Intern & Collaborating Teacher Handbook

Team One—Elementary

Teacher Preparation Program

Lansing Area
2002-03

Updated August 2002
To be honest with you, it wasn’t until my junior year here that I realized why I went into education. All along I thought that I wanted to be a teacher because I loved children. Well, this is certainly true but the reasons go much deeper than that. I, and many of you may agree, have committed myself to education because I love learning.

Maggie Cisco, Team One Intern, 1995 College of Education Commencement Address

Our aim is to help students develop a scientific attitude towards their work and toward life. To us this means an attitude of eager, alert observations; a constant questioning of old procedure in light of new observations; a use of the world as well as of books as source material; an experimental open-mindedness; and an effort to keep as reliable records as the situation permits in order to base the future upon actual knowledge of the experiences of the past.

Our aim is equally to help students develop and express the attitude of the artist toward their work and toward life. To us this means an attitude of relish, of emotional drive, a genuine participation in some creative phase of work, and a sense that joy and beauty are legitimate possessions of all human beings, young and old. We are not interested in perpetuating any special “school of thought.” Rather we are interested in imbuing teachers with an experimental, critical and ardent approach to their work. If we accomplish this, we are ready to leave the future of education to them.

Lucy Sprague Mitchell, as quoted in Lucy Sprague Mitchell: The Making of a Modern Woman by Joyce Antler (Yale University Press, 1987)
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 1 students begin learning to "think and feel like a teacher," by enrolling in TE301, a course in which, among other things, they do a careful study of one child. 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.
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# Team One Steering Committee

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<th>Office</th>
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</table>

# Team One Alliance Schools - 2002/2003
Lansing Area

East Lansing District
Glencairn Elementary School
Red Cedar Elementary

Haslett District
Wilkshire Early Childhood Center

Lansing District
Attwood Elementary School
Averill Elementary School
Cavanaugh Elementary School
CLCCA
Cumberland Elementary School
Otto Middle School
Pattengill Middle School
Walnut Elementary School
Woodcreek Elementary School

Muskegon/Holland
Longfellow Elementary School
Oakview Elementary School

Okemos District
Wardcliff Elementary School

Perry District
Shaftsburg Elementary School

Waverly District
Colt Elementary School
Winans Elementary School

Williamston District
Williamston Discovery Elem. School (K-2)
Williamston Explorer Elem. School (3-5)

Grand Rapids Area

Grand Rapids
Burton Elementary School
### Summary Of The Michigan State University Teacher Preparation Program
#### Team One

**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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Number</th>
<th>Cr</th>
<th>Title</th>
<th>Fieldwork</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr.,</td>
<td>Fall</td>
<td>TE 150</td>
<td>3</td>
<td>Reflections on Learning</td>
<td>None</td>
<td>Study human learning, reflecting on one's own learning in college classes as example.</td>
</tr>
<tr>
<td>Jr.,</td>
<td>Fall</td>
<td>TE 250</td>
<td>3</td>
<td>Human Diversity, Power and Opportunity in Social Institutions</td>
<td>None</td>
<td>Study processes that distribute opportunity in society including the school; how human characteristics including culture affect those processes; issues of justice</td>
</tr>
<tr>
<td></td>
<td>latest</td>
<td>or CEP 240</td>
<td>3</td>
<td>Diverse Learners in Multicultural Perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr.,</td>
<td>Fall</td>
<td>TE 401</td>
<td>5</td>
<td>Teaching Subject Matter to Diverse Learners</td>
<td>Average 4 hrs./week: interviews w/teacher and students about curriculum; planning and teaching content-oriented lessons to individuals and small groups.</td>
<td>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.</td>
</tr>
<tr>
<td>Sr.</td>
<td>Spr.</td>
<td>TE 402</td>
<td>6</td>
<td>Designing and Studying Practice</td>
<td>Average 4 hrs./week planning and teaching content-oriented lessons to small groups and whole class</td>
<td>Same as above.</td>
</tr>
</tbody>
</table>

**Admission To The Teacher Certification Program**

<table>
<thead>
<tr>
<th>Jr.,</th>
<th>Spr.</th>
<th>TE 301</th>
<th>4</th>
<th>Learners and Learning in Context: Thinking like a teacher</th>
<th>2 hrs/week child study</th>
<th>Consider relationship between teaching and learning, how teachers create learning opportunity, what it means to &quot;know&quot; students and build on their learning needs &amp; interests.</th>
</tr>
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8
| 5th, Fall | TE 501 | 6 | Internship in Teaching Diverse Learners, I Professional Roles & Teaching Practice, I Reflection & Inquiry in Teaching Practice, I | Average 25 hrs./week | Co-planning and co-teaching w/collaborating teacher, with support from 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. |
| 5th, Spr. | TE 502 | 6 | Internship in Teaching Diverse Learners, II Professional Roles & Teaching Practice, II Reflection & Inquiry in Teaching Practice, II | Average 25 hrs./week | Lead teaching and reflection w/coaching from collaborating teacher and field instructor; continued study of one's own teaching; preparation of professional portfolio. |
Overview of Internship Seminars

Fall Semester

**TE 801: Curriculum and Teaching in Mathematics** *(Official Title: Professional Roles & Teaching Practice I)*

This seminar involves the analysis, adaptation, and planning of curriculum and teaching in mathematics for the specific students, classroom, and school context of the intern's school placement. Building upon the introduction to math teaching and learning which interns experienced in their senior year, interns investigate the "big picture" of the math curriculum in their classrooms. They conduct assessments of students' mathematical understandings, analyze curriculum in use in relation to national and state standards, and develop particular unit and lesson plans for teaching math in their classrooms during Guided Lead Teaching in November. The course is intended to complement interns' classroom teaching experiences by serving as a context for ongoing investigation and study of the practice of teaching math and for contending with the dilemmas and challenges interns experience in their own teaching.

**TE 802: Teaching Language Arts** *(Official Title: Reflection and Inquiry in Teaching Practice I)*

This seminar builds also on interns' senior year experience with literacy instruction, by focusing on the teaching of writing, reading comprehension in intermediate grades, and the integration of children's literature. Interns will consider their own experience as writers and students of writing, how to support their students as writers, and how to integrate literature and writing. Interns will also undertake the analysis, adaptation, and planning of curriculum and teaching in language arts for the specific students, classroom, and school context of their school placement. They will study current school and district curricula, and state and national standards. Interns will develop unit plans to be implemented during Guided Lead Teaching, featuring writing, reading, and children's literature. This course serves as a context for ongoing investigation and study of the practice of teaching in the English language arts and for contending with the dilemmas and challenges interns experience in their own teaching.

Spring Semester

**TE 803**  Professional Roles & Teaching Practices II: Curriculum and Teaching in Science

**OR** Professional Roles & Teaching Practices II: Curriculum and Teaching in Social Studies

What is science/social studies? Who can do science/social studies? What does doing science/social studies look and feel like? How do teachers help children learn science/social studies in authentic, personal ways? How do we know if children have learned something worthwhile? What roles do teachers play in helping children learn science/social studies with understanding? TE 803 addresses these and other questions related to examining, analyzing, and modifying curriculum and teaching practice in science/social studies. Interns will also develop and implement a science/social studies unit emphasizing the kinds of talk, which teachers and students need to engage in to learn science/social studies, and including assessment strategies for evaluating students' learning.
Staying alive to the challenge of teaching, continuing to develop as teachers who assume a stance of curiosity and interest, who develop a disposition to raise questions, who are restless to know and understand more -- these are the aims for interns in this course. Interns will take part in “teacher-research” by examining a question or concern or problem of practice of their own teaching experience. Interns will design and carry out a plan of action or an investigation to address their chosen topic over the semester, adapting and adjusting the plan as they go. Collaborating teachers and field instructors are important resources for interns in this inquiry process.

Internship Experience Overview

The internship (TE 501-2) includes participation in a classroom placement and in the weekly seminar, the Intern Study Group.

- Guided Practice
  - In Classroom

- TE 801: Math
- TE 802: Literacy
- TE 803: Science/Social Studies
- TE 804: Inquiry Project
Flow of Activity Across the Intern Year

SEPTEMBER:

CT: Talk with intern about getting the year started; expectations and norms; arrange the classroom; help intern become familiar with school, meet other colleagues, learn about the school community. Model a thorough example of lesson planning using the Common Lesson Plan Format.

Intern: 1st weeks inquiry: observe and talk with CT about expectations, curriculum, students, school policies. Help out as needed with individuals and small groups. Find ways to get to know students as individuals (e.g. have lunch together). Study curriculum guidelines. Write a letter introducing yourself to parents.

801/802 Seminars: Find out about the math and language arts curriculum in schools; observe/interview individual students about math & writing.

OCTOBER:

CT: Co-plan math and language arts instruction with intern, talk about goals, plans, assessment, sharing materials. Find ways to fold intern into math and language arts instruction with lots of support (co-teaching). Assist intern with creating an overview of the classroom curriculum. Prepare for mid-term assessment conference by reviewing intern's progress with respect to teaching standards. Assist intern with visiting other classrooms. Introduce intern to preparing for parent conferences.

Intern: Co-plan and co-teach math and language arts instruction with CT; observe and talk with CT about math and L/A instruction; review students' work; read stories and conduct small pieces of instruction; take on some classroom routines; develop units for Guided Lead Teaching. Prepare for mid-term assessment conference by reviewing own progress with respect to teaching standards. Visit other classrooms.

Conduct analyses of math and language arts curricula; explore approaches to instruction; work on Guided Lead Teaching unit plans in math and language arts.

801/802 Seminars:

NOVEMBER:

CT: Review intern's teaching plans for Guided Lead Teaching, advise on strategies, ways of supporting particular students' learning, timing, transitions, etc. Assist intern with video taping a lesson. Provide support as needed during Guided Lead Teaching; assist intern in analyzing Guided Lead Teaching.

Teach math and language arts units sometime between November 4-15, (each intern will negotiate dates with CT/field instructor) assess students' learning; take on other aspects of classroom routines / activities where appropriate; video tape teaching.

Intern:
Adjust Guided Lead Teaching plans, de-brief teaching, analyze units and assessments.

801/802 Seminars:

DECEMBER:

CT:
Continue to co-plan and co-teach with intern across curriculum; prepare for end of semester assessment conferences -- confer with field instructor on grades; begin to talk with intern about Winter Lead Teaching plans. Participate in assessment conference.

Intern:
Co-plan and co-teach across curriculum, take on more independent responsibility for instruction as ready; i.e., responsibility should be at least equivalent to about ½ day of teaching and should continue in language arts and math; prepare for assessment conference by analyzing Guided Lead Teaching and beginning to plan for Winter Lead Teaching. Begin work on resume. Plan for curriculum overview of Winter Lead Teaching.

Final analyses of teaching units due along with other assignments; look ahead to second semester plans.

801/802 Seminars:

JANUARY:

CT:
Assist intern with Winter Lead Teaching plans; observe and advise intern on teaching; arrange for gradual planned increase in intern's instructional responsibilities, move into lead teaching by late January or early February. Specific dates will be negotiated by intern, CT, and field instructor. Make plans for professional development activities during Winter Lead Teaching.

Intern:
Finalize curriculum overview for Lead Teaching. Develop own unit plans for Winter Lead Teaching; get feedback on plans from CT, seminar instructors, field instructor; take on increasing instructional responsibilities. Begin Statement of Philosophy for portfolio.

803/804 Seminars:

FEBRUARY:

CT:
Support intern in assuming full-scale lead teaching by early February. Observe and advise intern on teaching. Assist with video-taping. Work on own professional development plans (e.g. CT Study Group).

Intern:
Build up to full scale lead teaching by early February in all subject areas, getting feedback from CT, field instructor, and seminar instructors. Draft classroom learning community portfolio entry.
classroom learning community portfolio entry.

803/804
Seminars:
Seminars do not meet from February 24th to March 21st, except Intern Study Group in schools.

MARCH:

CT:
Continue supporting lead teaching through advising and observing; prepare for and attend mid-term assessment conference by reviewing intern's progress with respect to teaching standards; assist with planning for lead teaching.

Intern:
Continue lead teaching through end of late March (until spring break); plan for and participate in assessment conference. Draft a teaching for understanding portfolio entry.

Seminars:
Analyze lead teaching experiences; continuing study of science teaching and conducting classroom inquiries.

APRIL:

CT:
Resume majority of teaching; prepare for end of internship assessment conference and preparation of "exit papers". Assist intern with transition out of classroom; last day interns are in classrooms is April 23.

Intern:
Complete lead teaching; visit other classrooms. Finalize portfolio; Teacher Fair April 10; plan for transition out of classroom and Portfolio Presentations April 25.

Seminars:
Final projects around classroom inquiry and science teaching due.
Getting the Year Started: Late August/September Orientation Period

The orientation period, which occurs mainly during the month of September, is a time for interns to get acquainted with the services, facilities, programs, and staff of the school, classroom, and community contexts where they will be learning to teach. Interns are expected to ask questions and take an active role in finding out about students, classroom organization and culture, curriculum, school policies and to begin reflecting on their own beliefs about and responses to the teacher’s role.

It is important that interns have time to observe students, and to see how collaborating teachers plan, make decisions, handle problems, interact with students. Collaborating teachers can increase the value of observation by helping interns identify a productive focus for their observation and by encouraging them to ask about things that they do not understand. Besides time to observe, interns need some opportunities to participate in activities with students, to make some decisions, to take responsibility for planning some event or activity, and generally to become a member of the classroom community. The goal during the orientation month is to strike a balance between opportunities to observe and opportunities to participate. The appropriate balance will vary for individual interns, and collaborating teachers.

It is essential that interns and collaborating teachers set up a regular weekly meeting time to share observations and talk through the collaborating teacher’s thinking and actions. This should be an established time for at least an hour each week. What is automatic and second nature for experienced teachers is often a mystery for interns. The more explicit collaborating teachers can be about the reasons why they do what they do, and the more we can help interns feel comfortable asking about those reasons, the more we can support the interns in learning to teach. During the orientation period, collaborating teachers should help interns develop a broad view of the classroom, an understanding of their goals and expectations for students, and a sense of how these values get translated into concrete activities, assignments, etc.

Starting the first week of school and continuing through September, interns should have opportunities to do the following:

- assist, observe, and take notes about opening days of school as a basis for studying the development of a classroom learning community; this should be an established time for at least an hour each week
- get to know the names of all the students in the classroom;
- spend some individual time with each student (i.e. at lunch or on the playground) and keep notes about students' interests, families, concerns, friends, etc.;
• study and take responsibility for at least one recurring classroom event and/or procedure (e.g., taking attendance, checking homework, handling lunch money);

• meet with the principal and tour the school and community; and attend faculty meetings, orientations, etc.;

• become familiar with material available in the classroom, school library and meet other school personnel;

• gather data for the “Studying the First Weeks of School”
The Intern Study Group: Professional Conversations about Practice

It helps to have someone probing my thoughts, getting at where I’m coming from, helping me find out why I care about this, why that bothers me, what matters to me...and then to know that there are tools and to have help in getting at them.

Team One-Intern, 1993-94

Besides working in a classroom, interns meet in a required weekly, two-hour school-based Intern Study Group, which begins the first week of school and continues throughout the internship. MSU field instructors, in each school will set the time and day for the seminar. This seminar gives interns a collegial opportunity to examine and assimilate their classroom experiences. It provides a chance to talk and think with a guide (the MSU field instructor) and peers (other interns) who can give thoughtful, grounded support and raise timely questions about issues of teaching practice and how one learns to teach. The Intern Study Group is a place for interns to discuss and examine the issues, problems, excitements, doubts and questions that arise in the course of their classroom experience. It is a place to address emergent problems of practice and to strengthen habits of thoughtfulness, reflection, and collegiality. Above all the Intern Study Group is a place to develop and sustain a professional conversation about teaching and learning.

Through the Intern Study Group, interns will have opportunities to:

• develop habits of thoughtfulness, curiosity and self-examination about their work;

• see the value of serious conversation among colleagues about teaching and learning as a way to improve one’s practice;

• clarify ideas about the kind of classroom learning community they want and investigate alternative ways to promote personal and social responsibility;

• to learn to observe students carefully, to gain access to their modes of thinking and learning and to use this information in their teaching;

• develop curriculum that builds on students’ strengths, interests and knowledge and provides encounters with worthwhile subject matter.

The Curriculum of the Intern Study Group:

Each session of the Intern Study Group will include a time for raising issues of immediate interest or importance or urgency. Sometimes these can be addressed on the spot; other times they may get re-directed into future plans or actions or require additional investigation. The particular agenda for each session will be developed by the field
instructor and may draw upon advance input from interns. It will be based on concerns emerging from classroom experience, upcoming events in school (e.g., parent conferences), and on major internship projects and assignments (see Calendar of Study Group Topics, below). Thus, a typical session might include the following:

-- Identifying / discussing critical issues and questions that grow out of interns' classroom experiences or seminar work

-- Focal topic; see list below

-- De-Briefing and looking ahead; a time to evaluate the process of the Guided Practice Seminar and make plans for future sessions.

-- Administrative business and scheduling, a time to communicate information and schedule classroom observations.

**Calendar of Intern Study Group Topics:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Focus Topic:</th>
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<tbody>
<tr>
<td>Aug. / Sept.</td>
<td>Launching First Weeks of School Inquiry</td>
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<tr>
<td></td>
<td>- organizing time, space, materials</td>
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<td></td>
<td>- setting rules, procedures, routines</td>
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<tr>
<td></td>
<td>- studying children's social participation</td>
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<td></td>
<td>Getting to know students</td>
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<td></td>
<td>- conversation time with each student e.g. having lunch, talking/playing</td>
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<td></td>
<td>during recess</td>
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<td></td>
<td>- observing children throughout course of day</td>
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<tr>
<td></td>
<td>Communicating with parents</td>
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<tr>
<td></td>
<td>- writing letter of introduction</td>
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<td></td>
<td>school open house</td>
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<tr>
<td></td>
<td>Developing your own capacity to learn in and from teaching</td>
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<tr>
<td></td>
<td>- gaining an understanding of classroom community culture</td>
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<tr>
<td></td>
<td>observing and analyzing classroom events</td>
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<tr>
<td>October</td>
<td>Assessing the Classroom Learning Culture</td>
</tr>
<tr>
<td></td>
<td>- classroom culture inquiry</td>
</tr>
<tr>
<td>Special Needs Students</td>
<td>Working with students with special needs</td>
</tr>
<tr>
<td></td>
<td>- Adapting learning tasks to accommodate to students special needs</td>
</tr>
</tbody>
</table>
Mapping the academic curriculum
• creating an overview of the classroom curriculum

Planning and assessing
• CT models detailed lesson planning
• reconstructing CT's plans from observing teaching
• identifying components of a good plan
• formats for planning: components of effective lesson plan
• planning for managing lessons
• analyzing students' work products (CT presentation)

Observing teaching
• co-observing of CT with field instructor
• observing in other classrooms

Working with parents
• parent conference preparation; notes for your focal students
• what makes effective parent/teacher conferences?

Midterm assessment conference

November

Planning and assessing
• Focusing on identifying goals for student learning
• Assessing student learning

Classroom management
• managing disruptive behavior
• time outs and power struggles
• restoring order

Guided lead teaching:
• rehearsing, planning, assessing, videotaping
• analyzing students' work products (intern presentations)

December

Analysis of videotape clips

Initial job search preparations
• draft resume

End of semester assessment conference
• self assessment around the standards
• looking ahead to lead teaching: identifying major curriculum topics
• mapping the curriculum for lead teaching
• anticipating potential inquiry project topics

January

Portfolios
• drafting statement of philosophy
• thinking about your “clear positives” (Charney)
Preparing/planning for lead teaching

• mapping the curriculum
• blocking out curriculum on calendar
• what does it really mean to know and understand subject matter?

Special needs students

• learning more about differences
• accommodating your plans for lead teaching to meet the needs of special needs students

February

Lead teaching

• planning & assessing related to lead teaching (performance assessment; preassessment)
• cooperative learning

Inquiry projects (TE 804)

Portfolios

• classroom learning community entry draft

Working with parents

• preparing for parent conferences (in March)

March

Lead teaching

• leading discussions that elicit and build on student thinking
• analyzing students' work products with respect to teaching for understanding

Midterm assessment conferences

• Assessing and planning for continued Lead Teaching
• visiting other classrooms

Portfolios

• teaching for understanding entry draft

Job search

• completing resumes
• cover letters
• mock interviews

April

Lead Teaching Transition and Continued Professional Development

• visiting other classrooms
• special teaching projects

Inquiry projects (TE 804)
• completing inquiry projects

Portfolios
• completing remaining entries
• school-based presentations

Final assessment conferences
• Review and revise exit performance descriptions

Internship ends April 25; last day in schools: April 23

Special Events: Teacher Fair: April 10

Portfolio Presentations, April 25
**Roles And Responsibilities For The Internship**

**Interns**

Interns are students of teaching, ready to begin an intensive and sustained period of learning to teach in the context of teaching. In contrast to conventional "student teaching programs," interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their collaborating teachers and gradually build their capacity toward assuming an extended responsibility for lead teaching during second semester.

Interns are expected and encouraged to participate in as many aspects of school life as possible—attending faculty meetings, assisting with field trips, observing parent/teacher conferences, attending inservice programs. They are also expected to expand their classroom responsibilities over the course of the year, beginning with a phase of co-planning and co-teaching in which the collaborating teacher takes the lead and moving toward a situation in which they exercise more initiative and responsibility.

Interns are expected to take an active role in their own learning, in relation to the program standards, by asking questions, raising concerns, making suggestions about responsibilities they might take on, requesting help, seeking resources and materials and so on.

Interns have the following major responsibilities:

- observe collaborating teachers and students carefully, keeping notes and raising questions about what they are seeing;
- study and participate in the formation and maintenance of a classroom learning community;
- take initiative in suggesting teaching responsibilities, locating materials, contributing related activities, beginning during the orientation period;
- co-plan and co-teach lessons and activities with collaborating teacher in response to ongoing classroom life and program assignments moving toward independent planning and teaching as the year progresses;
- reflect on classroom interactions, lessons, school/classroom activities and events;
- act in a professional manner (e.g. arriving at school on time, notifying the school office and collaborating teacher of unavoidable absences, conferring in advance about lessons) and take the initiative to introduce themselves to other school colleagues;
- confer with collaborating teachers and MSU field instructor about format and plans for individual lessons; prepare written plans before teaching;
- confer regularly with collaborating teacher and MSU field instructor about progress, concerns, etc.;
- prepare for and participate in Internship seminars.

**Collaborating Teacher**
Collaborating teachers are experienced teachers who take major responsibility for guiding, supporting and assessing interns’ learning to teach across the year.

**Major responsibilities of collaborating teachers include:**

- provide appropriate, classroom-based learning opportunities for intern(s) across the school year;
- meet with intern at least once a week at a regularly scheduled time for one and a half to two hours to co-plan and discuss concerns;
- assist intern in getting to know students’ parents, school colleagues;
- assist intern in developing and implementing personal/professional learning goals;
- help intern gain familiarity with district curriculum and grade level objectives, school policies, curricular resources;
- model the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas, etc.;
- participate in appraising intern’s progress at mid-term, end-of-semester, and end-of-the-year conferences;
- share in the responsibility of writing end of year Exit Performance Description (EPD) with field instructor
- participate in professional development activities for collaborating teachers (e.g. Internship Orientation, CT study group).

**School/Teacher Liaison**

The school liaison is a teacher who works closely with program staff to plan school-based teacher education activities.

**Teacher liaison functions include the following:**

- may work with TE401-402 instructors as needed to arrange appropriate field experiences for seniors;
- participate in monthly consultations / study group at MSU with program staff;
- help organize appropriate school-based activities to support collaborating teachers in their work with interns.

**Field Instructor**
As the program’s representative, the MSU field instructor supports the learning of interns in one or more schools. The MSU field instructor works with interns both individually and as a group. Major responsibilities of field instructors include the following:

• help a group of interns become a professional learning community;
• observe individual interns in their classrooms, provide written feedback, and confer with them and their collaborating teachers about their planning and teaching. This should occur a minimum of 2 times per month for each intern.
• meet with collaborating teachers as a group periodically to discuss seminar assignments, clarify expectations, facilitate problem solving and provide support;
• communicate with principal(s) about interns’ progress and program activities;
• assist interns in developing and implementing personal learning goals;
• convene mid-term, end-of-the-semester, and end-of-the-year evaluation meetings with interns and collaborating teachers and assign final grade in consultation with them;
• co-write descriptive/evaluative summary of interns’ learning and accomplishments for placement file (Exit Performance Description);
• participate in staff seminar for MSU field instructors

Principals

Principals work with team leaders and other program staff to develop a strong, field based teacher education program. Principals also support collaborating teachers’ participation in ways that promote professional development.

Major responsibilities of principals include the following:

• assist interns and field instructors in understanding local curriculum and school activities;
• work with the MSU field instructor, collaborating teachers and school liaison(s) to make the school a good place for learning to teach;
• assist in determining intern placements; (Before any placements are finalized, they must be approved by the principal, collaborating teacher, program coordinator, MSU field instructor and intern);
• appraise team leaders of relevant school/district policies and procedures that have an impact on the program;
• provide oversight, with the MSU field instructor, of Team 1/Alliance School budgets and resource allocations;
• coordinate teacher education activities with other school initiatives (e.g. school improvement plans);
• participate in Team 1 program activities (e.g. principals’ meetings, Internship Orientation, portfolio presentation).
Guided Lead Teaching (Fall) and Lead Teaching (Winter)

The internship provides an opportunity to tailor the experience of learning to teach to fit the needs of the individual intern, the expectations of the local school, and the program's vision of teaching for understanding. Ideally, collaborating teachers and MSU field instructors work together to plan experiences that help interns learn practices and ways of thinking that reflect the program standards and the work of successful experienced teachers. Because each intern brings unique strengths and interests and because each school and classroom setting offer specific opportunities and challenges, the program relies on field instructors and collaborating teachers to negotiate appropriate learning opportunities for interns. This includes helping interns adapt seminar assignments to the ongoing curriculum in their classroom.

To help structure this individualized learning experience, we have designated two periods during the school year for special focus—a two-week guided lead teaching experience in the fall and a longer lead teaching period in the winter. Guided lead teaching in the fall gives the intern an early opportunity to plan, teach and assess practice within a bounded area of the curriculum and with the support and guidance of the collaborating teacher. Winter lead teaching is a time to demonstrate growing understanding and proficiency as a teacher and to target particular areas for further development. The guidelines below are designed to help interns, collaborating teachers and field instructors plan for these two important periods in the internship.

Guided Lead Teaching: Fall (11/04-11/20) (Beginning of gradual assumption of teaching responsibilities)

Guided lead teaching is an early opportunity for interns to practice planning, teaching and assessing student learning around particular topics in two curricular areas—literacy and math—with direction and support from the collaborating teacher. It should not be colored by concerns about high stakes evaluation, which are more appropriately attached to the winter lead teaching experience.

Intern seminars during the fall will deal with curriculum development and adaptation, planning, teaching and authentic assessment in mathematics (TE801) and children's literature and writing (TE802). Assignments will encourage conversation between interns and collaborating teachers about the local curriculum, goals for student learning, teaching for conceptual understanding and will involve interns in planning units of instruction in mathematics and literacy. Field instructors will support this work in the Intern Study Group (TE501). To further encourage discussions about what teaching for understanding entails, interns will videotape one lesson during guided lead teaching which they will review with their collaborating teacher and/or field instructor and with fellow interns.

By describing guided lead teaching we do not mean to imply that this is the major or only focus of interns' classroom-based work. Across the term, interns should be working hard to learn about the curriculum and students, the teacher's practice and philosophy and taking initiative to share in the manifold responsibilities of classroom teaching.

Winter Lead Teaching as early as 1/27-4/23 (Exact beginning/ending date to be negotiated by CT, Intern, field instructor)

The conventional model for lead teaching is to have interns gradually take responsibility for teaching all subjects until they are carrying a full load and to maintain this responsibility until the end of lead teaching. This pattern assumes that the more interns teach, the more they will learn. What often happens, however, is that interns are so busy keeping up that they do not make time to reflect on their
experience or they find themselves going through the motions. In either case, they “have” an experience of full-time teaching without really learning from the experience.

To prepare for lead teaching, interns will spend time in December and January developing shared agreements with the collaborating teacher and field instructor about exactly what they will be teaching, gathering resources and planning for instruction. Field instructors will provide time in Intern Study Groups for discussion and analysis of units and other issues related to lead teaching. All plans must be approved by the collaborating teacher and field instructor before the start of lead teaching. Interns will also develop a plan for assessing their teaching through the collection of artifacts (e.g. plans, student work, at least one videotape). (Interns will present portions of their videotape in the Intern Study Group as part of a process of learning to talk about teaching with colleagues in a constructive and focused manner.)

To launch lead teaching, interns should gradually assume increasing responsibility for planning and instruction during late January and early February so that by early-February interns are responsible for full-time teaching in all the core subject areas. Specific schedules for this progression of responsibility can be shaped differently at different grade levels to accommodate the typical demands of Winter standardized testing which occurs at this time. Regular meetings of TE803 and TE804 will not take place for four weeks from during lead teaching so that interns can concentrate on lead teaching. Intern Study Groups, meeting in schools, will continue uninterrupted. The collaborating teacher and field instructor will provide regular feedback during this lead teaching period to help the intern in an ongoing analysis of teaching. The collaborating teacher should also plan to spend some portions of this time out of the classroom in order to allow the intern to experience the challenges of solo instruction.

As lead teaching progresses, the intern, CT and field instructor will meet periodically to assess the intern’s progress and make joint plans for the later part of lead teaching, beginning in mid-March, with a view toward identifying areas of the intern’s teaching that need further growth or areas of interest to develop. Based on these discussions, the intern will develop a plan to work on these areas of growth or interest during late March and April. Besides teaching, the plan may call for further reading, visiting other classrooms, videotaping teaching or student interactions to address the intern’s learning needs.

The charts on the next page are an effort to outline the kinds of opportunities for learning about teaching. They include the associated roles and responsibilities expected of interns, collaborating teachers, and MSU Field instructors. Expectations for the lead teaching period are based on the fact that in order to be recommended for teacher certification, an intern will need to show that he or she is capable of responsible, autonomous teaching based upon the program standards. The lead teaching period is an opportunity to put the pieces of teaching together in a way that builds confidence and experience for the intern, while demonstrating competence to others. It is also a time for continued learning. A particular plan for orchestrating the lead teaching experience needs to be developed for each intern according to his/her particular situation. This plan should be negotiated among the intern, the collaborating teacher, and the MSU Field instructor.
# Lead Teaching Period

<table>
<thead>
<tr>
<th>Intern</th>
<th>Collaborating Teacher</th>
<th>MSU Field Instructor</th>
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<tr>
<td>--Make a “big picture” plan for addressing overall curriculum responsibilities and unit planning during the lead teaching period.</td>
<td>- Review interns’ long term plans and advise and consult on the development of units and lesson plans for daily teaching.</td>
<td>-- Review interns’ long term plans and advise and consult on the development of units.</td>
</tr>
<tr>
<td>--Take the lead in day to day classroom planning and instruction for the majority of the time period and for several periods of solo teaching without CT present. This includes preparing and revising daily lesson plans, teaching, and assessment.</td>
<td>-- Play a supporting role in the classroom as appropriate/necessary for interns’ instructional activities; i.e., assist with instruction, take observation notes, work with individuals or small groups, tutor, etc.</td>
<td>-- Observe interns’ teaching regularly (weekly/bi-weekly) and hold individual consultations.</td>
</tr>
<tr>
<td>-- Planning and instruction should include instances of using existing materials and plans, adapting materials and plans, and creating new materials and plans.</td>
<td>-- Insure that the intern has periods of solo lead teaching of several days duration within this first 4-6 week phase of lead teaching.</td>
<td>-- Meet with the intern and the collaborating teacher periodically in support of lead teaching.</td>
</tr>
<tr>
<td>-- During the lead teaching period, interns should experience lead teaching responsibilities in the four major subject areas or integrated units addressing those areas.</td>
<td>-- Meet with the intern weekly for planning and with the intern and the field instructor periodically in support of lead teaching.</td>
<td>-- Insure that the intern has periods of solo lead teaching of several days duration within this first 4-6 week phase of lead teaching.</td>
</tr>
<tr>
<td>-- Take the lead in ongoing parent communication and play a major role in parent conferences.</td>
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<td>-- Advise and support intern in documenting lead teaching activities for Portfolio.</td>
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<tr>
<td>-- Take the lead in supervising / coordinating with support personnel where appropriate.</td>
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<tr>
<td>-- Take the lead responsibility for the physical environment of the classroom; i.e., maintaining materials, bulletin boards, etc.</td>
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In mid March, the field instructor, collaborating teacher and intern will spend some time assessing the intern’s progress during lead teaching and outline a plan for the remaining weeks of lead teaching during late March and April. The plan will be individually tailored to the learning needs of each intern. It should include further focused teaching responsibilities and professional development time to support interns’ inquiry projects associated with the TE 803-4 courses. It may also call for further reading, curriculum research, visiting and/or teaching in other Team One classrooms, and videotaping teaching or student interactions to address the intern’s learning needs.
Because the later weeks of lead teaching are expected to vary considerably depending upon the learning needs and interests of each intern and the particular circumstances of classrooms and curriculum plans, several possible scenarios for shaping this time are described below to illustrate the options which might be considered.

**A Sample Plan for the later weeks of lead teaching**

<table>
<thead>
<tr>
<th><strong>Intern</strong></th>
<th><strong>Collaborating Teacher</strong></th>
<th><strong>Field Instructor</strong></th>
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<tbody>
<tr>
<td>Develops, teaches and assesses a science unit (or some other subject area) to extend her experience in that area.</td>
<td>Advises intern on science unit, possibly assisting with classroom activities.</td>
<td>Advises intern on science and social studies units, observes teaching, and provides feedback.</td>
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<tr>
<td>Continues a unit in social studies for two more weeks that began during the first phase of lead teaching.</td>
<td>Observes intern's teaching regularly and provides feedback.</td>
<td>Assists intern, individually and in Intern Study Group, with completing course assignments.</td>
</tr>
<tr>
<td>Co-plans and co-teaches other subject areas with CT, and shares other classroom responsibilities, with a plan to phase out by the last day of classroom internship.</td>
<td>Continues own professional development interests, initiated during phase one of lead teaching, outside of classroom on occasional basis (CT Study Group, curriculum development, etc.)</td>
<td>Provides feedback to intern on job campaign materials -- resume, statement of philosophy, etc.</td>
</tr>
<tr>
<td>Observes / participates in another classroom at a contrasting grade level (4 half days)</td>
<td>Co-plans and co-teaches other subject areas with intern.</td>
<td>Advises intern on his/her portfolio.</td>
</tr>
<tr>
<td>Takes one half day per week for professional development time to work on his/her TE 803-4 projects and her portfolio.</td>
<td>Begins developing ideas and documentation for intern's final assessment -Exit Performance Description (EPD).</td>
<td>Convenes intern and CT for final assessment conference. Drafts EPD based on input from intern and CT.</td>
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<tr>
<td>Prepares self-assessment of teaching related to professional standards for final internship evaluation conference.</td>
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*Note:* Many will continue with full-scale lead teaching in all subject areas during the later weeks of lead teaching. This should be determined as a result of the planning process during the mid-term conferences.
Team One Planning Framework
Designing a Unit/Lesson

Mapping Out the Content
- What do I know about the content?
- What primary and secondary sources will help me develop my understanding?

Considering Your Learners
- What do my students already know about this content?
- What might be difficult for them to understand?
- How does/could this content enter their lives?

Planning Learning Opportunities and Instruction
- What tasks will help students achieve the desired learning outcomes?
- How will I group students?
- Will I use/adapt existing materials, create new ones, do some of both?
- What overarching question will focus the unit?
- How will I accommodate individual differences?
- How can I use what I know about the students to inform my decisions?

Developing a Performance Assessment
- How will students demonstrate their learning?
- How will they show that they have acquired the knowledge and/or skills I am trying to teach?
- How will I know that students have achieved the desired learning outcomes?
- What evidence will I accept that students have learned?

Framing Worthwhile Goals and Justifying Them
- What do I want my students to learn?
- What knowledge, skills, and dispositions do I want my students to acquire and develop?
- Why are these learning outcomes important?
Mapping Out the Details For an Individual Lesson

- How will I handle the transition to the lesson?
- How will I start the lesson (e.g. introduce purposes, ask a question, review previous lesson)?
- What directions will I give?
- What materials will I need and how/when will I distribute them?
- What questions will I ask?
- How much time will we spend on different parts of the lesson?
- How will I manage transitions within the lesson?
- What difficulties may come up?
- How will I wrap it up?
- How will I gauge the students' learning and use that to inform my next steps?
Common Lesson Plan Format

Overall Purpose: What do you want students to learn?

Rationale: Why is it worthwhile? (Link to Standards, Benchmarks, Curric. Guidelines, or to other key educational principles)

1st Learning Activity:

Objectives: (Particular learning outcomes, concepts, skills to be gained from this activity)

Opening:

What Will Happen? (Make sure what happens does address purpose and objectives)

Assessment: (Are you doing any preassessment?) How will you know what sense kids are making of the activity as you carry it out? What will you do / look for? Will you do any final assessment or create a product which will serve to indicate students’ understanding?

Approximate Time:

Preparation / Materials:

Things to Consider:

What children know?
What children might find difficult?

Transition To Next Learning Activity:

1st Learning Activity:
Objectives:

Opening:

What Will Happen?

Assessment:

Approximate Time:

Preparation / Materials:

Things to Consider:

(And so on)

Note: The different learning activities that go together to form a lesson usually have some interconnection or deliberate sequence. For example, the first activity may launch or introduce some idea. The second activity may provide students with a chance to conduct an exploration of that idea with particular materials. The final activity may offer them an opportunity for reflection on what they’ve learned.
Guidelines For Developing a Professional Portfolio

What is a professional portfolio for interns?

A professional portfolio is a purposeful collection of artifacts with commentary that documents your progress and accomplishments in learning to teach and provides an opportunity for self-reflection. Creating a portfolio helps you clarify your values and stance as a beginning teacher, connect those values and beliefs to your developing practice, and articulate your accomplishments to prospective employers. Your completed portfolio will also provide the teacher education program with a documentation of your development as a teacher. Your portfolio will include:

- a statement of your teaching philosophy
- photos and other artifacts of classroom interactions which illustrate the kinds of learning opportunities you have designed and the kind of classroom community you are striving to create
- examples from your teaching which illustrate how you implement your values and beliefs in practice
- samples of student work with your analysis of student learning
- resume and other credentials introducing yourself as a prospective employee
- photos and other artifacts of classroom interactions which illustrate the kinds of learning opportunities you have designed and the kind of classroom community you are striving to create

Although the particular work of assembling your portfolio will occur during spring semester, many of the experiences and ideas which you will draw on are things you have already done or thought about at previous points in the teacher preparation program, or things you will do as part of your course assignments this spring. With help from your field instructor and course instructors, you will review previous assignments and search out big ideas, emerging interests and commitments about yourself as a teacher. These materials will be consolidated into a series of portfolio entries according to a table of contents which appears below.

You will present this portfolio to program staff and interns' family members and invited guests at a special program in late April. You may also use your portfolio to introduce yourself to prospective employers at job interviews.

Why is developing a professional portfolio important?

- It is a tool for consolidating and representing your learning; a place to collect evidence of your professional interests, commitments, and accomplishments as a teacher in relation to professional standards for teaching.

- It can be a tool for employment; a means of demonstrating your professional priorities, values, knowledge, skills, and accomplishments as a teacher. It is a way of "putting your best foot forward" as you introduce yourself to prospective employers.
While not all employers review portfolios, many give prospective applicants an opportunity to refer to them during interviews. More importantly, many interns from previous years have advised us that the experience of preparing a portfolio and the effort involved in representing the experience of learning to teach and articulating personal interests and commitments and accomplishments was an invaluable tool in preparing them for job interviews.

What will my portfolio really look like?

The organization of the portfolio begins with a statement of philosophy which presents your core values and ideas about teaching. You are then challenged to illustrate how you have worked toward enacting your values and ideas in practice in subsequent entries about your teaching and the kind of classroom learning community you have attempted to create. The portfolio will be prepared in a three-ring binder using plastic sleeves with tabs for easy identification of particular sections. It will feature artifacts from your teaching accompanied by labels, captions / commentaries which explain what these artifacts reveal about your ideas, values, and practice. These labels or captions are as important as the artifacts themselves. They allow your portfolio to stand on its own if you are asked to leave it at an interview site.

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Statement of Philosophy

This is a statement of your beliefs, values, and priorities about teaching. It is a statement about what you think good teaching entails. The challenge in creating such a statement is to take statements of purpose and ideals and craft them into a concise, articulate text which conveys your vision of good teaching clearly and effectively. A more detailed description of what your statement of philosophy should include and how it will be assessed appears in the "More Detailed Guidelines" section at the end of this document.

Teaching For Understanding

In this section you will prepare two entries which show your efforts to teach for understanding and foster student learning. One entry must be in math OR literacy. The other may be in another subject area of your choice or could show a particular project, interdisciplinary unit or other example of striving to teach in ways that make subject matter accessible and engaging to your students. The kind of curriculum analysis, unit planning, and assessment of student learning which you documented as part of your TE 801 and 802 courses could provide you with the necessary material to construct these entries. You could also use materials which you develop as part of your spring lead teaching.
You will be asked to turn in a draft of one math or literacy entry (your choice) in mid-late March for descriptive feedback from your field instructor. A more detailed description of what this entry should include and how it will be assessed appears in the "Details" section at the end of this document.

Creating and Managing a Classroom Learning Community

In this section you will present artifacts that represent your vision of a classroom learning community. What is your vision? What purposes lie behind that vision as articulated in your Statement of Philosophy? What have you learned about organizing students for learning to achieve that vision? You have already been hard at work on this territory, beginning with your Study of the First Weeks of School and continuing across the fall as you gained understanding of your collaborating teacher’s vision of her classroom. Now you will have a chance to show your contribution to some aspects of classroom learning community. Artifacts on which you might base your entry include illustrations or photos of class discussions or meeting times to work on norms and expectations; photos or accounts of class projects or displays which build community feeling / teamwork; illustrations of the way you use careful planning to manage instruction and student participation and to anticipate transitions; written excerpts from class discussions which illustrate your approach to problem solving or promoting respect and cooperation among students. You will be asked to turn in a draft of this section to your field instructor in mid-late February.

Additional Optional Sections:

Working With Families (See Standard 4 in your Intern Handbook)

Developing As a Professional Educator (See Standard 4)

An Area of Personal Interest or Expertise (e.g., child development, coaching, technology, nature study)

Resume, Credentials, References

Using general guidelines from the Career Development and Placement Services, prepare a 2-3 page resume outlining your education and relevant work history and your professional interests and objectives. At the end of the internship you will receive a set of placement papers (EPD), written by your MSU field instructor and collaborating teacher, with your help, describing and evaluating your internship experience. In addition, you will get a letter (one in April, one at the end of the internship) indicating first your expected and later your actual recommendation for certification by MSU to the State of Michigan which will stand in lieu of an official certification document until that it issued by the State of Michigan later in the summer. Copies of these documents should be included with your resume.
You should also solicit 2-3 letters of recommendation from individuals who can attest to your development as a teacher, your qualities as a student or learner, and your personal character, as well as any relevant experience which contributes to your capacities as a teacher.

**How will the portfolio be assessed?**

The portfolio assignment is officially connected to TE 502 of the internship, which includes Intern Study Group. Assessment of your portfolio will be built into the procedures and grading policy related to your development as a teacher across spring semester with respect to the Program Standards. Your efforts will be reflected in the artifacts of teaching which you collect, in your participation in the process of examining those artifacts in portfolio workshop sessions during Intern Study Group, and in the two required entries (Statement of Philosophy and Teaching For Understanding) which you submit to your field instructor for descriptive assessment. Each of these dimensions of your portfolio work will be considered as part of the evidence of your progress in determining your grade for TE 502 (Pass, No Credit).

**So how will I actually put my portfolio together?**

Much of the important work of generating your portfolio has already been underway as you have completed the normal assignments and expectations of the teacher preparation program. Documents and artifacts from this experience are key resources for you to use in assembling your finished portfolio during spring semester. You will be introduced in Study Group to specific guidelines and expectations for completing the portfolio and begin the process of generating the Statement of Philosophy and Teaching For Understanding entries in your study group. Additional workshop sessions will also take place as part of your regular Intern Study Group sessions. The following Time Line provides more details about what will happen when to help you complete your portfolio.

**Time Line**

Begin right now to assemble a wide collection of artifacts of your experience in learning to teach. Don’t forget to include things that you produced before the intern year. Almost anything is worth considering. You can always edit later. The following are general ideas about the timeline for developing your portfolio. These will be implemented somewhat differently depending upon plans developed by particular field instructors and interns.
January - February

Review course assignments which you completed in TE 301 and TE 401-2 to consider what they reveal about your development as a teacher and how they might be used in your portfolio. Your TE 801 and TE 802 classes involved curriculum projects which could be turned into portfolio entries.

You will begin to work on these materials in your Intern Study Group in January. Organize your collection of artifacts according to the recommended section headings of the table of contents and make plans about additional artifacts to add to your collection.

Around December, you will begin to develop a 1-2 page Statement of Philosophy. You will work on editing this further in your Intern Study Group and turn a very rough draft in to your field instructor at the end of January to receive feedback based upon the criteria, which appear at the end of this document. You will want to work further on this statement as you go through and finish lead teaching.

As you plan for and reflect on your lead teaching period, think about what you've learned about yourself as a teacher and what your strongest educational ideas and beliefs are, as being developed in your Statement of Philosophy. How can you build some of these areas into your plans and document them over the course of your lead teaching?

Work in Intern Study Group to examine artifacts of learning to teach and explore how to represent your evolving understanding of them in your portfolio.

March-April

Prepare a complete draft of one Teaching For Understanding entry according to the guidelines at the end of this document. This draft will be reviewed by your field instructor in mid March. Prepare the remaining sections of your portfolio and get feedback on them in Intern Study Group / from your field instructor.

Work with your collaborating teacher, field instructor, and other interns to articulate what you've learned during lead teaching and how to represent that in your portfolio. You will have additional “professional development” time during the school day in April to help you work on these materials.

Participate in job interview “practice sessions” (optional) to be arranged by your field instructor in conjunction with Intern Study Group. Attend the MSU Teacher Fair in mid April to get an opportunity to interview with actual employers. You may wish to have a preliminary version of your portfolio ready for this event.
Near the end of April, field instructors may schedule a practice session for portfolio presentations for interns and teachers at your school.

Friday, April 25, 2002

Each intern will present her/his “exhibition” portfolio in a special finale to the internship, including collaborating teachers, principals, parents, Team One staff, and other dignitaries.

More Detailed Guidelines

Statement of Philosophy

Here are some questions to help you gather ideas and clarify your thinking in order to write a 1-2 page statement of philosophy:

What are some of your key values and beliefs about teaching and the role of the teacher?

What are some of your key values and beliefs about learning, about students as learners, and about the kinds of learning opportunities all students deserve?

What kind of place would you like your classroom to be next year? What would it look like, sound like; what kinds of activities would take place there? How would your classroom embody your values and beliefs about teaching and learning?

You will be expected to turn in a very rough draft of this document at the end of January to your field instructor at a date to be specified. You should expect to continue revising this statement with assistance from fellow interns and your field instructor as you move toward your completed portfolio.

Assessment Criteria:

You will receive a descriptive assessment of your draft from your field instructor according to the following criteria:

How well does your statement...

-- articulate several core values or ideas that bear directly on teaching and learning in public schools?

-- tie together at least some values or ideas to concrete practices?
-- acknowledge possible difficulties, problems, or tensions within and among
the values and ideas and practices it espouses?

-- convey ideas to the reader with clarity of expression, a sense of personal
voice, appropriate usage and mechanics, and effective organization and
structure?

Teaching For Understanding Entry

The aim of this entry is to document your understanding and effectiveness as a
teacher of subject matter, consistent with the values and ideas you articulated in
your Statement of Philosophy. You may choose to follow these guidelines for
additional subject matter entries, but at a minimum, your portfolio should include
two teaching for understanding entries, one of which must deal with math or
literacy and be turned in to your field instructor. The entry you turn in should
include:

1) Your goals for student learning: what do you want students to learn from this
task, lesson, activity, or unit? Why is this content important for students to learn
and how does it fit into the larger curriculum?

2) One or more learning activities or tasks which you implemented to foster
student understanding: How do these tasks fit the goals identified in 1)? How do
these tasks engage students in active and meaningful learning? How do the tasks
accommodate differences in student abilities?

3) Samples of work resulting from the learning activities / tasks described in 2).
The work should either show several works by one student or work from two
contrasting students. Your analysis of the student work should include your
criteria for assessing student performance on each activity or task, your
assessment of how well each student performed and what that reveals about their
understanding, and how you could use your assessment of each student’s work to
support further learning.

You will be assisted in developing these entries during your Intern Study Group.
The purpose of submitting one entry for descriptive assessment is to provide you
with timely feedback to enable you to make the best possible presentation of your
knowledge and strengths in your final portfolio.

Assessment Criteria:

1.) Does the entry have the following elements?
- Goals and rationale
- Learning activities/ tasks with commentaries
- Samples of student work, criteria for assessing student performance, some assessment of student understanding, next steps to support further learning

2.) Are the goals for student learning clear and worthwhile?

3.) Do the tasks / learning activities fit the goals? Are they likely to engage students in active and meaningful learning? How do they accommodate differences in student ability?

4.) Does the assessment reflect an understanding of where the student(s) is in her/his learning and do the “next steps” make sense?

5.) Is the presentation attractive and effective? Are grammar, spelling, and usage correct?

Creating and Managing a Classroom Learning Community Entry

1. Review Standard 3 in your handbook, to consider different aspects of creating and managing a classroom learning community. How do academic and social goals come together in this standard? Which of the elements listed are particularly important to you or have featured prominently in your experience this year?

2. Review your First Weeks of School inquiry project from the fall. At that time, you investigated and wrote about your CT’s vision of a classroom learning community. What have you done to maintain, strengthen, or extend the learning community in your classroom? What activities, norms, or practices could you build on or amend that reflect your own evolving understanding of classroom learning community?

3. Think about some of the important values and practices that characterize your vision of classroom learning community. How might you incorporate some of your ideas into your Philosophy of Teaching statement and begin to assemble potential artifacts with commentary for illustrating it?

4. What artifacts do you have or could you gather that reflect the kind of learning community you have worked to develop this year? What evidence could you display that reflects your own or your students’ learning in relation to this standard? Assemble artifacts with commentaries to highlight key values, purposes, and practices.
Work back and forth between your materials and commentary and the rubric to develop an entry for your portfolio which expresses your vision.

**Self Assessment Criteria:**

1. Does the entry communicate key elements of your vision of a classroom learning community? Is that vision of a classroom learning community incorporated in your Statement of Philosophy?

2. Does the entry address both academic and social goals?

3. Do the artifacts (e.g., pictures, displays) represent some of your key values, purposes, norms or expectations?

4. Does the commentary you’ve provided make clear what you want the reader to notice about the artifacts and understand about your vision?
   - Could you make changes in word choice or include additional explanation to strengthen the message?

5. Language, usage, and format
   - Are grammar, spelling, and usage correct?
   - Is the layout attractive and effective in conveying your message?
Teacher Education Program Standards
Teacher Preparation Program
Team One: 2002-2003

The four program standards include:

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

1. Knowing subject matters and how to teach them

- The intern understands the subject matter(s) as needed to teach it (them).
- The intern links subject matter and students, creating a responsive curriculum.
- The intern plans and implements a curriculum of understanding.
- The intern uses appropriate assessment strategies and links them to planning and teaching.

In preparing for subject matter teaching, interns...

- evaluate their own understanding of subject matter and take appropriate steps to deepen and extend it.
- identify "big ideas" and frame worthwhile goals based on knowledge of students, standards and curriculum expectations.
- consider a wide range of resources in the school and beyond, evaluating their appropriateness and making necessary adaptations.
- take into account what students already know, how they learn and what they may find difficult or confusing.
- plan instruction and assessment together so that they support important goals for student learning.
- design, adapt and sequence learning activities that promote intellectual involvement with content and active construction of understanding.
- think through the particulars involved in carrying out lessons (e.g. introductions, explanations, student groups, discussion questions, directions, timing)
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’ different interests, strengths, and cultural backgrounds.
- The intern treats all students as capable of learning.

In working with students, interns...

- communicate clearly and accurately.
- help students make connections between what they already know and what they are studying.
- elicit student thinking, listen carefully and work to build on students’ ideas.
- use a variety of instructional strategies to make knowledge accessible and interesting to diverse learners.
- monitor students’ intellectual involvement and take steps to challenge or re-engage them.
- adjust their instruction based on ongoing assessment (both on the spot and over time).
- provide students with informative feedback on their work.

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.

In creating and maintaining an effective environment for learning, interns...

- foster shared responsibility and high expectations for student learning.
- develop a culture of learning characterized by respect for diverse people and ideas, inquiry and intellectual risk-taking.
- develop procedures for the smooth operation of the classroom and the efficient use of time (e.g. routines and transitions).
• establish norms for individual and group behavior and clear consequences which are consistently enforced
• use multiple strategies (e.g. non-verbal cues, proximity, voice) to manage student behavior and keep students engaged in learning.
• arrange space and materials to achieve safety and accessibility and to promote learning.

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, collaborating teacher, field instructor and seminar instructors 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.

In developing as a professional educator, interns...

• are punctual and rarely absent and communicate appropriately about any absences.
• act in a dependable and ethical manner, dress appropriately and maintain student, parent and teacher confidentiality.
• react appropriately in stressful situations.
• give and accept constructive feedback.
• seek opportunities to observe and be observed and to discuss teaching and learning with their CT, field instructor and fellow interns.
• work on developing their practice by raising questions and investigating problems and issues that arise in their teaching and seminars.
• use information about student learning to assess their own effectiveness.
• work collaboratively with families to support student learning and keep them informed about students' academic and social progress.
Mid-Term and End of Semester Conferences to Assess Intern Progress

Fall Mid-Term Conferences

Purpose, Focus

Fall mid-term conferences (mid-late October) provide the first formal occasion for interns, collaborating teachers, and field instructors to have a joint conversation about the intern’s learning in relation to the program’s standards. At this early stage in the internship, we are interested in how the intern is approaching the challenges of learning to teach, not how well the intern is performing in the classroom. (See the grading policy for further details.)

A major focus of conversation during the mid-term conference should be the intern’s understanding of the program’s professional standards. Since the standards are the basis for assessment and evaluation, this is a time to help interns explore their meaning and their implications for teaching and learning to teach.

Part I: Intern Presentation

The intern discusses his/her development as a teacher, using Intern Study Group projects (e.g. First Weeks of School Inquiry, Getting to Know Your Students, Co-Observing and Co-planning) as well other classroom experiences to illustrate and assess his / her learning so far.

The collaborating teacher and MSU field instructor will respond with additional observations or questions.

The intern, CT and field instructor also discuss a plan for Guided Lead Teaching, including responsibilities and describing needed support from CT or field instructor (e.g., co-planning, co-teaching, observing, video-taping, assisting). The conference is usually scheduled for around 45 minutes.

Cases of Serious Concern

In cases where there are serious concerns about an intern’s participation in the classroom and progress, the mid-term conference has an additional function. This is a time to communicate those concerns clearly to the intern and to make a specific plan for how to address them. The field instructor should document the concerns and the plan for addressing them and give a copy to Peggy Champardé, Coordinator.

Fall End of Semester Conference
Purpose, Focus

Part I: Assessing Intern’s Progress and Determining a Grade for the Semester

This end of semester conference (December) has the formal purpose of evaluating the intern’s work during the fall semester in the internship (TE 501). Interns may earn a Pass (P) or No Grade (N) in TE 501. The field instructor and the collaborating teacher should confer in advance of the conference to negotiate a common decision about the grade by reviewing the intern’s progress with respect to the professional standards and to plan on how to present the reasons for their decision to the intern. Criteria for assigning a grade with respect to the standards are listed below:

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 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 must be discussed with the intern and a plan of action 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.

Part II: Planning for Winter Lead Teaching
The second purpose for the end of semester conference is to start making plans for winter lead teaching. This builds upon the assessment of the intern's strengths and areas which need further development presented in Part I. Plans should identify curriculum topics for winter lead teaching. A preliminary schedule should also be determined for staging of the intern's gradual assumption of teaching responsibilities so that by early February the intern is engaged in full time teaching in all subject areas. CT and field instructor should assist the intern in identifying curriculum resource materials to assist in planning for major units.

**Spring Mid-Term Conferences**

**Purpose, Focus**

In the second semester, the focus of assessment centers on the intern's understanding of and performance in relation to all aspects of the standards. The spring mid-term conference, late February, is a time to take stock, using the program standards as a guide, and to identify areas of further development for the remainder of lead leading teaching.

In addition, the intern, with consultation from the CT and field instructor, should identify areas of interest and any ongoing aspects of TE 803-4 assignments which need to be included in plans for continued lead teaching.

**Format**

Intern, CT, and field instructor should prepare for the conference by making notes about the intern's development in understanding and practice for each standard, and by identifying evidence to support their assessment. At the conference, the intern should take the lead in presenting a self-assessment around each standard. CT and field instructor should add additional comments or examples. The intern, CT, and field instructor should discuss the preparation of the exit papers.

**Cases of Serious Concern**

In cases where there are serious concerns about the intern's progress and likelihood of not receiving a passing grade for TE 502, the conference should serve as a time to communicate concerns to the intern directly and to develop a plan for addressing them in the coming weeks. Such a plan might include additional full time lead teaching beyond the first week of April and / or extending the internship. It should outline specific steps to be taken by the intern to address concerns, and identify the kinds of support which the CT and field instructor are prepared to provide. The field instructor should develop a written report of the plan and submit a copy to Peggy Champardé, Coordinator.

**Spring End of Program Conferences**
Purpose, Focus

Part I: Final Assessment of Intern’s Performance and Grading

The intern should take the lead in presenting a self-assessment, updating statements developed at the mid-term conference, with additional input from CT and field instructor.

This end of semester conference (mid April) has the formal purpose of assigning a grade for the intern’s work during the spring semester in the internship (TE 502). Interns may earn a Pass (P) or No Grade (N) in TE 502. The field instructor and the collaborating teacher should confer in advance of the conference to negotiate a common decision about the grade by reviewing the intern’s progress with respect to the professional standards and to plan on how to jointly present the reasons for their decision to the intern. Criteria for assigning a grade with respect to the standards are listed below:

In **TE 502**, a **P-Pass** means that the intern shows evidence of satisfactory understanding and performance across all the 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 prepared 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 502**, 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.

Part II: Developing the Exit Performance Description

At the end of the internship, the field instructor and CT in consultation with the intern, develop an Exit Performance Description which describes and assesses the intern’s understanding and performance in relation to the professional standards of the program. The end of spring semester conference is a time for all parties to review draft of this performance description. For further description of the Exit Performance Description, see the Teacher Certification Program Grading Policy statement in this handbook.

Communicating With Your Intern
Interns come in many flavors. Some of them are nervous about trying new things; others are overly ambitious about jumping into teaching. Some interns are quiet and reserved, while others are talkative and outgoing. Some interns suffer from lack of confidence; others are overly-confident. They are all stepping into new, unfamiliar territory that is bound to cause some degree of stress. They may, at various times, feel dismayed, puzzled, embarrassed, jubilant, overwhelmed, scared, triumphant. And you, as the collaborating teacher may, at times, feel puzzled about how to deal with this person who is growing and learning before your eyes. The following are some suggested topics and techniques that may be helpful resources for you in your work with your intern. Change them and modify them to suit you and your intern.

Topics of Conversation

Ice-breakers: Using one or two of these at the beginning of the year may be especially helpful with a nervous or a quiet, reserved intern.

Share with each other stories about how you decided to go into teaching. How have your ideas about teaching evolved? Do you have a metaphor you would use to describe your teaching such as weaving or constructing or quilting or journeying?

What are your worst fears about teaching? What were your fears when you began teaching? What are your intern’s fears?

Share with your intern how your teaching has changed since you began. What have you learned and how have you learned it? When you wanted to try something new in your classroom, how did you go about it?

Ask your intern about their interests and hobbies. Do they have a special skill or interest they could bring into the classroom?

Talking about teaching: The following topics are helpful for the intern to hear about sometime during the internship year. Periodically during the year you could go through the list and identify ones you have not yet talked about.

What do you know about the students in your class as learners? How did you learn what you know about them? Why is this knowledge important? How does your knowledge guide how you think and what you do regarding individual children? How does it guide your thinking regarding forming groups or working with the whole class? How do you take gender, race, class, and cultural issues into account when making teaching decisions? What puzzles you regarding your students? What do you want to know more about?

What do you see as the relationship between planning, purposes for instruction, implementation of lessons, and outcomes? What were you and/or the intern trying to accomplish? What was the purpose? Why is it important? How did your interactions with the students relate to the purpose? What did the students learn?
What is the role of the teacher? What responsibilities do you have regarding students' academic, social, and emotional growth, communications with parents, communication with colleagues, your own professional growth? How do these responsibilities influence how you think and act as a teacher? What issues, tensions, or conflicts do you experience because your obligations as a teacher may differ from your personal views? What is the intern's perception of what a teacher does? How is that perception reflected in their teaching?

What guides or directs the curriculum you use? What decisions do you make, as the teacher, about what gets taught? What can the intern do to enrich, modify, or create the curriculum? What are the givens that must be taken into account? Are there controversies which exist in certain content areas? If so, how do you deal with them?

What is the environment - the physical, intellectual, social, and emotional environment like? What opportunities exist for students' active learning in this environment? How can the environment be modified or created differently to suit the purpose of learning? What are the constraints of the environment and how can they be worked with?

What do you know about the neighborhood and community? How does the neighborhood and the community the school serves influence your teaching? How does this knowledge help you in knowing your students? In what ways do you utilize the community and community resources in your teaching practice?

What has occurred or has been experienced as a class since the intern arrived? What history has the class community built together? How has the intern complemented the building of this learning community? What can he or she do to further the building and strengthening of the classroom learning community?

What is the intern learning about in her/his coursework? How can the intern incorporate what they are learning in their coursework into the classroom and vice versa?

Techniques for Critiquing Performance

One of the most difficult things about working with a learner is giving them honest, useful information about their performance. Experienced collaborating teachers and field instructors talk about being a mirror for the intern, giving them an outside perspective on themselves. Sometimes an intern is not aware of things they are doing well, things that contribute to effective lessons. Sometimes they are not aware of ways in which they work
against their own purposes. They may have unconscious habits that are inappropriate or distracting. Because you are in the room every day with the intern, you are in the best position to observe and critique the intern’s performance in the classroom. For most of us it is difficult to tell someone something they may not want to hear. The following suggestions may be helpful.

• Make an agreement in advance about how and when critiques are to be given/received. Such ‘contracting’ reduces misunderstandings or avoidance on the part of the intern of useful information. Try asking the intern what they would like you to look for when you observe a lesson.

• Try to be descriptive rather than evaluative. Descriptions are limited to what was said and done, or how it was accomplished (e.g., the students became restless when you were gathering the materials for the activity). Avoid assumptions about motive or intent (why you think someone did ‘that’). By avoiding evaluative language, we avoid having the recipient react defensively (e.g., "I didn’t do that!" whether stated verbally or in their mind).

• Try to be specific rather than general. To be told that one is ‘dominating’ is not as useful as being told that, "In the discussion that just took place, you did not appear to be listening to what others were saying, and the students seemed to shut down."

• Try to focus on behavior rather than personality. It is important to focus on what a person does rather than on what we think or imagine he is. Thus, we might say that a person "talked more than anyone else in this meeting" rather than that he is a "loudmouth." The former allows for the possibility of change; the latter implies a fixed behavior trait.

• Try to focus on sharing information before giving advice, and sometimes hold off on giving advice altogether. By sharing information, we leave a person free to decide for herself in accordance with her own goals and needs. When we give advice, we sometimes tell another what to do (we take away some of her freedom to decide for herself), or we put her down (the perception might be that she is not bright enough to come up with her own solution). If the intern has trouble coming up with solutions, try problem-solving together, considering several possible solutions, then leaving the decision about how to proceed up to the intern.

• Try to have frequent conversations with the intern. Critiques should be well-timed and, in general, should be given at the earliest opportunity. This suggestion depends, of course, on the recipient’s readiness to hear it.

• Try to limit the amount of information to how much the intern can use. It is far better to, at most, stretch the capacity of the intern than to shatter him or her. To overload
a person with information is to reduce the probability that he will be able to use any that he receives.

• Try to concentrate on behavior which the intern can do something about. Frustration is only increased when a person is reminded of some shortcoming, which he or she cannot easily remedy (e.g., nervous stuttering, facial tic).

• Check the intern’s understanding of what you have said. What is heard is very often not what was intended. Ask the intern to restate in their words what they heard. (e.g., "I wonder if that was clear. What is your understanding of what I said?") This will give you a chance to clear up misunderstandings right away.

• Avoid collusion. Collusion is characterized by an unwillingness on the teacher’s or the learner’s part to take the risk of critiquing the performance or actions of the other person. For example a teacher says, "That was okay," while really being concerned about the quality of the action. The learner is silent while really thinking, "That really wasn’t too good. I wonder what she really thinks?" In this situation, the teacher and learner are colluding by remaining silent or indirect at a time when both (but particularly the learner) could benefit by open communication.

• Pay attention to the consequences of the critique. You can improve your skills in this difficult area by being aware of the effects (verbal and nonverbal) of the critiques you offer. It is often helpful to check out the intern’s reaction ("How did it feel to be told that? Was it useful?").

Constructive critiques are an important step toward authenticity. They open the way to a relationship which is built on trust, honesty, and genuine concern. Through such a relationship, you will have opened a very important door to learning and growth, for you and your intern.
**Warning Signs**

The following list consolidates some of what we have learned about early warning signs that may mean serious difficulties later in the year. All of the interns will exhibit some of these characteristics at times due to the normal anxiety and stress of taking on new responsibilities. The ideas in the strategies column are things that field instructors have either tried or suggested. Most of the interns will respond to these kinds of interventions or they will grow out of inappropriate behavior as they gain confidence. However, if these kinds of early, low-key interventions do not produce much change, consult with the Coordinator right away. She can advise you about appropriate next steps and ways to document the difficulties. In the first three scenarios the strategy column says to call the Cluster Leader right away; this is because we have learned that these particular warning signs foreshadow some of our most difficult situations.

<table>
<thead>
<tr>
<th><strong>Warning Signs</strong></th>
<th><strong>Possible Strategies</strong></th>
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</table>
| someone not making eye contact with kids, keeping too much distance | - video-tape the intern so she can see herself and view the tape with the intern  
- have the intern work with individuals and small groups for a while  
- have them spend time interacting with kids during recess or lunch  
- talk with the Cluster Leader |
| someone who has trouble accepting feedback - being defensive, blaming others, always having an excuse OR saying yes, but not changing anything | - have frank conversation about it  
- talk with the Cluster Leader |
| someone who doesn't follow through - doesn't get journals in, doesn't have a lesson plan when you observe, agrees to do things but doesn't do them, talks to collaborating teacher about something but doesn't follow through. | - write down expectations, deadlines, and consequences.  
- talk with the Cluster Leader |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who is being too buddy, buddy with kids, not setting</td>
<td>- Assign specific role or responsibility if not yet taking those on</td>
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<tr>
<td>appropriate boundaries, resisting taking on authority role</td>
<td>- Give them the class for a day if it is an ideological argument and video-tape;</td>
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<td></td>
<td>- Then view the tape and discuss with the intern</td>
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<td>Someone who has unrealistic vision of teaching and not adjusting</td>
<td>- In intern study group have discussion among interns about work involved</td>
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<td>saying “that’s just not my style”, or blaming students or others,</td>
<td>- Plan a weekly schedule with the intern and set deadlines</td>
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<td>thinking he/she would be just fine in a different setting, doesn’t</td>
<td>- Talk to the Coordinator and if other things don’t work try a different setting</td>
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<tr>
<td>yet realize how much work is involved</td>
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<tr>
<td>Someone not taking any initiative in the classroom, relying</td>
<td>- Frank conversation about it, try to find out reasons</td>
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<tr>
<td>completely on teacher’s directions, doesn’t seem to have any idea</td>
<td>- List some possibilities and set some clear expectations in writing</td>
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<td>what to do him/herself, not willing to spend any extra time at the</td>
<td>- Conduct a brainstorming session to get ideas going</td>
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<td>school</td>
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<tr>
<td>Someone resisting professionalism and/or not taking responsibility</td>
<td>- Frank conversation about it including CT (and principal?)</td>
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<td>for own learning - the way they dress, only doing what is required,</td>
<td>- Relate to job prospects &quot;If I were a principal and you were a long term sub in the building would I consider offering you a permanent position?&quot;</td>
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<tr>
<td>doesn’t see any connection at all between course work and</td>
<td>- Relate to classroom management</td>
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<td>classroom work (not willing to), coming in tired, late, or</td>
<td></td>
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<td>unprepared, absent a lot.</td>
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<tr>
<td>Someone who is unorganized - doesn’t manage time well, always</td>
<td>- Conversation about work/study habits</td>
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<tr>
<td>doing things at last minute, forgets meeting schedules.</td>
<td>- Do they need to change?</td>
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<td>- Work out time line, establish deadlines for drafts, planning, et. Put it in writing.</td>
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</table>
| Someone who always says everything is fine - never has questions or concerns | - one-on-one conversations to develop trust,
- frank conversation about standard regarding reflection on teaching,
- guided fast writes using questions such as What went well? What didn’t? What would I do differently?
- anonymous cards in Intern Study Group, students write problems they have had in classroom for group discussion |
| --- | --- |
| Someone who thinks they already know how to do it and wants to jump right into teaching - resists observations, co-planning, and reflecting on teaching, only hears positive feedback, won’t accept negative comments. | - let him try it and hope it opens his eyes?
- require daily written journal entries?
- have a frank conversation? |
| Someone who is too much of a perfectionist - worries about every little thing, at school all the time, doesn’t finish things because it is never good enough, only hears negative comments, doesn’t hear positive feedback. | - ask for fast writes and rough drafts
- have intern do little self-evaluations on what he/she is doing well and what working on
- ask intern what he/she would like you to focus your observation on
- give intern time limits for specific tasks |
Steps to Resolving Conflicts for Interns and Collaborating 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 they have to spend every day with each other; they 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 collaborating 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 collaborating 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 (teacher field instructor, principal, student 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 Cluster Leader 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 un-resolvable after several attempts, it may be necessary to remove the intern from the placement.
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 collaborating teacher, your field partner(s) if you have one, your MSU field instructor, and if appropriate, your subject-matter 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.

**Professional Dress 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.
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, MSU field instructors, 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 collaborating 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 the program standards. 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** (The MSU Academic Programs 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 field instructor 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 field instructor, and the collaborating 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 collaborating teacher and MSU 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 collaborating teacher, MSU field instructor 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.

Exit Performance Descriptions

The final evaluation of the intern’s performance is formally written up by the MSU field instructor and the intern’s CT as an Exit Performance Description (EPD). The intern may choose to include the EPD in his/her Placement File in the Career Development and Placement Office. These descriptions will reflect the strength and quality of the intern’s performance according to the standards at the end of the internship.
The outstanding intern: We will recommend the intern for certification with enthusiasm. We will try hard to write a report that will get the intern's application out of the big stack of all applications and into the small stack of applicants who are interviewed. When principals, department heads, or personnel officers call us to find out whether we really meant what we said in the report, both our tone of voice and the content of what we say will confirm that the intern is indeed a top prospect. We will welcome the intern with enthusiasm as a colleague in our school and will be glad that the intern is teaching with us. We will predict that the intern will be among the best beginning teachers. We will be glad to have the public reputation of all school teachers depend on the intern's work. If we have the opportunity to do so, we will gladly choose the intern as a teacher for our own children and those of our family and friends.

The strong intern. We will recommend the intern for certification with enthusiasm and without reservation. We will write a solidly favorable report on the intern; it will lack some of the superlatives that we use for outstanding interns. When prospective employers call to confirm our report, both our tone and what we say will be consistent with the intern's progress described in the report. We will predict that the intern will be a solid beginning teacher. We will welcome the intern as a colleague in our schools. We will expect the intern's work to reflect well on the public reputation of schoolteachers. We would choose the intern as a teacher of our own children and those of our family and friends.

The competent intern. We will recommend the intern for certification. We will write a report that will help the intern to get a teaching job where proficient applicants are scarce. When principals, department heads, or personnel officers call us to find out whether we meant what we said in the report, we will stand by our assessment that the intern is competent. We would accept the intern as a colleague in our schools and as a teacher of our own children and those of our family and friends, but not as a first choice.
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 collaborating teacher, MSU’s field instructor and school 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 collaborating 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 collaborating 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 collaborating teacher attends a meeting sponsored by MSU’s teacher preparation program, the collaborating teacher may leave the intern in charge of the collaborating 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 collaborating 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.

- The collaborating teacher determines that the interests of his or her pupils will be served.

- MSU’s field instructor and school field instructor determine 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 collaborating 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.
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 collaborating teacher determines that the interests of his or her pupils will be served.
(c) MSU's field instructor and school field instructor determine 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 collaborating 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 collaborating teacher's principal is informed in advance that the intern may or will serve as substitute.

________________________________  _________________________________
Intern's signature        Collaborating Teacher's signature

________________________________  _________________________________
School Field instructor's signature      School Administrator's signature

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

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

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TOTAL DAYS   ______

Intern's signature

Collaborating Teacher's signature

School Field instructor's signature

School Administrator's signature
MSU "Snow Days" Policy

MSU Interns are expected to follow the "snow days" policies of the school district and building in which they are placed. In addition, MSU has established the following policies:

- If the school district in the community in which the intern lives has canceled school for the day due to weather conditions, the intern should wait until it is safe to travel to their school placement in another district.

- Interns are responsible for contacting their collaborating teachers, schools, and MSU field instructors to inform school personnel about their late arrival or absence.

- During the lead teaching period, the interns should leave plans at school each day for the following day in case of late arrivals or absences.

- The interns may be held responsible for making up the time they miss due to weather conditions. These arrangements should be made with their collaborating teachers.

- MSU classes will be cancelled if the school district in which they are held has cancelled classes. In addition, they may be cancelled based on the judgment of MSU personnel. In these cases, interns should use the time to complete assignments.

- If MSU classes are NOT cancelled, but the school district in which the intern lives has cancelled classes, the intern should wait until it is safe to travel. Interns are responsible for informing their instructors about their late arrival or absence.