include the intern, the MSU liaison and/or field instructor, and the mentor teacher.

Examples of the intern’s progress will be gathered from the intern’s classroom practice, from his/her participation in the professional seminar, and from other TE 501/502 assignments. Examples should reflect the intern’s professional participation in his/her own and other’s learning and will come from a variety of sources, including:

- the professional judgment of the mentor teacher and MSU liaison and/or field instructor based on observation and assessment of the intern’s work in the classroom, the school and in conferences with the intern;
- the intern’s questions, comments and contributions to discussions with the mentor teacher, MSU liaison and/or field instructor and colleagues in the school and in the professional seminar;
- written material such as journal entries, assignments, daily plans, etc.
- the intern’s attendance and promptness at teaching assignments and seminars;
- the quality of materials and examples that the intern presents at assessment conferences.

Teacher Certification Program Grading Policy for TE 801/3 & TE 802/4

In accordance with the Academic Standards of the university, students at the Lifelong Graduate or Graduate level must receive at least a 2.0 to be awarded credit in TE 801, TE 802, TE 803, TE 804. Also, students must maintain a minimum cumulative grade point average of at least 3.0. Because TE 801 is a prerequisite for TE 803, an TE 802 is a prerequisite for TE 804, interns who receive below a 2.0 in either prerequisite will have to retake that course before proceeding in the internship. In addition, an Incomplete for TE 801 or TE 802 must be finished before the beginning of the following semester. An intern with an unresolved incomplete will not be allowed to continue the internship. All of these courses are necessary for certification and interns who receive below a 2.0 in any course will not be recommended for certification.

Team 3 Mid-Term Assessment of Intern Progress

This form should be used for the purpose of preparing to have a conversation about an intern's growth and progress. Please make an entry for each standard in the "strengths" and "aspects to work on" columns. No entry under the "strengths" column for a particular Standard indicates that the intern has shown no strengths related to that particular program standard. No entry under the "aspects to work on" column means that the intern has met all expectations for that particular standard at this point in his/her professional development.

Intern's name _____ Date _____

People present at mid-term conference: _____

Topics discussed: _____

Program Standard	Strengths and Evidence	Aspects of Teaching Practice to Work On	Comments/Goals
Knowing subject matters and how to teach them: <ul style="list-style-type: none"> • Intern understands the subject matter(s) as needed to teach it (them) • Intern thoughtfully links subject matter and students, creating a responsive curriculum • Intern plans and implements a curriculum of understanding • Intern is thoughtful about assessment and its relationship to planning and teaching 			
Working with students: <ul style="list-style-type: none"> • Intern respects and cares for all students in his/her charge • Intern promotes active learning and thoughtfulness • Intern builds on students' interests, strengths, and cultural backgrounds • Intern treats all students as capable of learning 			

Program Standard	Strengths and Evidence	Aspects of Teaching Practice to Work On	Comments/Goals
Creating and managing a classroom learning community: <ul style="list-style-type: none"> • Intern creates a safe, caring, productive environment in the classroom • Intern makes the classroom an inclusive community • Intern helps students develop personal and social responsibility 			
Working and learning in a school and profession: <ul style="list-style-type: none"> • Intern works well as a teacher in a school community • Intern works productively with his/her field instructor, mentor teacher and seminar instructors in ways that support his/her learning to teach • Intern reflects on his or her experience and seeks opportunities for continued learning and improvement • Intern is open to alternatives and constructive feedback 			

Current Recommended Grade: _____ Pass _____ Pass with concern _____ No Grade

I would like to request that the intern develop a written Professional Development Plan at this point: _____ Yes _____ No

Signatures of Participants:

Intern

Field Instructor

Mentor Teacher

Other