

Guide to the Elementary & Middle School Internship 2010-2011

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Website:

<http://www.educ.msu.edu/te/elementary/>

Preface

An internship includes many key participants who take on challenging relationships that become the basis for successful professional learning experiences for those involved. This guide is designed to provide information, a structure, and guidance for internship participants—interns, collaborating teachers, field and course instructors—to help them get the most out of this joint venture.

Coordination Personnel: This section gives information about the calendar for the year and the coordination personnel involved in the internship year, and elaborates on the responsibilities of internship year participants. A list of field and course instructors for each cluster is provided as a separate handout for ready reference.

Mentoring Guide and Mentoring Practices: The ideas in these sections were developed collaboratively by several groups of people: collaborating teachers, teacher education liaisons (TEs), course instructors, field instructors and the coordination staff. Since they provide a framework intended to *guide* collaborating teachers', interns', and instructors' work together and not a set of steps to follow, it is important that the plans and guidelines be used *flexibly*. Participants will need to make adjustments and adaptations in relation to the professional learning needs of each intern, the district curriculum, resources available, and the learning needs of the children in the classroom. (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>)

Standards and Evaluation: Across the internship year, course offerings and experiences in schools are designed to support interns in working to meet successfully a set of MSU Teacher Preparation Program Standards that represent the knowledge, skills, commitments and dispositions that are needed to be an effective and responsible beginning teacher in today's schools. These standards include working within eight areas: (1) Employing a liberal education; (2) Teaching subject matter; (3) Working with students as individuals; (4) Organizing a class; (5) Using an equipped school room; (6) Joining a faculty and school; (7) Engaging guardians and community; and (8) Teacher as professional and reflective learners.

Appendices: This section provides additional information on Teacher Preparation Program Policies that pertain to the internship, and copies of various documents that may be helpful throughout the internship year.

Thank you to Teacher Education Liaisons, Collaborating Teachers, Field Instructors, Course Instructors, and Coordination Staff for your thoughtful contributions over the past several years to the ideas and information found in this guide. This is a document that has been constructed, reviewed and revised jointly with the best learning possible for interns in mind.

Sharon Schwille, Teacher Preparation Program Director
Sally Labadie, Intern Coordinator
Editors of the Internship Guide

Table of Contents

<u>Section 1: Internship Calendar</u>	5
<u>Section 2: Intern Year Personnel</u>	6
Coordination Personnel	7
What is a School Cluster?	8
Participant Responsibilities	8
• Shared Responsibilities	9
• The Intern's Responsibilities	10
• The Field Instructor's Responsibilities	12
• The Collaborating Teacher's Responsibilities (See also Appendix C)	13
• Guidelines for Internships in Teaming Situations	15
• The Teacher Education Liaison's Responsibilities	17
• The 800-level Course Instructor's Responsibilities	18
<u>Section 3: Mentoring Guide</u>	20
Overview of Phases During the Internship	22
Fall Semester: Collaborative Unit Teaching	23
• Phase 1: Learning about the Classroom, Children and Curriculum	23
• Phase 2: Collaborative Unit Teaching in Math and Literacy	29
• Phase 3: Looking Back and Planning for the Future	34
Spring Semester: Guided Lead Teaching	37
• Phase 4: Preparation for Guided Lead Teaching	37
• Phase 5: Transition into Guided Lead Teaching	40
• Phase 6: Guided Lead Teaching	42
• Phase 7: Phasing Out	44

<u>Section 4: Assessment</u>	47
Assessment and Evaluation	47
• Mid-Term Assessment	47
• The Professional Learning Plan	48
• Readiness for Subbing (also see Appendix A)	49
• End-of-Semester Assessment and Grading (also see Appendix A)	50
• The Final Report	51
• The Intern’s Credential File	52
<u>Appendices</u>	
Appendix A: Teacher Preparation Program Policies for the Internship	53
• Policy: Grading for TE 501 and TE 502	53
• Policy: Professional Conduct by Teacher Candidates	58
• Policy: Substitute Teaching by Interns	60
• Report on Substitute Teaching	62
• “Snow Days” Policy	64
Appendix B: Elementary Internship Start-Up Checklist	65
• Curriculum Map	68
Appendix C: Collaborating Teachers Professional Account	69

Section 1:
Internship Calendar 2010-2011

FALL SEMESTER 2010

**PHASE DATES ARE GUIDES FOR PROGRESSING THROUGH THE YEAR AND
MAY BE ADJUSTED AS NEEDED**

Phase 1 (August 23– October 15): Learning about the classroom, school and Curriculum

- Begin school following your school district calendar
- TE 501 seminars will be arranged by your field instructor and held regularly during the year
- TE 801 & TE 802 meet Sept. 9,16,23,30, October 7,14 for **Lansing and Grand Rapids** area interns. Grand Rapids area interns will meet on campus with the Lansing area interns.
- **Detroit area interns** meet according to school clusters on either Tuesday or Thursday as follows: Sept. 9; 14 or 16, 21 or 23; 28 or 30; Oct. 5 or 7; 12 or 14; 19 or 21.
- September 27: Begin co-planning with collaborating teacher for teaching collaborative unit during Phase 2

Phase 2 (October 18 – December 3): Preparation for Collaborative unit teaching

- TE 801 & TE 802 meet October 21, Nov. 18, Dec. 2 for **Lansing and Grand Rapids** area interns.
- **Detroit area interns** meet according to school clusters on either Tuesdays or Thursday as follows: Oct. 19 or 21, Nov. 16 or 18, Nov 23; Nov. 30 or Dec. 2.
- October 25– November 12: Target weeks for Guided Lead Teaching (TE 801 & 802 do not meet during these weeks)
- Week 7 and 8 (October 11-October 22) Mid-Semester Assessment Conference
- November 25 & 26: Thanksgiving Break

Phase 3 (December 6- 17): Looking back and planning for the future

- TE 801 & TE 802 meet on December 9 for **Lansing and Grand Rapids area interns.**
- **Detroit area interns** will meet according to school clusters on either Tuesday or Thursday as follows: Dec. 7 or 9.
- End of semester Assessment Conference
- Begin winter break with school district calendar

SPRING SEMESTER 2010

Phase 4 (January 3-21): Preparing for guided lead teaching

- Follow school district calendar for return from winter break
- **Lansing and Grand Rapids area interns**' TE 803 & 804 meet January 13, 14 and 20
- **Detroit area interns**' TE803 & 804 meet according to school clusters on Tuesday or Thursday as follows: Jan. 11 or 13, ;and 18 or 20.

Phase 5 (January 24 – February 11): Transition into guided lead teaching

- **Lansing and Grand Rapids area interns**' TE 803 & 804 meet January 27, February 3 and 10
- **Detroit area interns**' TE 803 & 804 meet according to school clusters on either Tuesday or Thursday as follows: Jan. 25 or 27, Feb.1 or 3, Feb. 8 or 10.
- Guided lead teaching may start during this time, depending on the curriculum and needs of the students

Phase 6 (February 14– March 25): Guided lead teaching (flexible, but interns must have a minimum of 6 weeks of complete teaching responsibilities)

- **Lansing and Grand Rapids area interns**' TE 803 & TE 804 do not meet during guided lead teaching from Feb. 14-Mar. 25.
- **Detroit area interns**' TE803 and TE804 do not meet during guided lead teaching from Feb. 14-Mar.11. They do meet March 15 or 17 and March 22 or 24.
- Mid-Semester conferences begin week of February 22

Phase 7 (March 28 – April 29): Phasing out

- **Lansing and Grand Rapids area interns**' TE 803 & TE 804 meet on March 31, April 14, 21 and 28.
- **Detroit area interns**' TE803 & 804 meet according to school clusters on either Tuesday or Thursday as follows: March 29 or 31, April 12 or 14, and 26 or 28.
- Follow school district calendar for spring break
- Final assessment conference
- April 29: LAET Intern Convocation
- (DAET Intern Convocation date to be determined)

Section 2: Intern Year Coordination Personnel

The **team structure** in place in the TE Department enables faculty and graduate students to work together closely to plan and teach the MSU teacher preparation course sequence across the junior, senior and internship years, and to work collaboratively with the collaborating teachers in schools who support the teacher candidates' school-based learning.

Coordination Personnel

Our **Team Secretary** maintains student records and assists the Coordination Personnel in maintaining communication among all participants in the program.

Brooke Stowers, 116 Erickson Hall, 355-1741, Secretary for LAET and DAET elementary interns. LAET@msu.edu or DAET@msu.edu

Our **Program Director** represents the team in the Teacher Education Departments' development of program and policy, which includes approaches to working with schools. The Program Director coordinates communication and curriculum development among faculty, graduate students, and collaborating teachers who teach courses, and is available to talk with participants in the internship about program development, courses, personnel, policy, or other ideas they wish to discuss.

Sharon Schwill, 316 Erickson Hall, 355-1713; schwill2@msu.edu

Our **Intern Coordinators** assist the Program Director in program staffing, communication with the Teacher Education Department and schools, and professional development for Field Instructors who support interns' school-based learning, and curriculum development. The Team Coordinators serve as the instructor of record for TE 501 and TE 502 during the internship. They are available to talk with participants in the internship about program development, courses, personnel, policy, or other ideas they wish to discuss.

Lansing Elementary Interns

Sally Labadie, 116T Erickson Hall, 432-1687, labadies@msu.edu

Grand Rapids Elementary Interns

Connie Van Belois, 616-883-6066, vanc@msu.edu

Detroit Elementary Interns

Sylvia Hollifield, 313-875-4142, hollifi2@msu.edu

Student Affairs Office Advisors work with the coordinators to maintain communication between the TE Program and the Student Affairs Office, where student advisement and intern clearances are done.

Jennifer Watson, ELEMENTARY TEACHER PREPARATION PROGRAM Advisor, 134 Erickson Hall, 353-5120 watsonj4@msu.edu

Janet Chegwiddden, ELEMENTARY TEACHER PREPARATION PROGRAM Advisor, 134 Erickson Hall, 353-9680 chegwid1@msu.edu

Christine Gajda, Intern Clearance, 134 Erickson Hall, 353-4991 gajda@msu.edu
Joella Cogan, Head Advisor, 134 Erickson Hall, 432-2733, coganj@msu.edu

What is a School Cluster?

- Schools are arranged by clusters. Each cluster of 4-6 schools is associated with particular sections of TE 801 and 802 in the fall, and particular sections of TE 803 and 804 in the spring. This allows course instructors to communicate with a smaller number of schools to maintain closer communication regarding MSU course work and the interns' classroom-based and school-based experiences.
- Each cluster of schools has a set of **Course Instructors** who teach the section of TE 801, 802, 803 and 804 that is associated with that cluster.
- Each school has a set of **Interns** and **Collaborating Teachers (CTs)** who work together in support of the interns' professional learning and induction into the teaching profession.
- Each Lansing Area school has a **Teacher Education Liaison (TEL)** who facilitates communication between MSU (Field Instructors, Course Instructors, and Coordination Personnel) and the school's CTs and Principal.
- Each school has a **Field Instructor** who works with and mentors the interns and works closely with the CTs in that school, maintains communication with MSU (course instructors and Coordination Personnel), and conducts the TE 501 and 502 seminars with interns, as well as meetings with CTs.

Elementary Team Participant Responsibilities

A successful internship is a partnership among the intern, collaborating teacher, the field instructor, and the 800-level course instructors. Sometimes interns also work with the cluster leader and Teacher Education Liaison (TEL). The CT is a person who is steeped in the local knowledge of the school and classroom, who works with the intern daily, and who thus is in an appropriate position to promote and notice an intern's development on a daily basis. The **field instructor** works with several interns and attends meetings on program standards, course work, and procedures, and thus is in a good position to suggest how the program should work and how the standards can be applied consistently over time. The **course instructor** works to help a group of interns recall, extend and apply their previous studies to their current teaching practices, and is familiar with national, state and program standards in a particular subject matter area as well as research-based teaching materials and methods, and who thus is in a good position to guide interns in standards-based, subject-specific planning, teaching and assessment. The **TEL**

is an experienced CT who is familiar with program development, experiences and practices and with the personnel within his/her building.

This section describes shared responsibilities among the intern, field instructor and collaborating teacher, and then the separate responsibilities of each. It also outlines responsibilities for the TELs, and course instructors.

Shared Responsibilities

The intern, collaborating teacher, field instructor and course instructors share some responsibilities during the year. The success of their collaborative work together rests largely on their explicit and regular discussion and negotiation of each responsibility.

Planning and communication

- Negotiate expectations, formats, and schedules for developing unit and daily lesson plans in a timely manner. Make sure that unit and lesson planning agreements for major subject matter areas (science, social studies, literacy, math) are consistent with course instructors' expectations for the intern's planning.
- Negotiate a procedure for the intern to follow in the event of absences (e.g., who should be contacted, how lesson plans will be shared).
- Negotiate plans for completing the TE 801-804 assignments that involve field work.
- Throughout the internship, the CT will remain the teacher of record for the pupils in the class. While the CT may delegate planning, teaching, assessing, grading and many other duties to the intern, the CT may *not* hand the intern the final responsibility for the class.

Professional activities

- Negotiate an appropriate sequence of activities and responsibilities that promote interns' learning to teach (e.g., moving from observation to co-planning and co-teaching to increasing responsibility for lead teaching).
- Identify and arrange for outside-the-classroom opportunities that will benefit the intern and complement the coursework (e.g., observations of other teachers, participation in teacher meetings and in-services, parent conferences, curriculum committees, community-school committees, study groups, professional association).

Supporting and guiding interns' learning

- Identify areas where the intern needs support and guidance in learning to teach, and develop strategies to promote the intern's professional growth in these areas.

- Participate in joint conferences (intern, collaborating teacher, and field instructor) at least five times during the academic year: (1) an initial conference during August or September, to confirm responsibilities, negotiate working relations, and plan the intern's learning; (2) a mid-semester evaluation and planning conference in fall; (3) an end-of-semester evaluation conference in December; (4) a mid-semester evaluation and planning conference in spring, and (5) a final evaluation conference in April . Additional 3-way conferences may be necessary to support the intern's professional growth.

Managing demands of the internship

- Review interns' work arrangements to insure that interns understand the consequences of outside work during the intern year and that they can undertake an intensive year of professional study and guided practice while meeting their financial needs.
- Assist the intern in identifying strategies for coping--in ways that promote continued *learning*--with the various demands that they will face during the intern year.

The Intern's Responsibilities

Past experience has shown that those interns who embrace their responsibilities fully and take initiative to seek what they need to promote their own learning have the most success. While the field instructor and CT have primary responsibilities for providing support, it is the intern who must take responsibility for his/her own learning and take advantage of the opportunities provided.

Planning and communication

- Inform your field instructor in writing of your school schedule and your collaborating teacher of your schedule in seminars, and of any changes that occur in these plans.
- Arrange observation and conference times with the field instructor. Notify your field instructor in a timely manner if an observation needs to be rescheduled or canceled for any reason.
- According to formats and procedures negotiated with the field instructor, collaborating teacher (and 800-level course instructor if applicable), develop unit and daily lesson plans in writing and in advance of instruction, and have them approved by the collaborating teacher. Plans may also be approved by the field or course instructor as arranged. A good rule of thumb is that the plans should be detailed enough that another teacher could follow them. Plans need to be handed in to the collaborating teacher (and field instructor, if arranged) during the week prior to teaching so that suggestions for revision can be incorporated into the plans.
- Respond to e-mail communication from your CT, field instructor, or other program personnel in a timely manner.

Professional activities

- Plan with the collaborating teacher ways to participate in orientation activities at the school and introduce yourself to school administrators, specialists, secretaries, custodians, and other teachers in the building.
- Attend school faculty meetings, parent-teacher conferences, PTA meetings and other professional in-services. Follow school procedures for days you are sick, leaving detailed lesson plans for your collaborating teacher. Absences due to sickness will be made up if deemed necessary by your field instructor, and collaborating teacher.
- Read and follow the school/teacher handbook; follow the school faculty dress code and your collaborating teacher's expectations, e.g., the time to be in the classroom before and after school.

Personal learning

- Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.
- Participate in joint conferences (intern, collaborating teacher, and field instructor) at least five times during the academic year: (1) an initial conference during August or September, to confirm responsibilities, negotiate working relations, and plan the intern's learning; (2) a mid-semester evaluation and planning conference in Fall; (3) an end of semester evaluation conference in December; (4) a mid- semester evaluation and planning conference in Spring, and (5) a final evaluation conference in April. Beginning with the fall mid-semester conference, develop your Professional Learning Plan to guide your professional learning across the year, and update your plan following each assessment conference.
- Reflect on your teaching and your learning about teaching in writing, through journals and/or reflection papers. Share and discuss your reflections with your collaborating teacher and field instructor.
- Participate in ongoing portfolio processes which result in the creation of a portfolio demonstrating your work and accomplishments to be shared with instructors and prospective employers. The portfolio will be shared with colleagues and family at the Intern Convocation at the end of the school year.

Managing outside work

- If you will need to work (a) before 5:00 p.m., (b) more than 10 hours per week, or (c) more than one evening per week, then discuss your plans with your field instructor and/or intern coordinator.

- Inform your collaborating teacher and field instructor about your work arrangements and negotiate schedules that are mutually acceptable.
- Become informed about and follow district or building policies that may impact activities you want to engage in such as tutoring students for pay outside of school hours.

The Field Instructor's Responsibilities

The field instructor plays a key support role in helping the intern develop standards-based practices in planning, teaching and assessment, and in becoming a fully participating member of the teaching profession. In addition, the field instructor supports the collaborating teacher in problem solving and providing effective mentoring practices. The field instructor also works with the intern coordinator and Program Director to understand and communicate current program practices and policies, and is available to pass along information provided by course instructors about planning and other course requirements.

Planning and communication

- Maintain regular contact with each collaborating teacher in order to get a full picture of the intern's progress, to identify problems, and to help the collaborating teacher to play an active role in supporting the intern.
- Conduct a group meeting with the collaborating teachers in each school when needed to discuss issues that arise during the internship and to support innovative and educative mentoring practices and problem solving.
- Meet with each intern on a regular basis to share resources, assist with planning, observe, provide written feedback, discuss teaching experiences, and work on other aspects of teaching and learning to teach. Involve collaborating teachers in these activities whenever possible and desirable.
- Provide assistance to course instructors in communicating about interns' progress and problems, and helping interns and CTs understand course requirements. Encourage direct communication among course instructors, interns and CTs whenever appropriate.
- Work with course instructors and team representatives to plan meetings for collaborating teachers during the year. Attend those meetings when your interns are involved.
- Attend field instructor meetings to discuss issues related to supporting interns' professional growth, to facilitate communication between the university and the schools and to engage in professional development on mentoring.
- Respond to e-mail communication from the intern, CT, or other program personnel in a timely manner.

Supporting intern learning

- Conduct *interactive* group meetings (TE 501-502 seminars) which helps the interns to reflect upon their current experiences and plan for their ongoing professional learning. In the seminars, discuss topics outlined in the TE 501/2 syllabus and other topics that are suggested during field instructor meetings.
- Help the collaborating teacher to plan and play an active role in supporting and evaluating the intern.
- Observe the intern regularly and conduct follow-up conferences with the intern regarding the planning and teaching of each observed lesson. Provide written and oral feedback. Written observations should occur at least four (4) times each semester, with observation rubrics being sent electronically to the team secretary.
- Convene joint conferences (intern, collaborating teacher, and field instructor) as indicated in the description of the phases and the internship calendar.
- Help interns to develop their portfolios, including giving feedback on materials to be included and providing assistance with videotaping, if needed.

End of the Year Responsibilities

- Work with the collaborating teacher on the preparation of the exit performance description for each intern.
- Complete Michigan Department of Education survey for each intern. A printout of the end sheet should be turned in to the appropriate secretary.
- All assessments and field instructor feedback forms should be sent electronically to the secretary.
- Attend the Intern Convocation.

The Collaborating Teacher's Responsibilities

The collaborating teacher plays a primary role in supporting the intern's learning to adopt standards-based planning, teaching and assessment practices, and inducting the intern into the full range of responsibilities required of the classroom teacher. Working collaboratively with the field instructor, the CT plans for and carries out educative experiences for the intern that also enhance the pupils' learning in his/her classroom. The CT also helps the intern make

connections between prior and current studies within the teacher preparation program and classroom practices.

The CTs Professional Account is intended to honor and equip collaborating teachers as partners in teacher education, by providing them modest allocations, about which they make decisions regarding the professional needs of MSU teacher candidates and interns with whom they work. These allocations are made in the expectation that the CTs who receive them will work closely with MSU as partners in teacher education. Information about the CTs Professional Account can be found in Appendix C of this document.

Planning and communication

- Negotiate a sequence of opportunities to learn what supports your intern's gradual induction into teaching, moving from observation to co-planning and co-teaching to assumption of lead teaching responsibilities.
- Establish regular times to discuss your teaching with the intern and help the intern with long term planning: identifying unit topics, identifying places in curriculum where the intern can try out ideas studied in University classes, suggesting appropriate curriculum materials and school and district resources for the intern to use in planning and teaching, etc.
- During periods of lead teaching, read the intern's unit and lesson plans and provide oral and written feedback regarding: (1) general focus on the unit/lessons (e.g. extent to which the lessons teach to conceptual understanding, how well does the individual lesson tie in with long-range unit goals); (2) effectiveness of the lesson in terms of introduction of the lesson (links to previous lessons and to overall unit goals), motivation and development, activities that involve students in actively constructing meaning (rather than passively listening to the teacher), conclusion; (3) assessment of student understanding integrated into the lesson.
- Communicate with field instructor, teacher education liaison, intern coordinator, and/or principal as needed about the intern's progress, or problems or concerns that arise. Clarify with others when, how, and where to contact you during and outside of school hours, and whether e-mail communication is an option. Participate in three-way conversations with the field instructor and the intern when possible and desirable.
- Participate in collaborating teacher meetings during the academic year. Most of these meetings will take place during school hours, while interns are teaching.

Supporting interns' learning

- Co-teach with the intern and share decisions, ideas, and observations. See the Mentoring Practices Guide. (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>)

- When the intern is the lead teacher, continue co-teaching in a supportive role, and observe the intern teaching and help the intern to think about his or her teaching, including student understanding, alternative approaches, grouping, management, etc.
- Provide written feedback to the intern about his/her teaching as part of the mentoring process.
- Reflect with the intern about her/his teaching, about student learning, and about ideas and strategies studied in internship courses.
- Participate in joint conferences (intern, collaborating teacher, and field instructor) at the time indicated in the description of the phases and the internship calendar.
- Prepare materials for the joint conferences and write an Exit Performance Description (EPD) on each intern you work with at the end of the academic year.
- Help the intern make key connections between his/her studies during course work and classroom planning, teaching and assessment practices. In consultation with field instructors, CTs should coordinate the use of individual interns' time on Mondays, Tuesdays, Wednesday and Fridays to include the meaningful use of "field time" associated with 800-level courses, both in and out of the classroom.
- Across the year, advise the intern regarding the development of his or her portfolio, including giving feedback on materials to be included and assistance with videotaping, if needed.

Guidelines for Internships in Teaming Situations

With the increasing prevalence of teaming situations in elementary schools and the existing teams in middle schools, there is a need to make sure appropriate arrangements are made for interns to meet all the requirements of the internship. The following guidelines have been developed to provide a useful and flexible framework to (a) make sure all members of a teaching team understand their responsibilities during the internship; (b) remind team members of arrangements that need to be made; and (c) address multiple team configurations. These guidelines have been developed with input from CTs, TELs, course instructors and field instructors. They are based on the practices that many teams already implement, and are consistent with State of Michigan certification requirements. Since teaching teams are organized in a variety of configurations, the guidelines are intended to be adapted as appropriate to each team's situation, while still allowing each intern to meet program requirements.

- Each team will identify a Lead CT who will carry the responsibility for the Team in working with the intern in the areas listed below. In teams with more than one intern,

each intern will have a Lead CT. In some cases, it may work out for a pair of CTs to share Lead CT responsibilities, as long as responsibilities are clearly worked out.

- During the spring months, the Lead CT is responsible for talking with team members prior to agreeing to work with an intern the following fall, to make sure all team members understand the internship requirements and the commitments they are making by agreeing to work with an intern (e.g., mentoring, co-planning, co-teaching as outlined in this *Guide to the Elementary Internship*).
- The Lead CT is responsible for initiating conversations early in the fall to remind team members of agreements made the prior spring. *This is especially important if changes in the make-up of the team have occurred since the prior spring.*
- The Lead CT will see to it that the intern has an appropriate teaching context for successfully meeting the requirements for all associated coursework: TE 801 (math), TE 802 (literacy), TE 803 (social studies) and TE 804 (science), and *all* subject matters during spring Guided Lead Teaching.
- The Lead CT will provide information to team members regarding internship requirements that involve them (e.g., relevant sections of the *Guide to the Elementary Internship*, handouts distributed at cluster meetings about course work).
- The Lead CT will help team members establish how the planning for each subject matter is done and what the involvement of the team members will be (e.g., co-planning, sharing of resources, review of lesson plans).
- The Lead CT will make sure the field instructor is informed of all arrangements made within their team.
- The Lead CT is responsible for gathering feedback from the other team teachers. Each team will make its own decisions about the form(s) in which feedback will be given: oral feedback, written feedback, checklists, use of the mid semester feedback tool as a reference, and videotaping. The *Mentoring Practices Guide* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) provides information about various formats for written feedback, and for pre- and post-lesson conferencing.
- The Lead CT will gather feedback from the other team members and be responsible for discussing it at the mid-semester conferences and the writing of the final report.
- The Lead CT will communicate with the field instructor and cluster leader the agreements and arrangements made within the team.
- In teams where there is more than one intern, each intern will have a Lead CT. The Lead CTs within the team will work out how the overall responsibilities will be carried out. In some cases, there may be "Co-Lead CTs".

The Teacher Education Liaison's (TEL's) Responsibilities

Teacher Education Liaisons are usually teachers (sometimes principals) who agree to help make the partnership between school and university successful, to assist CTs and field instructors in their work with interns, and to attend regular meetings with Program Personnel where they learn about, provide advice about, and sometimes make decisions for the teacher preparation program. They are a resource to tap for help in fostering effective communication and mentoring practices, and for advice on problem solving and communication.

Planning and Communication

- Attend meetings for TELs, and send a substitute if you are not available; keep current information about teacher education program on file (e.g., copies of assignments, memos), and gather information for program personnel as needed.
- Help to plan and conduct periodic meetings for collaborating teachers, focused on both procedural and substantive issues.
- Promote the development of a shared language that university and school personnel can use to speak more clearly about the goals, methods, parts and people of the teacher education program.
- Help with the placement of MSU juniors, seniors, and interns with collaborating teachers on schedules that work out for the MSU teacher candidates and the collaborating teachers. Communicate regularly with collaborating teachers about MSU students' responsibilities and expectations for course assignments and get collaborating teachers' feedback about those responsibilities and assignments.
- Provide assistance to course instructors in communicating about course content and field assignments, and collaborating teachers' questions about them. Get and communicate feedback on assignments and ideas about what students can do in schools in addition to course assignments.
- Communicate with field instructors about collaborating teachers' concerns and about MSU students' concerns that arise in the building. Assist the field instructor in organizing meetings (e.g., finding appropriate times, space) for CTs and interns.
- Communicate with the school's principal about the progress of teacher education in the school and about any issues and problems requiring the principal's attention or knowledge.
- Help establish and maintain a system for spending and accounting for field support funds including professional accounts.

- If the TEL does not wish to continue in the liaison role, notify the Program Director or Intern Coordinator in the spring and work with the principal and Intern Coordinator or Program Director to find a replacement for the following school year.

Supporting interns' learning and collaborating teachers' practice of teacher education

- Develop guidelines for problem solving with collaborating teachers and principal. As problems arise, work with teacher candidates, collaborating teachers, field instructors, course instructors and the principal, as needed, to solve them.
- Represent collaborating teachers and school staff in relations with the University, helping to assure that their perspectives are known when plans and decisions are made.
- Help interns and collaborating teachers to develop shared understandings about how they will work together in the year-long internship to support the intern's *learning* while teaching the class.
- Talk with collaborating teachers about the practice of teacher education in the school. Provide collaborating teachers with useful readings, e.g., on mentoring, on the content of the courses in the TE program.

The 800-Level Course Instructor's Responsibilities

The two 800-level courses offered each semester of the internship are designed to help interns recall, extend and apply prior studies in the teacher preparation program to their current classroom practices, so they are supported in developing standards-based practices in planning, teaching and assessment, and in becoming a successful and functioning member of the teaching profession.

The approved design of the program allocates to each 800-level course 30 hours of course time when interns meet with course instructors on campus, plus an average of 3 hours per week for field time that is complementary to the interns' classroom-based work (either within the classroom, the school, or in the community). Instructors provide suggestions for the use of the "field time" to interns, CTs and field instructors, who then work together to plan meaningful uses of that time.

Planning and communication

- Attend school cluster meetings to keep current information about course responsibilities and program events, and help plan and attend school cluster meetings with CTs.
- Provide clear written outlines to interns, CTs, field instructors, and TELs of course and classroom expectations, including suggestions for planning and "field time" associated

with the course, and facilitate communication between CTs and interns as needed to help interns fulfill expectations.

- Maintain regular communication with CTs and field instructors regarding course expectations and ongoing events (e.g., newsletter every few weeks). Respond to e-mail communication in a timely manner.
- Follow Elementary Program guidelines in the Course Instructor's Handbook regarding course and program development, teacher preparation program and university policies, working relationships with schools, and technology requirements.

Supporting interns' learning and collaborating teachers' practice of teacher education

- Provide timely feedback on lesson and unit plans in accordance with course schedule.
- Provide information to interns and CTs regarding standards-based practices in subject matter fields to help communicate expectations for the internship.
- Provide suggestions for locating teaching resources.
- Arrange to spend time in the schools where interns are teaching to learn about school curriculum and classroom practices and maintain communication with CTs and interns. Time available according to the course's instructional model is approximately 3 hours per week except during periods of Guided Lead Teaching (3 weeks in fall, and 6 weeks in spring).

Section 3: Mentoring Guide

The mentoring guide was developed collaboratively by several groups of people: collaborating teachers, teacher education liaisons (TEs), course instructors, field instructors and the coordination staff. Since it is a framework that is intended to *guide* collaborating teachers' and interns' work together--and not just a set of steps to follow--it is important that it be used *flexibly*. Participants will need to make adjustments and adaptations in relation to the professional learning needs of each intern, the district curriculum, resources available, and the learning needs of the children in the classroom. The complete mentoring guide can be found at the following link: <http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>

Across the internship year, course offerings and experiences in schools are designed to support interns in working to meet successfully a set of MSU Teacher Preparation Program Standards (<http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp>) that represent the knowledge, skills, commitments and dispositions that are needed to be an effective and responsible beginning teacher in today's schools (see section on Standards and Evaluation for elaboration of these standards). These standards include working within eight areas: (1) Employing a liberal education; (2) Teaching subject matter; (3) Working with students as individuals; (4) Organizing a class; (5) Using an equipped school room; (6) Joining a faculty and school; (7) Engaging guardians and community; and (8) Teacher as professional and reflective learners. The standards are discussed in greater detail later in this internship guide.

In practical terms, this means interns--with *ongoing support* from their collaborating teachers, field instructors, and course instructors--will work to develop what we are calling *Productive Habits of Practice*--ways of habitually thinking and acting that are consistent with the four program standards:

- Planning for instruction/teaching (resources, pacing, big picture, integration, assessment)
- Making adaptations and accommodations for differences among students
- Establishing and maintaining collaboration and communication
- Building an inclusive learning community (management, equity, safety)
- Promoting community/parent connections
- Participating in ongoing inquiry
- Engaging in portfolio development processes (professionalism, ongoing learning, reflection)

The support that is needed to develop *Productive Habits of Practice* will naturally vary according to the intern's professional learning needs and his/her classroom situation, and it will also vary according to the time of year.

As shown in the diagram below, this mentoring guide is intended to outline a set of suggested collaborative practices that help the intern:

Learning in the

Learning in 800-

Classroom and

Level Courses

School

become increasingly involved in and take responsibility for all aspects of planning,

teaching, and assessment

co-planning

co-teaching

observing

questioning

listening

discussing

reflective thinking

school involvement

TE 501/2

Seminars

unit planning

teaching

assessment

professional

development time

using knowledge

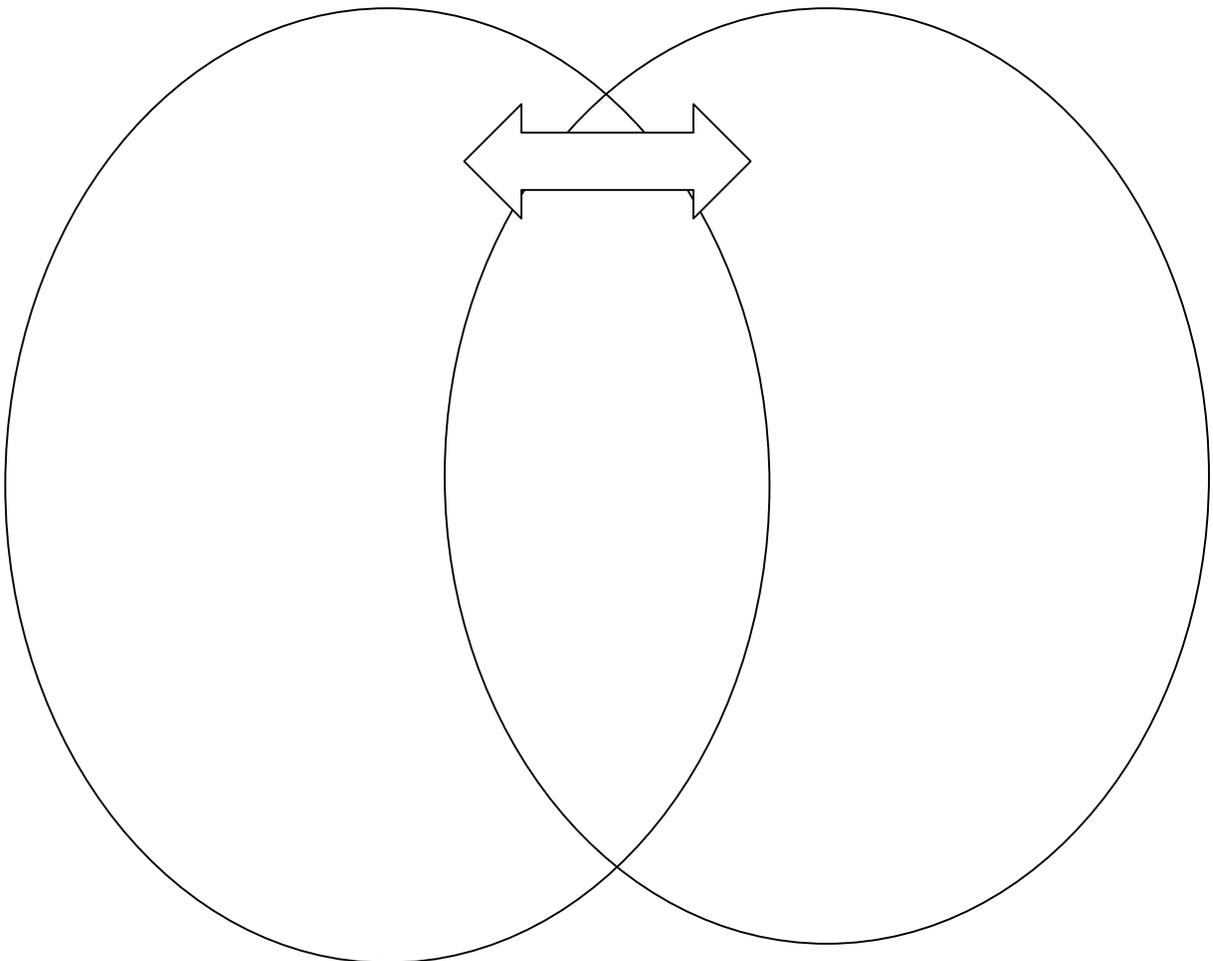
and skills learned

throughout the

program

- implement the approaches to teaching they have been learning about in their pre-internship course work
- make meaningful connections between in-school experiences and 800-level course work that is designed to build upon and extend pre-internship course work
- listening in a range of experiences that help them understand their professional roles and responsibilities and the role of inquiry and reflection in their professional learning.

Supporting Interns in Developing Productive Habits of Practice



Overview of Phases During the Internship

The year-long internship is organized in seven "phases" that represent different types of experiences and different types of support that will be needed to guide the intern's professional learning across the year. Below is an overview of the phases:

FALL SEMESTER 2009: Collaborative Unit Teaching

Phase One (Weeks 1 - 7)	Learning about the Classroom, Children and Curriculum
Phase Two (Weeks 8-14)	<u>Collaborative Unit Teaching in Mathematics and Literacy</u>
Phase Three: (Weeks 15-17)	Looking Back and Planning for the Future

SPRING SEMESTER 2010: Guided Lead Teaching

Phase Four: (Weeks 1 - 3)	Preparation for <u>Guided Lead Teaching</u>
Phase Five (Weeks 4 - 6)	Transition into <u>Guided Lead Teaching</u>
Phase Six (Weeks 7 - 12)	<u>Guided Lead Teaching</u>
Phase Seven (Weeks 13 - 17)	Phasing Out

In the pages that follow, each phase is described, followed by a chart that outlines key experiences for each phase. The items listed on the chart for each phase display the *Productive Habits of Practice* (left hand column) that interns will work toward developing across the year, and the corresponding experiences (middle column) that are designed to support their work toward the Program Standards through productive habits of practice. The right hand column is blank for CTs and interns to take notes.

The practices that are outlined in the *Mentoring Guide* are elaborated more fully, with examples, in the *Mentoring Practices* handbook.

(<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>).

Please note: The items on each chart are **not sequential**; instead they reflect an array of experiences that will take place **throughout each phase**.

Fall Semester: Collaborative Unit Teaching

Phase One

Learning about the Classroom, Children and the Curriculum

The beginning weeks of school set the tone for the rest of the year. The teacher and the students work together to become a learning community. Part of that effort requires establishing rules and routines for interaction in the classroom, learning about and building relationships with children, and offering meaningful learning opportunities. During the same time period, interns and their mentor teachers set the tone for their professional working relationship. That process includes making and following a carefully crafted plan for establishing the intern as a co-teacher in the classroom.

Also at the beginning of the year, the intern, collaborating teacher, field instructor and 800-level course instructors establish norms that enable them to work as a team--by building relationships, establishing agreements and routines for their interaction, and setting out a plan for the work of the intern to learn to teach and grow as a professional. This team--the CT, intern, field instructors and course instructors--should be deliberate, explicit, and specific about how they will work together.

Collaboration is an important way for two professionals to understand the thinking and reasoning behind the many decisions classroom teachers make throughout the day. Without close collaboration, a great deal of the mental work of teaching remains invisible, and novices are left on their own to make assumptions about the "hows" and "whys" of teaching. This **introductory phase** of the internship centers around collaborative work in establishing a learning community.

Making time to talk. The Phase One table below emphasizes that it is essential for collaborating teachers and interns to set regular times to talk, just as team teachers do. First, regular communication allows interns and collaborating teachers to avoid miscommunication and misunderstandings. Second, what is automatic and second nature for experienced teachers often is not obvious to interns. The more explicit collaborating teachers can be about the reasons why they do what they do, and the more they can help interns feel comfortable asking about those reasons, the more they can support the interns in learning to teach. Through regular conversation, collaborating teachers can 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.

Getting oriented to the classroom learning community. The Phase One table outlines several ways interns will become part of the classroom learning community. Starting the first week of school and continuing through September, interns should have the opportunity to do several

things. They will talk with their CTs about their classroom "vision" so interns understand the CT's expectations, goals, and curriculum for the year. They will assist, observe, and take notes about the opening days of school as a basis for studying the development of a classroom learning community, and be invited to collaborate in setting up the classroom. Interns will get to know the names of *all* students, spend some individual time with each student, and keep notes about students' interests, families, concerns, friends, and so on. If appropriate, interns may assist in beginning-of-year assessment tasks as well. CTs will help interns become familiar with guidelines for evaluating students' work and providing oral and written feedback. Interns will become familiar with curriculum materials and resources available within the classroom, and how the CT organizes them. So that children view the interns as a co-teacher, interns will study and take responsibility for at least one recurring classroom event and/or procedure (e.g., taking attendance, checking homework; reading aloud; calendar; lunch count). Under their CT's guidance, interns will also become involved in fostering parent communications, and help prepare for and participate in Open House.

Learning about the school and community. The Phase One table includes experiences that enable interns to learn about important resources outside the classroom, even before the first day that children report to school. They will meet the principal and school personnel (secretary, custodian, support staff) and attend faculty meetings and orientations. They will learn about the district's curriculum scope and sequence, preparation for the MEAP, and extra curricular activities. Additional orienting activities should include: a tour of the building; information about location of resources; training in use and care of equipment; information about procedures for dealing with emergencies, discipline, and abuse; and an introduction to special services and special education. CTs, TELs, field instructors, and principals in each building should work together to assure that interns are well informed about each of these areas.

Getting support from TE 501 seminars and field instructors. TE 501 seminars and individual interactions with the field instructor provide additional support to the intern in carrying out his/her multiple responsibilities and getting the year off to a solid start. The first seminar may be scheduled for up to 2 hours to get the year started. Typically, seminars are held for 60 - 90 minutes, and field instructors also mentor interns on an individual basis which includes debriefing after observations, providing support for lesson planning, or discussing other issues as needed between seminars. The TE 501/2 syllabus outlines several Opening Tasks that are designed to help interns gather information about the classroom, school and community (discussed above) as well as becoming acquainted with supports needed for special needs students. For instance, interns are asked to analyze the physical and emotional environment of their classroom, examine the use of time and conduct a mini-study of a child. These Opening Tasks will be discussed during TE 501 seminars during the beginning weeks of the fall semester. These structured experiences are designed to help interns "get inside the CT's head" to understand his/her thinking. These tasks also establish routines for reflection and dialogue that should occur throughout the year about planning and teaching. In addition, interns create a "sub folder" that contains essential information about the classroom structure so when they sub for their CT, they will be prepared to maintain classroom consistency.

Field instructors will also initiate contact to set up a 3-way planning meeting (among the CT, intern and field instructor) during the first few weeks of school. The first item of business is to

meet to plan specifically how the design for the internship will be implemented most productively for this particular intern and classroom context. The plans will focus on events leading up to the collaborative teaching period in the fall, taking into consideration the additional members of the relationship--the 800-level instructors--and their suggestions for the types of unit planning that should take place in math and literacy. The group should anticipate the topics that the intern may begin early to study, plan and prepare. They should also focus on how they will work together for the period up to the mid-semester assessment. The Curriculum Map, is a useful tool for this discussion (see Appendix B).

Co-planning and co-teaching in the early weeks of school. In the first weeks of school, collaborating teachers are likely to be engrossed in getting the class going at the beginning of the year. Co-planning during the early weeks of school will consist mainly of the CTs telling their plans to interns and finding ways to include interns in assisting and/or taking responsibility for some routines. That is valuable because it informs interns about CTs' thinking, and provides ways for the intern to be helpful. CTs can increase interns' guided participation in planning by delegating parts of the planning task (e.g., asking the intern to write a handout or compose a set of instructions; brainstorming together options for a lesson; gathering resources). Starting with these small beginnings, interns should be expected to write their plans thoroughly and specifically and discuss them with their CTs (and at scheduled times with field instructors) before they teach. Co-teaching during Phase One is likely to mean that CTs are doing most of the work of teaching, and that interns are helping out as needed, such as leading routines, copying material, offering suggestions about additional materials that fit with CTs' planned units, working with a small group, or working with individual students. That is valuable because having a teaching role or a supportive role in planning--even a small one--helps interns to view the classroom activity from a teacher's point of view. Over time, interns' part in both planning and teaching will grow gradually. See the *Mentoring Practices* link (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) for more on co-planning and co-teaching.

Connecting co-planning and co-teaching to TE 801 and TE 802 courses. The Phase One table also includes co-planning in literacy and math, so that interns are helped to make connections between their learning in the 800-level courses (which meet weekly on Thursdays) and planning for teaching. CTs and interns will discuss a year-long curriculum outline for their grade level in math and literacy to help interns understand how a given unit fits within a "big picture" (See Curriculum Map, Appendix B). Interns will observe and discuss the CTs' teaching in math and literacy in order to gather information for future planning (e.g., understand the CTs' teaching practices, get to know the children and their thinking, and learn about materials available).

- Unit 1 will be co-planned and co-taught, with collaborating teachers taking more of a lead in helping interns understand district curriculum requirements, and sharing resources, pre-assessment tasks, and teaching ideas. Interns and CTs will co-develop daily plans and assessment tasks, and discuss overall expectations for the unit. CTs will help interns identify a focus for reflection and inquiry, an important part of their professional growth.

- For Unit 2, the same process will be repeated, but this time interns will take the lead in planning, and will be supported by having ongoing conversations with their CTs and getting specific feedback on lesson plans.

The CT, field instructor, and intern should negotiate and make clear the specific expectations for what needs to be written down for unit planning so everyone has adequate access to the intern's thinking and so there is adequate time for the intern to revise plans prior to teaching. Course instructors' expectations for planning are a key part of this negotiation process, and field instructors can play a key role in helping interns adapt those expectations to their classroom situation. Also see “Supporting Teacher Education Courses” for more information.

Please Note: The table below outlines key experiences for Phase One. *These are not in sequential order--they represent an array of experiences to take place throughout Phase One.*

Phase One : Learning about the Classroom, Children, and the Curriculum

Productive Habits of Practice	Experiences Throughout Phase One: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase One
<p>Building an Inclusive Learning Community (Standards 4 & 5)</p> <ul style="list-style-type: none"> • Physical Space • Rules and Routines • Weekly Routines • Preparation of Materials • Transitions • Safety Issues 	<p>Invite intern to collaborate in setting up the classroom</p> <ul style="list-style-type: none"> • clarify intern's responsibilities • discuss thinking and reasoning behind classroom arrangement, arrangement of materials, etc. <p>Plan for intern's gradual participation in routines and managing the classroom</p> <ul style="list-style-type: none"> • intern works on Sub Folder (e.g., weekly schedule, sample lesson plan for routines) following TE 501 guidelines • intern does guided observations of CT's classroom management and routines, with debriefing to discuss CT's thinking and reasoning behind observed practices (some observations may include the field instructor) • intern begins teaching selected routines • intern gradually adds new routines as appropriate 	
<p>Planning for Instruction & Teaching: Unit Planning #1 (Standards 1 & 2)</p> <ul style="list-style-type: none"> • Math or Literacy Curriculum • Resources • Children as learners 	<p>Discuss year-long curriculum outline for your grade level</p> <p>Co-Planning of Unit 1 (literacy or math)</p> <ul style="list-style-type: none"> • intern does guided observations of CT in literacy/math (some observations may also include field instructor) • debriefing after observation of CT (and/or during lesson if appropriate) to discuss thinking and reasoning behind observed practices 	

<ul style="list-style-type: none"> • Activities & Tasks • Assessment 	<ul style="list-style-type: none"> • discussion of district curriculum • pre-assessment tasks and/or observation to identify learning needs • sharing of resources, tasks, activities • co-development of daily plans, clarifying intern and CT roles for planning and teaching • co-development of assessment tools • discuss expectations for the unit: visualize lessons, predict potential problems, anticipate student needs, prepare alternatives • identify focus for reflection and inquiry 	
<p align="center">Productive Habits of Practice</p>	<p align="center">Experiences Throughout Phase One: Helping Interns Meet Program Standards Through Productive Habits of Practice</p>	<p align="center">Notes on Phase One</p>
<p>Planning for Instruction & Teaching: Unit Planning #2 (Standards 1 & 2)</p> <ul style="list-style-type: none"> • Math or Literacy Curriculum • Resources • Children as learners • Activities & Tasks • Assessment 	<p>Intern takes the lead in planning Unit 2 (math or literacy)</p> <ul style="list-style-type: none"> • ongoing discussion with CT as unit develops • intern does guided observations of CT in math/literacy (some observations may include field instructor) • debriefing after observation of CT (and/or during lesson if appropriate) to discuss thinking and reasoning behind observed practices • learning about district curriculum and discussion of options for trying out ideas learned from course work • pre-assessment tasks and/or observation to identify learning needs • researching and locating resources • development of daily plans, clarifying intern and CT roles for teaching • development of assessment tools • discuss expectations for the unit: visualize lessons, predict potential problems, anticipate student needs, prepare alternatives • discuss management strategies needed for different participation structures (e.g., whole group, small group, pairs) • identify focus for reflection and inquiry 	
<p>Making Adaptations and Accommodations for Differences Among Students (Standard 3)</p> <ul style="list-style-type: none"> • Range of "differences" in current classroom • Viewing "difference" as a resource • Options for addressing differences 	<p>Discuss guidelines for evaluating students' work and providing oral and written feedback Mini Child Study for TE 501</p>	

(Phase One Continued)

Productive Habits of Practice	Experiences Throughout Phase One: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase One
<p>Promoting Community & Parent Connections (Standard 7)</p> <ul style="list-style-type: none"> • Importance of regular communication with families • Effective ways to communicate 	<p>Collaborate in fostering parent communication</p> <p>Discuss intern's responsibilities for and participation in Open House</p>	
<p>Establishing & Maintaining Collaboration and Communication (Standards 6 & 8)</p> <ul style="list-style-type: none"> • Working collaboratively as a professional • Understanding communication needs 	<p>Create a welcoming environment for intern and discuss explicitly how space will be shared in the classroom, intern's access to CT's materials, care and use of resources</p> <p>Plan for ongoing collaboration and communication throughout each day (e.g., regular meeting time, journal writing, phone calls)</p> <p>Intern and CT have regular meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how communication is going:</p> <ul style="list-style-type: none"> • Is the intern asking questions? • Is the intern taking initiative? Is CT helping intern understand opportunities for participation? • discussion of roles, responsibilities, and readiness as intern develops readiness to eventually serve as CT's substitute teacher • discuss and plan for 800-level course expectations for in-school Professional Development time <p>Before first day of school, work with principal, field instructor, 801/3 (Professional Roles) Course Instructors to help intern understand building approaches to issues and resources such as:</p> <ul style="list-style-type: none"> • tour of building and location of resources • use and care of equipment (photocopier, A-V, computers) • secretary, custodian, support staff • preparation for the MEAP • curriculum scope and sequence • special services and special education • extra curricular activities • procedures for emergencies, discipline, abuse 	

Phase Two

Collaborative Unit Teaching in Mathematics and Literacy

This **phase** escalates the intern's involvement in the classroom, with the intern taking on increased responsibility for participating in and managing routines in the classroom. **Interns are in the classroom five days per week during the collaborative teaching period**, and then return to the pattern of attending classes on Thursdays during the remainder of the semester.

Collaborative unit teaching. Co-teaching as indicated in the Phase 2 table below, means that the intern takes the lead in teaching units in math and literacy, the CT continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. That is, the CT and intern work with the class simultaneously, see and hear each other work with the children, try together to work toward agreed-upon goals (established during co-planning), and thus have a basis for conversation about their joint professional practice that they could obtain in no other way. That combination of working and talking together can be highly fruitful for the intern. See the “Mentoring Practices” section of this guide for more on co-teaching.

Throughout co-teaching, it is important for the intern and CT to *balance their teaching and talking about their teaching* in ways that are not intrusive in the classroom, but that do help the intern and CT understand one another’s moves. It is also important for them to *be explicit* about when and how they will shift roles from being observer and helper to taking on more instructional responsibility.

The following are examples of different forms of “co-teaching” that CTs and interns might find appropriate to suit different needs at different times (adapted from Marilyn Friend, 1994: Co-Teaching: Principles, Practices, and Pragmatics) (also see *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>):

- **One teaches, one observes students:** This allows both teachers to learn more about students and how they are responding to a lesson and understanding the content. Teachers decide in advance what information should be gathered and agree on a system for collecting information. Afterward, the teachers analyze the information together.
- **Parallel teaching:** The teachers are both teaching the same lesson, but they divide the class group and do so simultaneously, which decreases group size and increases the teachers’ opportunities for interactions with children.
- **One teaches, one circulates:** One teacher maintains primary responsibility for teaching while the other circulates throughout the room providing assistance to students as needed. Debriefing can provide valuable information for the primary teacher about questions and issues that were raised by students.
- **Center teaching:** Teachers divide content and students; each teacher teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “center” could require that students work independently.

- **Alternative teaching:** When some students fail to understand a concept or skill as it is presented, this approach allows for re-teaching to some students. One teacher works with a small group that needs re-teaching while the other provides enrichment or alternative activities to the rest of the class.
- **Team teaching:** Both teachers deliver the same instruction together. One may model while the other one speaks, one may demonstrate while the other explains, the teachers may role play, or they may simply take turns conducting the lesson.

The CT and intern will agree upon specific guided observations of the intern's teaching to be done by the CT. The Feedback Framework can be used to discuss a specific focus for the observation and whether or not written feedback is appropriate (see *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) for more information about these activities). The CT and field instructor may also discuss ways to coordinate the areas of focus each will concentrate on so that, over time, the intern receives feedback across a variety of areas.

Participating in assessment, parent communication and parent conferences. As a natural part of co-planning and co-teaching, the Phase 2 table below indicates that interns will be involved in assessment of student participation and learning. CTs should also share with interns their approaches to ongoing assessment that become important sources of information for conducting parent conferences. As appropriate, the intern may help prepare for parent conferences, and should participate as appropriate in the actual conferences. This is a valuable experience for the more active role interns will play during spring parent conferences. In addition, with guidance from their CT, interns become increasingly involved in communicating with parents (in person, in writing, by telephone) regarding a variety of topics (e.g., classroom management issues, student progress, upcoming classroom events).

Initiating portfolio processes. In TE 501, field instructors will be working with interns to understand the purpose and value of creating a professional portfolio, a collection of carefully selected artifacts that represent an intern's progress and accomplishments in learning to teach (see "Supporting Portfolio Development" in the *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>)). Interns will share their portfolios at the end-of-year Intern Convocation, but it is not just an object to quickly create at the end of the year. When the creation of the portfolio is viewed as *professional development processes* which include reading, writing, thinking, interacting and demonstrating, it has the potential to become a series of meaningful learning experiences over time. Nevertheless, novices may not be aware of the value of collecting and reflecting on particular artifacts that could represent their own professional growth over time, and therefore benefit greatly from discussions about potential items with their CTs, colleagues and field instructors. Since CTs are present and actively involved in collaborative unit teaching, they can be especially helpful in advising their interns regarding what might count as evidence of the intern's standards-based teaching and students' classroom learning (e.g., use of a particular assessment tool; samples of student work that represent their learning; observation notes from a classroom discussion). These same discussions also have the potential to help interns and CTs

reflect on whether and how the goals for unit teaching were met. The *documentation cover letter* in the *Mentoring Practices document* (<http://education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) contains a sample cover letter interns may use as a model to obtain permission to begin collecting examples from their classroom teaching.

The mid-semester assessment conference and Professional Learning Plan. A growth-oriented mid-semester conference among the intern, CT and field instructor should be held during the 8th or 9th week of the semester. The intern, CT and field instructor each come to the conference with the "Assessment of Intern Progress: A Tool for Discussion" filled out (see "Mid-Term Assessment" in *Standards and Assessment*, <http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp>). This document is based on the Teacher Preparation Program Standards (<http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp>), and is intended to foster discussion of the interns' progression toward each standard, using specific examples. The same form should be used at the end of the semester in order to track the interns' progress and during the spring semester mid-term conference to discuss the intern's growth over time. The conference itself should be conducted in ways that help interns to evaluate their practice honestly and to plan their growth as teachers. During the fall mid-semester assessment, the focus is on the extent to which the intern is making progress that is reasonable to expect of a beginning teacher with 10 - 11 weeks of gradually increasing experience as a teacher. The mid-term conference should help the intern target areas for further work during collaborative unit teaching.

Following the conference, the intern will develop a Professional Learning Plan (explained on the *Assessment and Policies*, <http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp>) to identify strengths and weaknesses with respect to the MSU Program Standards, goals for improvement, and a plan of action to achieve those goals. The plan will incorporate specific actions to be taken by the intern, field instructor and/or course instructor from that point until the end of the semester.

Course meetings resume after three weeks of full-time classroom work. TE 801 and TE 802 meetings are suspended during the beginning weeks of collaborative unit teaching so that interns may concentrate fully on their work in the school. When the courses resume meeting, interns likely will need some adjustments in their duties at school so that they can resume their attention to those courses. Those adjustments will be easiest to make if the intern and CT have been co-planning and co-teaching as suggested. See "Supporting Teacher Education Course Work" in *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) for more information about supporting course work.

Interns might have gained enough confidence and skill that they can continue to hold the same lead planning and teaching responsibilities as they held during the collaborative unit teaching. However, that should not simply be assumed, nor should it be viewed as a weakness on the intern's part if that is not appropriate for the intern's learning needs. *Interns might need to shift some lead responsibility back to CTs in order to attend adequately to the courses.*

Even if interns continue much the same lead planning and teaching responsibilities, they will be attending course meetings on Thursdays. Further, they are likely to need some other time during the week to pursue projects for those courses. Interns' professional course work is viewed as an *integral part* of their professional learning, not as a separate "add on." A rich professional culture includes learning through further study and inquiry. Recall that "field" time averaging about 3 hours per week is available to each of the two courses, that course instructors should have notified CTs about the uses to be made of that time, and that CTs help coordinate the use of interns' time Monday, Tuesday, Wednesday and Friday.

Productive Habits of Practice	Experiences Throughout Phase Two: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Two
<p>Building an Inclusive Learning Community (Standards 4 & 5)</p>	<p>Continue participating in routines and managing the classroom</p> <ul style="list-style-type: none"> • discuss how children are settling into routines, and possible adjustments needed • discuss accommodations and adaptations for differences in approaches to classroom management • discuss safety issues • intern finishes Sub Folder following TE 501 guidelines 	
<p>Planning for Instruction & Teaching: Unit #1 (Standards 1 & 2)</p> <p>Participating in Ongoing Inquiry (Standard 8)</p> <p>Engaging in Portfolio Development Processes (Standard 8)</p>	<p>Co-Teach Unit 1 (math or literacy)</p> <ul style="list-style-type: none"> • variety of forms of co-teaching, appropriate to unit and intern's learning. (See suggestions in Mathematics and Literacy Collaborative Teaching) <p>Guided observations of intern's teaching (See <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf))</p> <ul style="list-style-type: none"> • provide a range of written feedback (e.g., scripting lesson, identifying strengths and problem areas, looking for patterns during classroom interaction, charting classroom movement) • debriefing of teaching after lessons (during lessons if appropriate) • discussion of classroom management • discussion of ongoing assessment and needs for accommodations and adaptations for differences • discussion of summative assessment • use open-ended questions and conversation to help intern identify strengths, pinpoint problems and discover solutions • model own thinking about how to approach and solve problems • help intern to formulate his/her own questions <p>Intern does selected guided observations of CT's teaching as appropriate to make connections with</p>	

	<p>his/her own practices (some observations may include field instructor)</p> <p>Advise intern on collection of potential artifacts for portfolio (see <i>Standards and Assessment</i> http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp)</p> <p>What counts as evidence of intern's standards-based teaching and students' classroom learning?</p>	
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(Phase Two Cont.)

Productive Habits of Practice	Experiences Throughout Phase Two: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Two
<p>Planning for Instruction & Teaching: Unit #2 (Standards 1 & 2)</p> <p>Participating in Ongoing Inquiry (Standard 8)</p> <p>Engaging in Portfolio Development Processes (Standard 8)</p>	<p>Intern takes the lead in teaching Unit 2 (math or literacy)</p> <ul style="list-style-type: none"> • variety of forms of co-teaching, appropriate to unit and intern's learning. <p>Guided observations of intern's teaching (see "Focused Observations and Debriefing" in <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf))</p> <p>Advise intern on collection of potential artifacts for portfolio (see <i>Standards and Assessment</i> http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp)</p> <p>What counts as evidence of intern's standards-based teaching and students' classroom learning?</p>	
Productive Habits of Practice	Experiences Throughout Phase Two: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Two
<p>Making Adaptations and Accommodations for Differences Among Students (Standard 3)</p> <p>Promoting Community & Parent Connections (Standard 7)</p>	<p>Intern works with CT to prepare for and attend Parent-Teacher Conferences</p>	
<p>Establishing & Maintaining Collaboration and Communication (Standards 6 & 8)</p>	<p>Ongoing collaboration and communication throughout the day</p> <p>Intern and CT continue to have regular meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how</p>	

	<p>communication is going</p> <ul style="list-style-type: none"> • Is the intern taking initiative? Is CT helping intern understand opportunities for participation? <p>Mid-semester assessment conferences (CT, intern, field instructor) take place, followed by the intern's development of a Professional Learning Plan to guide his/her learning throughout the remainder of the semester (see <i>Standards and Assessment</i></p> <p>http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp)</p>	
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Phase Three

Looking Back and Planning for the Future

This **phase** is a time for the intern to reflect on the past several weeks of classroom participation, make connections between course work and classroom experiences, and initiate planning for the upcoming spring semester. It is *not* a "down time" as a busy semester comes to a close.

Participating in ongoing inquiry and portfolio processes. As shown in the Phase 3 table below, interns continue to have planned, focused classroom participation, and CTs and the field instructor help the intern reflect on and learn from the co-planning and co-teaching (see *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) on “Coaching and Scaffolding”, and “Fostering Reflection”). The goals set and specific action plans developed for the Professional Learning Plan (see *Assessment Policy page*, <http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp>) following the mid-semester conference will guide some of the work done during this phase. Discussion of potential artifacts for the Professional Portfolio with CTs and in TE 501 seminars provides one way for interns to take stock of their own progress in working toward the MSU Teacher Preparation Program Standards and of the learning fostered within the classroom. Reflecting back should include careful consideration of ways in which appropriate adaptations and accommodations for differences among students were made, such that the learning of *all* students was actively supported.

Building an inclusive learning community. In TE 501 seminars, interns revisit classroom management issues in relation to their own teaching and ways in which rules and routines may have changed as the school year progresses. It may be appropriate for the intern to arrange to visit other classrooms to make note of management approaches, transitions, room arrangements, and organization of resources. This is also a good time to review ideas from TE 301 regarding classroom management that the intern now has an opportunity to implement to improve his/her approaches to management.

End-of-semester assessment conference and the Professional Learning Plan. During the last two weeks of the semester, an assessment conference among the intern, CT and field instructor should be scheduled that emphasizes progress made and areas for further growth. This is also an occasion to look back on progress made in teaching math and literacy and identify topics for social studies and science unit planning. The intern uses information from this conference to identify areas for spring semester planning and to develop a written Professional Learning Plan that sets goals and concrete tasks for work in targeted areas. The plan can then be used to guide the intern's classroom work during spring semester.

Winter break schedules. Interns should follow the school's schedule around the new year, working in the school until the school's last day before the winter break, and returning on the school's first day back.

Productive Habits of Practice	Experiences Throughout Phase Three: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Three
Building an Inclusive Learning Community (Standards 4 & 5)	Continue participating in routines and managing the classroom <ul style="list-style-type: none"> • revisit rules and routines: How have they changed? Why? How have students changed? What has been changed, modified, or become more complex? What has become internalized for students? • planning for additional or revised rules and routines for lead teaching • observe in other classroom(s), noting management, transitions, room arrangements, organization of resources 	
Planning for Instruction & Teaching (Standard 1 & 2) Participating in Ongoing Inquiry (Standard 8) Engaging in Portfolio Development (Standard 8)	Continue co-planning and co-teaching, appropriate to subject area and intern's individual development Support intern in making key connections between classroom teaching and 800-level course assignments (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf)) “Supporting Teacher Education Courses” Discuss topics for science and social studies unit planning (for spring semester) Discuss potential portfolio items collected during Unit Teaching (see <i>Mentoring Practices</i> , “Supporting Portfolio Development”)	
Making Adaptations and Accommodations	Identify issues to consider in planning for lead	

<p>for Differences Among Students (Standard 3)</p> <p>Promoting Community & Parent Connections (Standard 7)</p>	<p>teaching</p> <p>Discuss ways to increase interns' communication with parents</p>	
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(Phase Three Cont.)

<p>Productive Habits of Practice</p>	<p>Experiences Throughout Phase Three: Helping Interns Meet Program Standards Through Productive Habits of Practice</p>	<p>Notes on Phase Three</p>
<p>Establishing & Maintaining Collaboration and Communication (Standards 6 & 8)</p>	<p>Ongoing collaboration and communication throughout the day</p> <p>Intern and CT continue to have regular meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how communication is going</p> <ul style="list-style-type: none"> • discuss and plan for 800-level course expectations for in-school Professional Development time (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf “Supporting Teacher Education Courses”)) • review intern's interactions with building principal and discuss optimal time(s) for principal observations during Spring semester <p>Clarify understandings and responsibilities in preparation for lead teaching</p> <p>End-of-semester assessment conferences (intern, CT, field instructor); intern develops Professional Learning Plan</p>	

Spring Semester: Guided Lead Teaching

Phase Four

Preparation for Guided Lead Teaching

During this phase, the intern is **in the classroom 4 days per week** and **attends 800-level courses one day per week** (classes meet on Thursday, except for the first week of classes when classes will meet both Thursday and Friday) in order to prepare for increased teaching responsibilities during guided lead teaching (phases 5 & 6).

Balancing preparation for guided lead teaching and continued classroom participation.

During this time period, it is important for the intern and CT to find reasonable ways for the intern to continue to participate *actively* in the learning community while CTs also provide strategic support for interns as they prepare for guided lead teaching. This means finding an appropriate balance between the intern's classroom participation and preparation for the future and recognizing the time demands placed on interns by classroom and course requirements.

"*Guiding*" means helping the intern in unit planning for social studies and science, the focus of TE 803 and TE 804. Also building upon fall experiences in co-planning and co-teaching units in math and literacy, CTs support their intern in planning in those areas as well. These forms of support include:

- sharing of resources
- reading drafts of plans and making suggestions
- talking about particular students' learning needs
- helping the intern anticipate potential classroom management challenges

At this stage of their professional learning, interns benefit from their CT's active curiosity about what they are thinking and planning, and strategic support in areas where interns need it.

The CT, field instructor, and intern should negotiate and make clear the specific expectations for what needs to be written for unit planning so everyone has adequate access to the intern's thinking and so there is adequate time for the intern to revise plans prior to teaching. Course instructors' expectations for planning are a key part of this negotiation process, and field instructors can play a key role in helping interns adapt those expectations to their classroom situation.

Building an inclusive learning community. As a matter of course, some CTs make specific changes in rules and routines as they make the transition back to school after the winter break. Any changes in rules and routines, or expectations for students, should be discussed specifically

with interns, who may not understand the rationale for such changes. It is also important for CTs and interns to have clear expectations regarding approaches to management that interns will implement during guided lead teaching. If the intern has suggestions about possible changes in rules or routines, these ideas need to be discussed thoroughly with the CT.

Fostering key linkages between the classroom and course work. The time for attending courses during January is intended to help the interns recall, extend, and apply their previous studies to their teaching practice. The 400-level courses' introduction to teaching math and literacy was carried forward in TE 801 (math) and TE 802 (literacy) during fall semester. Likewise, The 400-level introduction to teaching science and social studies carried forward in TE 803 (social studies) and TE 804 (science). Please see the *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>), "Supporting Teacher Education Courses" for more information about 800-level courses.

CTs can help interns make connections between their course work and classroom participation by discussing how the main ideas in the Michigan Curriculum Framework and the district curriculum get translated into unit and lesson plans that are carried out in the classroom. They also should spend time talking with their intern about the knowledge and skills children at their grade level bring to the classroom, to help the intern make judgments about developmentally appropriate unit and lesson plans.

Productive Habits of Practice	Experiences Throughout Phase Four: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Four
Building an Inclusive Learning Community (Standards 4 & 5)	Continue participating in routines and managing the classroom <ul style="list-style-type: none"> • plan for additional or revised rules and routines for guided lead teaching • plan for making transitions across the day • discuss classroom management system intern will use during guided lead teaching 	
Productive Habits of Practice	Experiences Throughout Phase Four: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Four
Planning for Instruction & Teaching (Standards 1 & 2) Participating in Ongoing Inquiry (Standard 8) Engaging in Portfolio Development (Standard 8)	Continue co-teaching and ongoing planning, appropriate to subject area and intern's preparation for lead teaching (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf), "Coaching and Scaffolding") Discuss science and social studies plans for guided lead teaching: <ul style="list-style-type: none"> • pre-assessment tasks and/or observation to identify learning needs • researching and locating resources • development of daily plans, clarifying intern and CT roles 	

	<ul style="list-style-type: none"> • development of assessment tools and accommodations and adaptations for differences • management strategies needed for different participation structures (e.g., whole group, small group, pairs) • discuss expectations for the unit: visualize lessons, predict potential problems, anticipate student needs, prepare alternatives • identify focus for reflection and inquiry <p>Continue math and literacy planning for guided lead teaching, building upon first semester planning process as above</p> <p>Advise intern about potential portfolio items to be collected during lead teaching (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf “Supporting Portfolio Development”))</p>	
<p>Productive Habits of Practice</p>	<p>Experiences Throughout Phase Four: Helping Interns Meet Program Standards Through Productive Habits of Practice</p>	<p>Notes on Phase Four</p>
<p>Making Adaptations and Accommodations for Differences Among Students (Standard 3)</p> <p>Promoting Community & Parent Connections (Standard 7)</p>	<p>Discuss plans for guided lead teaching in relation to adaptations and accommodations, including role CT and other support staff will play during phases 5 and 6</p> <p>Discuss plans for interns' communication with parents and involvement in written progress reports (if applicable)</p>	
<p>Establishing and Maintaining Collaboration and Communication (Standards 6 & 8)</p>	<p>Ongoing collaboration and communication throughout the day</p> <p>Intern and CT continue to have meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how communication is going</p> <ul style="list-style-type: none"> • clarify understandings and responsibilities in preparation for lead teaching • discuss and plan for 800-level course expectations for in-school Professional Development time (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf “Supporting Teacher Education Courses”)) • review intern's interactions with building principal and plan optimal time(s) for 	

	<p>principal observations during lead teaching; intern contacts principal and makes arrangements</p> <p>Intern follows Professional Learning Plan http://education.msu.edu/te/elementary/pdf/Professional-Learning-Plan-Intern.pdf</p>	
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Phase Five

Transition into Guided Lead Teaching

During this phase interns *gradually increase* teaching responsibilities according to a plan that fits the classroom curriculum and the intern's learning needs. *Interns should not begin teaching science or social studies units until they have been reviewed by their course instructors and CT.*

Making a successful transition into guided lead teaching. The CT's active support during the transition into guided lead teaching can play a key part in assuring the intern's success. Like the fall semester collaborative unit teaching, this time period is not about "taking turns" but about shifting who is "taking the lead." Guided lead teaching is another phase in the working relationship among the intern, collaborating teacher, field instructor, and course instructor. Like other phases, this one is more likely to succeed if everyone involved discusses specifically how to go about it. As the intern takes on more teaching responsibility, the CT takes on more responsibility for observing, coaching and giving oral and written feedback on the intern's teaching (see *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) on "Coaching and Scaffolding" and "Fostering Reflection"). Observations may focus on areas targeted in the intern's Professional Learning Plan, or they may focus on areas that the intern wants to try out and get feedback on as s/he eases into full-time teaching (see *Mentoring Practices* section on "Focused Observations and Debriefing" and "Providing Written Feedback").

Building an inclusive learning community. During this time period the CT helps the intern work on making smooth transitions between lessons and reflecting on how well the classroom management system is working. The CT and intern discuss specific ways in which the intern will take on full responsibility for management, and the type of support that may still be needed from the CT to assure the intern's success.

Engagement in portfolio processes. Once guided lead teaching gets into full swing, the intern will confront multiple time demands that will make it difficult to focus on selection of portfolio items. Focused discussion and strategic planning--in advance--regarding the types of items the intern intends to collect can ease the strain. CTs and field instructors can help interns think about which artifacts should count as evidence of standards-based teaching and student engagement and learning, and identify approaches to collecting them that fit with the natural rhythm of the

school day. That might mean, for example, taking 15 minutes at the end of each day to photocopy items, making folders for saving student work, or it could mean making sure the CT takes digital photos of particular classroom events while the intern is teaching.

Planning for the principal's classroom observation. Because principals have busy schedules and many demands on their time, interns need to take responsibility for arranging with them, well in advance, for any observations they want done during their guided lead teaching. Principals do not feel comfortable writing letters of recommendation for interns whose teaching they have not observed.

Productive Habits of Practice	Experiences Throughout Phase Five: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Five
Building an Inclusive Learning Community (Standards 4 & 5)	Continue participation in routines and managing the classroom <ul style="list-style-type: none"> • discuss how rules and routines are working as intern increases teaching responsibilities • discuss ways to attend to transitions as intern increases teaching responsibilities • discuss how well classroom management system is working and discuss revisions as needed 	
Planning for Instruction & Teaching (Standards 1 & 2) Participating in Ongoing Inquiry (Standard 8) Engaging in Portfolio Development (Standard 8)	Co-teaching and ongoing planning, appropriate to subject area and intern's transition into lead teaching CT does focused observations (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf) on "Focused Observations and Debriefing") Advise intern as s/he collects potential portfolio items (see <i>Mentoring Practices</i> "Supporting Portfolio Development"): What counts as evidence of intern's standards-based teaching and students' classroom learning?	
Making Adaptations and Accommodations for Differences Among Students (Standard 3) Promoting Community & Parent Connections	Discuss effectiveness of adaptations and accommodations for differences and revise as needed Discuss needs for communication with parents	

(Standard 7)		
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Phase Six

Guided Lead Teaching

During this phase the intern is in the classroom full time, and takes on increasing responsibility for full-time teaching. This means the intern bears the lead responsibility for most subjects on most days. Exactly when the full-time responsibility occurs and how many weeks it entails *varies according to interns' learning needs*, as agreed upon by the CT, intern and field instructor. Interns should not begin teaching science and social studies units until they have been reviewed by the course instructors and the CT. That is why phase 6 overlaps with the "transition" phase that precedes it.

Guiding the intern's growth and development. During this phase the intern takes leadership for planning and instruction, with the CT continuing to mentor through written and oral feedback. The intern should also have some experience teaching when the CT is out of the classroom (see *Mentoring Practices* <http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>) on “Coaching and Scaffolding” and “Focused Observations and Debriefing”). Building upon the fall semester co-teaching experiences, the CT and intern can decide how to make best use of having two teachers present in the classroom. Through careful planning and consideration, the two teachers take on various forms of co-teaching in relation to the children's learning needs and the type of support needed by the intern (see section on *Mentoring Practices* for more discussion of “Co-Teaching”).

Using the Feedback Framework, the intern and CT also work together to target particular areas of focus and vary the purposes of observations over time, consulting with the field instructor about respective roles in supporting the intern's planning and teaching (see "Focused Observations and Debriefing" in the *Mentoring Practices*, <http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>). *Establishing regular times for debriefing observations* are critical to helping the intern learn in and from his/her practice. For example, the intern may want additional assistance from the CT or course instructor in leading guided reading lessons, and request that the field instructor or course instructor target observations in math. In addition to discussing student progress and appropriate adaptations and accommodations, CTs use open-ended questions to help the intern identify strengths, pinpoint problems, and discover solutions. They model their own thinking about how to approach and solve problems, and help the intern formulate his/her own questions.

Mid-term assessment conferences and the Professional Learning Plan. About week 8 of the semester, the mid-semester conference is held among the CT, intern and field instructor (see *Standards and Assessment* section “Mid-Term Assessment”). All participants bring an updated copy of the *Assessment of Intern Progress: A Tool for Discussion* to the conference, with

notations of how the intern's teaching has grown and changed over time. This is an occasion to talk about how things are going, and to target areas for the intern to work on--with the active support of the CT and field instructor--during guided lead teaching. Following the conference, the intern develops an updated version of the Professional Learning Plan that includes goals for further work and specific action plans for working toward those goals. Specific forms of support needed from the CT and field instructor are also identified.

Preparation for and participation in parent conferences. Building on the fall semester experience, the CT and intern discuss the intern's specific responsibilities for preparing for and leading parent conferences. After conferences are held, debriefing is an important way for the intern to reflect on and learn from the experience.

As the guided lead teaching time period comes to a close, the CT and intern agree upon a gradual decrease in planning and teaching responsibilities for the intern.

Productive Habits of Practice	Experiences Throughout Phase Six: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Six
Building an Inclusive Learning Community (Standards 4 & 5)	Continue participating in routines and managing the classroom	
Planning for Instruction & Teaching (Standards 1 & 2) Participating in Ongoing Inquiry (Standard 8) Engaging in Portfolio Development (Standard 8)	Co-teaching and ongoing planning, appropriate to subject area and intern's learning CT does focused observations (see <i>Mentoring Practices</i> section on "Focused Observations") Intern does at least one week of "solo" teaching Advise intern as s/he collects potential portfolio items (see <i>Mentoring Practices</i> section on "Supporting Portfolio Development"): What counts as evidence of intern's standards-based teaching and students' classroom learning?	
Making Adaptations and Accommodations for Differences Among Students (Standard 3) Promoting Community & Parent Connections (Standard 7)	Continue discussing adaptations and accommodations as needed Continue parent communication Intern and CT discuss intern's responsibilities for preparing for and leading parent conferences; debrief after parent conferences are held	

(Phase Six Cont.)

Productive Habits of Practice	Experiences Throughout Phase Six: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Six
Establishing and Maintaining Collaboration and Communication (Standards 6 & 8)	<p>Ongoing collaboration and communication throughout the day</p> <p>Intern and CT continue to have regular meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how communication is going</p> <p>About week 8, hold mid-semester assessment conferences (CT, intern, field instructor) to plan for further support during lead teaching</p> <p>Intern develops and follows Professional Learning Plan</p>	

Phase Seven

Phasing Out

The intern participates in the classroom four days per week and attends TE 803 and TE 804 classes on Thursdays during this phase. After an intense and demanding year, it might be tempting for both the intern and CT to shift their attention away from the intern's learning and simply "be done with it all." But experience has shown that, with careful collaboration and specific planning, these four remaining weeks of the internship can be extremely productive for the intern's learning and providing valuable reflection experiences.

Trading the lead and following the Professional Learning Plan. While interns and CTs continue to co-teach, they also plan ways for the intern to "phase out" of taking lead responsibility, while still remaining an active participant in the learning community. Interns also follow their Professional Learning Plan, which gives them important opportunities to target specific areas that still need attention while they are not facing the demands of full-time teaching. These are valuable weeks for observing in other classrooms, trying out yet one more teaching idea, taking stock and identifying target areas for further growth.

Supporting the 800-level course work. Once interns have successfully faced the multiple challenges of Guided Lead Teaching, they may need support from CTs and field instructors in thinking through the logistics of balancing the demands of active classroom involvement and working on course assignments. Many CTs have found that it is very helpful to their interns when they help them see how the assignments are structured to help them *reflect on and learn from their classroom teaching*, and are not merely a separate work load that is "added on" at the end of a busy year. See *Mentoring Practices* (<http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>)

Engaging in portfolio development. Also during this time period, interns get advice from CTs about making final selections of portfolio items and writing commentary that helps those who are not connected to the classroom understand the significance of particular items, while also engaging in similar conversations with their colleagues during TE 502 seminars (see *Mentoring Practices*, <http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf>, on “Supporting Portfolio Development”). Conversations with CTs regarding evidence of student learning can help interns deepen their understandings about what was accomplished during guided lead teaching. CTs can also give advice about effective ways to organize and represent professional accomplishments. Such conversations help the intern not only produce a visible product of which they feel proud, but guide the intern in reflection about internship experiences. Portfolios are shared at the Intern Convocation, an occasion to celebrate the interns' accomplishments and extend a formal welcome into the teaching profession.

End-of-semester conferences and writing of Final Reports. The end-of-semester conference among CTs, interns and field instructors is held at about week 15 or 16 of the spring semester. At this conference, participants assess how well the intern has met the MSU Teacher Preparation Program Standards, and identify areas for continued growth beyond the internship year. Interns also work with CTs in late March and early April to identify topics that should be discussed in their Final Reports (<http://education.msu.edu/te/elementary/pdf/Final-Report-Guidelines.pdf>) and provide the CT with specific examples that will help illustrate their current teaching abilities and their major accomplishments.

Productive Habits of Practice	Experiences Throughout Phase Seven: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Seven
Building an Inclusive Learning Community (Standards 4 & 5)	Review Routines and Managing the Classroom <ul style="list-style-type: none"> • review rules and routines and talk about areas intern still needs to work on during remaining weeks • as needed, have intern observe in other classrooms for additional ideas in developing own management plan 	
Planning for Instruction & Teaching (Standards 1 & 2) Participating in Ongoing Inquiry (Standard 8) Engaging in Portfolio Development (Standard 8)	Identify areas for continued co-teaching, appropriate to phasing out Support intern in making key connections between classroom teaching and 800-level course assignments (see <i>Mentoring Practices</i> (http://www.education.msu.edu/te/elementary/pdf/mentoring-practices.pdf) on “Supporting Teacher Education Courses”). Advise intern as s/he completes selection of portfolio items, writes commentary, organizes into portfolio (see <i>Mentoring Practices</i> on “Supporting Portfolio Development”): What counts as evidence of intern's standards-based teaching and students' classroom learning? What are effective ways to organize and	

	represent professional accomplishments?	
Making Adaptations and Accommodations for Differences Among Students (Standard 3) Promoting Connections (Standard 7)	Reflect on effectiveness of adaptations and accommodations during lead teaching Reflect on interns' communication with parents across lead teaching	
Productive Habits of Practice	Experiences Throughout Phase Seven: Helping Interns Meet Program Standards Through Productive Habits of Practice	Notes on Phase Seven
Establishing and Maintaining Collaboration and Communication (Standards 6 & 8)	Ongoing collaboration and communication throughout the day Intern and CT continue to have regular meetings (at least weekly) to discuss responsibilities, key events, working relationship, and how communication is going Intern follows Professional Learning Plan End-of-semester assessment conferences (intern, CT, field instructor)	

Section 4: Assessment

Assessment and Evaluation

Interns will benefit from a regular assessment sequence that is designed help them take stock of progress made and make plans for the future. Each semester, they will participate in a mid-term and end-of-semester conference, and following each conference they will create a Professional Learning Plan that will guide their ongoing learning between conferences. These events are outlined below. Collaborating teachers and field instructors each write a Final Report (<http://education.msu.edu/te/elementary/pdf/Final-Report-Guidelines.pdf>) that is sent to the MSU Placement Office and used by the interns to communicate with prospective employers.

Mid-term Assessment

The first formal assessment conference of the year will take place in the fall during week 8 or 9 (see Calendar), during the time period when interns are in school full-time. Having prepared in advance, the intern, collaborating teacher, and field instructor should meet to discuss the intern's progress and to make plans for the intern's growth. The assessment and conference should be conducted in ways that help interns to learn to evaluate their practice honestly and to plan their growth as teachers specifically. In addition to coming away with an awareness of general areas of strength and those that need further development, the intern should have a clear understanding of concrete ways to work on that development.

Standards for assessment. The program's standards for interns should be the basis for assessment. These standards not only provide a framework for working toward shared goals, but also provide a structure for discussing and debating visions of good teaching and visions of effective ways to learn to teach. Opportunities to practice each standard, with support, should also be considered. Is the intern having difficulty in an area due to lack of opportunity to work with the standard, or does the difficulty stem from something else?

Emphasize progress and professionalism. For the fall semester mid-term assessment, it makes sense to emphasize the sub-set of standards titled "working and learning in a school and profession" (Standard 4) since interns should be actively working to promote their learning and make every effort to build relationships and opportunities that help them to do so. In relation to the standards, our main concern should be whether interns are *making progress that is reasonable to expect for that time of year*; in the spring, we will ask whether they have achieved enough.

Use the Assessment Form. The standards are summarized in the "Assessment of Intern Progress: A Tool for Discussion" (See the *Assessment Policy* <http://www.education.msu.edu/te/Elementary/Interns/Policy-Assessment.asp>)

This form is used by CTs, interns and field instructors to prepare for the mid-semester discussion. Used cumulatively across the fall and spring mid-semester conferences, the form provides a record of the intern's professional growth over time.

The intern, the CT, and the field instructor should each fill out the form before they meet to discuss the intern's progress. All three should help to define the strengths of the intern's practice, the areas of practice in which the intern needs to improve, and the intern's professional learning plan for the remainder of the semester. In addition to giving the intern a rating for each standard, *an overall judgment of how the intern is doing should be given*, so that it is quite clear as to whether the intern, overall, is meeting expectations.

Ask the intern to speak first. At the three-way conference, ask the intern to go first to discuss her or his progress and plans for growth. This helps to make clear that the intern should be learning to assess and improve his or her own performance. The CT's and field instructor's assessments will be based, in part, on the intern's ability to describe approaches to planning and classroom activity accurately and to assess them honestly and thoughtfully. One common benefit in letting the intern go first is that the CT and field instructor might have the opportunity to compliment the intern not only on the strong aspects of her or his practice but also on the ability to assess his or her own work.

Face trouble squarely. Trouble of some kind is not a disgrace, but rather is *normal* in the internship, as it is normal in teaching. Trouble swept under the rug is likely to breed more trouble. The earlier we recognize trouble and the quicker we get to working on it, the more likely that the intern will succeed by the end of year. Calling on TELs, principals, and cluster leaders to help out is reasonable.

The Professional Learning Plan

After every assessment conference, the intern will develop a Professional Learning Plan (<http://education.msu.edu/te/elementary/pdf/Professional-Learning-Plan-Intern.pdf>) to identify strengths and weaknesses with respect to the MSU Program Standards. The intern will set goals for improvement, and outline a plan of action to achieve those goals. The plan will incorporate specific actions to be taken by the intern, field instructor and/or course instructor from that point until the next assessment conference. The plan should challenge the intern to grow and not reflect a tendency to accept the status quo.

Goal setting. Interns may come away from an assessment conference feeling confused or unfocused after receiving feedback on several areas at once. CTs and field instructors can be very helpful to interns in sorting out priorities and figuring out a rational approach to working toward improvement. They should discuss with interns long-term goals and then help them identify reasonable short-term goals to work toward between assessment conferences. They also need to help interns, across the year, keep a focus on whether they are maintaining a sustained focus on key areas that need attention.

Developing an action plan. Sometimes interns are able to say *what* they need to learn to do better (e.g., develop more thorough lesson plans), but may not know *how* to go about achieving a certain goal. CTs and field instructors--more experienced educators who are more familiar with a range of resources--can play a key role in helping interns develop reasonable action plans for pursuing their goals. Sometimes the action plan will entail more focused work in the classroom (e.g., teaching reading strategies during guided reading lessons; leading a discussion in science using open-ended questions). Sometimes it will require interns to figure out better ways to organize their time. Other times, the area of need will require interns to work outside the classroom (e.g., do more research on a social studies topic as part of planning) or to seek help from a resource person in the building (e.g., work with the Reading Recovery teacher to learn more about making adaptations and accommodations for a particular learner). An 800-level course instructor could be a key resource person for interns to work with if their areas of need involve subject-specific issues. The important point here is that interns need support in *translating* the goals they want to achieve into *action plans* that match them up with appropriate resources.

Revisiting and updating the plan over time. Since the Professional Learning Plan is updated and revised after each assessment conference, it will become a "growing and living" document that represents areas for growth targeted across the year. It is intended to be a useful tool that interns, CTs and field instructors refer to as they continue their ongoing work together, not a document that the intern writes to get an assignment done, and then ignores. Field instructors and CTs should ask interns how they're doing with their plan, and whether they need additional suggestions for resources or strategies for working on the plan. The Professional Learning Plan is also a source of information for developing the Professional Portfolio, which chronicles the intern's professional learning over time.

Readiness for Subbing

During Phase 2 of the internship, there is a three-week time period when interns are in school full time (weeks 9-11) and they are engaged in collaborative unit teaching. Preparation for the mid-semester assessment conference (weeks 8 or 9) may be a good time to study the policy on substitute teaching by interns, which is included later in this guide. In brief, the policy is that, during the period of internship, an intern may substitute teach for her or his own collaborating teacher, for up to 15 days (or 30 half-days), *under some specific conditions*. To avoid confusion and misunderstandings, CTs and interns should read and follow the policy (see Appendix A), which calls first for an explicit decision (agreed upon by the field instructor and the collaborating teacher, in consultation with the intern and cluster leader) that the intern is ready to substitute for her or his CT.

It is generally recommended that the intern's readiness for subbing is most accurately assessed toward the end of week 12, when the intern has had opportunity to *demonstrate readiness* through full-time involvement in the classroom. In some cases, even more time is needed to be sure the intern is ready to take on that responsibility. Readiness is *decided on a case by case basis* in consultation with the intern, the collaborating teacher, the field instructor, and the cluster

leader. There are forms to be completed and signed *before* an intern substitutes for the CT, and reports to be made in writing.

End-of-Semester Assessment and Grading

This assessment is conducted at the end of fall semester (week 15 or 16), and at the end of spring semester (week 16 or 17). It should be conducted in much the same way as the mid-semester assessment, giving the intern an opportunity to speak first, and making sure that both strengths and areas for further growth are identified. Interns will update their Professional Learning Plan at the end of fall semester, and use it to guide their work during the early weeks of spring semester. That plan might show how the intern will grow as needed to succeed during the spring guided lead teaching period.

MSU's Teacher Preparation Program grading for TE 501/2 and the testing policies for the State of Michigan are outlined in Appendix A: Policy: Grading for TE 501 & TE 502.

Consultation about the grade. Formally, the grade for TE 501 and TE 502 is set by the Team Coordinator who is the instructor of record for the Elementary Teacher Preparation Program. In practice, the grade for TE 501 is set by consultation among the cluster leader, the field instructor and the collaborating teacher. The CT works with the intern most days over the semester, and so has more specific information about the intern's performance and growth over time. The field instructor works with several interns and the field instructors' group during weekly meetings, and so is in a better position to achieve consistency in the application of standards and make judgments about the interns' participation in professional learning experiences outside the classroom. *Our aim should be to combine these two perspectives, not to set them up as competitors.*

One might ask, "But if the field instructor and collaborating teacher do not agree about the grade, who will prevail?" Neither of them. If the field instructor and collaborating teacher cannot settle a grade by consultation, the Team Coordinator and/or Program Director will attempt to preserve their working relationship and do right for the intern by talking with all of them, gathering any other information that s/he believes s/he needs, and setting the grade.

Grades for TE 501 and 502 should be processed by the Team Coordinator; they will be reported to the Registrar according to MSU due dates, as required through the University.

Enrollment Policies

In each pair of internship courses (801/3, 802/4 or 501/2), successful completion of the first course is required for enrollment in the second course. In particular, a student who fails a first semester internship course may not enroll in the second semester of the internship. Also, a student who receives a grade of (I)ncomplete or (D)eferred grade in a fall semester course or courses must complete the requirements for that course by the first day of the spring semester in

order to continue in the internship. See Postponement of Grading on the MSU Registrar's site for additional information about (I)ncomplete and (D)eferred grades.

TE501, 801 and 802 are taken fall semester, while TE502, 803 and 804 are taken in the spring. These courses work together to support the intern's development and are intended to be co-requisite, meaning students must enroll in all three required internship courses each semester they are participating in the internship year program. An exception to this policy is music education students, who take only TE801 and TE803.

The Final Report

Collaborating teachers and field instructors write a Final Report (<http://education.msu.edu/te/elementary/pdf/Final-Report-Guidelines.pdf>) for each intern with whom they work. In mid-March, interns should give field instructors and CTs copies of a draft list of their accomplishments to date, so that writers of the report can, from then to mid-April, reflect with the interns on their performance and progress throughout the year. CTs and field instructors will begin drafting final reports, and have the option of attending an Elementary Teacher Preparation Program writing workshop to get feedback on their draft. Some CTs and field instructors write one report jointly and others write their own report separately. By May 7, interns should have read the report(s) in final form and signed them. The Elementary Teacher Preparation Program will keep the report(s) on file and interns have the option of sending their report to the MSU Placement Office if they wish to do so.

Purpose and audience. The purpose of the final Intern report is *not* to tell the saga of the year's development. Rather, it is to describe the level of development the intern has attained. The description should be based primarily on the intern's spring guided lead teaching period. Our view of learning to teach in the Elementary Teacher Preparation Program is that learning to teach is a life-long process. This description of the intern's "exit performance" is the beginning of that continuous process.

Potential employers are the audience for the final report. They are interested in the knowledge, dispositions, habits, and skills that the intern has acquired by the latter part of the year, especially as shown in the latter half of the spring lead teaching period. The final report is the equivalent of a letter of recommendation and interns may choose whether or not to include their Final Report in their Placement File. The Final Report is the place where collaborating teachers and field instructors can comment on the extent to which interns have developed a thoughtful and skillful practice of teaching by the latter half of the spring semester.

Organization and content. Potential employers need to know about the internship situation, the context in which the intern has worked on developing his or her teaching practice. They also need to know, in relation to the program's professional standards, the extent to which the intern has developed as a professional. The following is the suggested order for discussing the intern's professional development, based on the Teacher Preparation Program Standards.

Description of Internship Situation
Knowing Subject Matters and How to Teach Them

Working with Students
Creating and Managing a Classroom Learning Community
Working and Learning in a School and Profession

The Intern's Credential File

Michigan State University has partnered with a credentials management service, Interfolio, Inc., in order to offer efficient and effective ways for interns and alumni to manage their credentials file. Setting up a file is completely voluntary. It is the intern's responsibility to set up and maintain a file.

A credentials file is often used to hold resumes, letters, evaluations (such as the Final Reports written by field instructors and CTs), and unofficial transcripts for candidates applying to graduate/professional schools or seeking employment in the field of education. Documents kept in the file are sent out upon the candidate's request.

- For information about credential files, see: http://www.interfolio.com/fh_overview.html. For questions about current MSU credential files or assistance in getting letters of recommendation, contact: Sally Labadie, 116Q Erickson, 432-1687, labadies@msu.edu
- For questions about Interfolio files, service, and support, contact: Interfolio, www.interfolio.com, 877-773-6546, or FAX 267-295-8740.

Appendix A: Policies that Pertain to the Internship

Policy: Grading For TE 501 & TE 502

Introduction

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

The program's **professional standards serve as a framework for assessment and evaluation**. Developed through conversations with collaborating teachers, MSU faculty and staff, the standards identify important dispositions, knowledge, understandings, and skills 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. That is, all four categories of standards are important.

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 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 Pass (P)** 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.

You will be recommended for teacher certification to the State of Michigan when you have completed all the requirements for the Teacher Preparation Programs including receiving a Pass in TE 502.

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

In TE 501: In the first semester, a grade of N is based on evidence of serious deficiencies in the knowledge and understanding, skills and dispositions required by the program standards, or in the rate of progress toward understanding and enacting them. For example, there may be serious weaknesses in subject matter knowledge, limited initiative or openness in learning, lack of serious attention to the meaning of the standards, inattention to feedback and guidance, an insufficient rate or scope of progress. Interns who receive no grade (N) in TE 501 are not eligible to enroll in TE 502 and will not be recommended for certification. In TE 502: In the second semester, a grade of N is based on evidence that the intern is not demonstrating a satisfactory level of performance in understanding and enacting one or more of the standards. For example, the intern’s judgment about his/her planning, teaching and/or learning to teach is not well informed or well reasoned. The intern does not examine or adjust his/her actions or thinking in light of the program standards. The rate of progress is too slow or uneven or the scope of progress too limited. Interns who receive no grade (N) in TE 502 will not be recommended for certification.

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.” (See p. 50 in the 1995-96 Academic Program Book for additional details.) 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 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 six months (190 calendar days from the last class day of the term of instruction.). If the required work is not completed within the time limit, the DF-Deferred will become U-Unfinished and will be changed to DF/U. 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.

Enrollment Policies

In each pair of internship courses (802/3, 802/4 or 501/2), successful completion of the first course is required for enrollment in the second course. In particular, a student who fails a first semester internship course may not enroll in the second semester of the internship. Also, a student who receives a grade of (I)ncomplete or (D)eferred grade in a fall semester course or courses must complete the requirements for that course by the first day of the spring semester in order to continue in the internship. See Postponement of Grading on the MSU Registrar’s site for additional information about (I)ncomplete and (D)eferred grades.

TE501, 801 and 802 are taken fall semester, while TE502, 803 and 804 are taken in the spring. These courses work together to support the intern’s development and are intended to be co-requisite, meaning students must enroll in all three required internship courses each semester

they are participating in the internship year program. An exception to this policy is music education students, who take only TE801 and TE803.

The Assessment Process

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

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

Exit Performance Descriptions

The final evaluation of the intern's performance is formally written up as an Exit Performance Description (formerly called a placement paper), which the intern may choose to include in his/her Placement File in the Career Development and Placement Office. These descriptions will reflect the strength and quality of the intern's performance according to the standards at the end of the internship – see Final Reports (<http://education.msu.edu/te/elementary/pdf/Final-Report-Guidelines.pdf>).

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 reflected by 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.

Policy: Professional Conduct by Teacher Candidates

Approved by the Teacher Preparation APPC, 1/11/96

In this time of transition from being a student to being a professional teacher, it is important that you begin to see yourself as a lifelong learner rather than a student fulfilling university requirements. Both your school-based experiences and your university coursework are vital and integral components of your professional preparation. Because the way you conduct yourself in these settings reflects on you as a professional, we want to be clear about your responsibilities with regard to professional and ethical conduct. Failure to comply with these (and other university policies governing student conduct) will result in a review of your progress by your team and specific recommendations regarding your continued participation in the teacher certification program.

Attendance and Punctuality

You are expected to be present and on time for your professional commitments. If you must be absent from any one of your professional responsibilities due to illness or an emergency, you must inform the people who are affected by your absence. That is, for your field placement you must notify your collaborating teacher, your field partner(s) if you have one, your MSU liaison, 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/Audio tapes: Always ask permission of the classroom teacher to make students' photographs/videotapes/ audio tapes 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 audio tapes. Be sure to check with the classroom teacher on what is needed.

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

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

Dress and Deportment in Schools

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

Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced which prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Pagers are used by school security personnel only, otherwise not permitted on school property.

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.

Policy: Substitute Teaching By Interns

Approved by the Teacher Preparation APPC, 2/15/96 (Revised 10/7/97)

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

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

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

The internship requires good working relationships among the intern, the collaborating teacher, MSU's field instructor and school liaison, 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.
 - (b) The collaborating teacher determines that the interests of his or her pupils will be served.
 - (c) MSU's field instructor and school liaison 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.

**MSU Teacher Preparation Program, (ELEMENTARY EDUCATION PROGRAM) (K-8)
 REPORT ON SUBSTITUTE TEACHING BY AN INTERN**

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

Intern's name: _____

Collaborating Teacher: _____ School: _____

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

<u>Date</u>	<u>Extent</u> (enter "1.0" for full days, ".5" for half days)	
_____	_____	_____
_____	_____	Intern's signature
_____	_____	_____
_____	_____	Collaborating Teacher's signature
_____	_____	_____
_____	_____	Field Instructor's signature
_____	_____	_____
_____	_____	Building Administrator's signature
TOTAL	_____	_____

Policy: “Snow Days”

MSU interns are expected to follow the “snow days” policies of the school district and building in which they teach. In addition, MSU has established the following policies:

- If the school district in which the intern lives has canceled school for the day due to weather conditions (but the intern’s placement school district has not), the intern should wait until it is safe to travel to his/her school placement in another district.
- If on-campus MSU classes remain open during inclement weather, on-campus internship classes will be held. MSU classes held off-campus in a school district or community facility will be cancelled if the school district cancels school due to inclement weather.
- Interns are responsible for contacting their CTs, schools, and MSU field instructors to inform school personnel about their late arrival or absence.
- During the guided lead teaching period, 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 CTs in consultation with the field instructor.
- If MSU classes are NOT cancelled, but the school district in which the intern lives has cancelled school, the intern should wait until it is safe to travel. Interns are responsible for informing their instructors about their late arrival or absence and for making up work missed.

Appendix B: Elementary Internship Start-Up Checklist

ELEMENTARY TEACHER PREPARATION PROGRAM seniors followed this procedure during Spring Semester prior to the internship.

The Initial Visit to the School

Preparing for the initial visit to the school:

- ___ Call the CT and make appointments for a visit to the classroom so you can see the CT working with students, and set up at least a 30-minute block of time when the two of you can sit down and talk.
- ___ Select something that you created during one of your TE courses that you would like to share with the CT in order to help him/her get to know you (e.g., an assignment you completed for TE 301; a lesson plan you taught in TE 401 or TE 402). Decide whether this is something that you will share only during the meeting or if you also want to make a copy that you will leave with the CT to look at more closely later.

At the meeting with the collaborating teacher, use the following as your agenda:

- ___ Trade current and summer telephone numbers and addresses. Talk about whether e-mail is a viable way to communicate, and if so, trade e-mail addresses as well. Make arrangements to communicate with each other as needed during the summer.
- ___ Find out when you should first report to school for the fall semester, or talk about how you will find out if you are unable to make that decision during your meeting.
- ___ Find out if the CT's school district requires teachers to have TB tests. If it does, arrange to take care of that before the beginning of school.
- ___ Show the CT the item you brought to share from one of your TE courses. Help your CT understand what it communicates about you as a beginning teacher, and share other information that will help the CT learn more about you.
- ___ Set up a second visit to the school to gather information that will help you make optimal use of your time during the summer to get ready for the school year. Try to arrange for the second visit to take place before the end of the school year so you have the opportunity to spend time observing in the CT's classroom. Be sure to also arrange time to talk with the CT as well.

The Follow-Up Visit to the School

If your visit has been scheduled before school is dismissed for the year, observe in the classroom. This is a good opportunity to become familiar with how the classroom is arranged and the types of materials in it. If it is feasible, "tour" the classroom with the CT to hear his/her thinking about the classroom set-up (e.g., where things are kept and why; what materials are available and why; how the classroom set-up is different in spring months than you might expect it to be in the fall).

During your second conversation with the CT, use the following as your agenda:

- ___ Tentatively identify topics in math and literacy that you would plan and teach during the fall Guided Lead Teaching period, which occurs during three weeks in October. Math and literacy are the focus of your fall TE 801 and TE 802 courses, which will provide support for unit planning.
- ___ If possible, get a copy of the printed curriculum for the CT's grade, so that you can study it during the summer. Especially focus on literacy and math (the focus of fall semester TE 801 and 802).
- ___ Talk about the CT's general approach to the grade level, subjects and children the CT will be teaching.
- ___ If possible, get copies of some important materials that the CT will be teaching early in fall semester so that you can become familiar with them during the summer. If this is not possible at this time, try to arrange to get the materials at a later date.
- ___ Interns are to report to the CT's school on the first day that the CT must report there. By mutual agreement, the intern may start earlier (however, needing to earn money to live on during the school year is good reason why the intern cannot report earlier than the official report date). If possible, find out when you should report to school to begin the 2006-07 year. If that is not possible, discuss how/when you will find out the specific report date.
- ___ Talk about the school dress code and discuss what is appropriate professional attire during days when pupils are not in school (e.g., days for setting up the classroom; in-service days) and days when they are present.
- ___ You and the CT will meet your Field Instructor at the school orientation. Your Field Instructor will work closely with you and your CT across the year to provide support for your professional learning, and lead the TE 501 and 502 seminars. At this meeting you will get a "Curriculum Map" (see below) for math and literacy that you will fill out for your TE 801 and TE 802 course instructors. The "Curriculum Map" will be used to identify topics for your math and literacy unit planning. (You will fill out a second map for your second semester focus on social studies and science.)
- ___ If your internship will take place in a teaming situation, be sure to talk with the CT about the *Guidelines for Interns in Teaming Situations*. For example, discuss how you will have opportunities to teach math and literacy during the fall. Also discuss whether there will be ample opportunities to teach science, social studies, math and literacy during Guided Lead Teaching during the spring.

- ___ IF you and your CT find obvious reasons why you should not work together for the year (for example, it will not be possible for the intern to teach math and literacy during fall semester), then contact Sally Labadie, ELEMENTARY TEACHER PREPARATION PROGRAM Coordinator, 116Q Erickson Hall, 432-1687, labadies@msu.edu, or **Judy Oesterle**, 116T Erickson Hall, 432-1346, READ42@worldnet.att.net

Reporting to the School for the School Year

- ___ No later than August 1 call your CT to confirm when you should first report to the school to begin the year.
- ___ Plan to attend the school orientation with your CT. You will meet your Field Instructor at this meeting, and obtain a "Curriculum Map" to be filled out for your TE 801 and 802 course instructors. The "Curriculum Map" will be used to identify topics for your math and literacy unit planning. If you were not able to do so during the spring follow-up meeting, identify topics in math and literacy that you will plan and teach during the fall Guided Lead Teaching period, which occurs during three weeks in late October and early November). Math and literacy are the focus of your fall TE 801 and TE 802 courses, which will provide support for unit planning. This discussion will help you fill out the "Curriculum Map."
- ___ When you report to the school to begin the school year, carefully "tour" the classroom with your CT and discuss what needs to be done to set up the classroom for the school year. Talk with your CT about how you can be as helpful as possible in getting the year started and becoming part of the teaching team. *Initiate and suggest* ways to be helpful.
- ___ Discuss how the CT will introduce you to the children. One possible introduction is, "You are lucky to have two teachers this year. This is Ms/Mr. _____, who will be teaching with me this year."
- ___ Make a plan with the CT for taking on some of the duties in the classroom in the first week or two of the year that will help the students view you as a teacher in the classroom.
- ___ Make a plan for how you will oriented to the school, personnel, policies, etc.
- ___ Discuss and schedule a *regular weekly meeting time* when you and your CT can talk.
- ___ This is an important step to developing an understanding as to how you will work as a teaching team throughout the year and to make sure you are communicating regularly.
- ___ If you are in a teaming situation, make a plan for when/how you will meet and work with other members of the team (see "Guidelines for Internships in Teaming Situations" in the *Participant Responsibilities* section of this Guide) .

CURRICULUM MAP (Start-up Checklist, Cont.)

You will make two curriculum maps during your internship. In the fall, work with your CT to make a rough sketch of topics and subjects your CT will be teaching across the first 16 weeks of school. Make note of tentative math and literacy topics that you will plan and teach during the fall collaborative unit planning/teaching, which runs for three weeks in late October and early November. Also make note of other aspects of the curriculum you may gradually become involved with, and areas where you and your CT will begin co-planning and co-teaching.

In December, with your CT, make a rough sketch of topics and subjects your CT will be teaching from January - March. Make note of tentative social studies and science topics that you will plan and teach during the spring guided lead teaching, which runs for 6-8 weeks in February and March. Also make note of other aspects of the curriculum you may gradually become involved with, and areas where you and your CT will begin co-planning and co-teaching.

SUBJECT Matter Area	Weeks 1 and 2	Weeks 3 and 4	Weeks 5 and 6	Weeks 7 and 8	Weeks 9 and 10	Weeks 11 and 12	Weeks 13 and 14	Weeks 15 and 16

Appendix C: Collaborating Teachers Professional Account

FREQUENTLY ASKED QUESTIONS

Each school that has Collaborating Teachers who work with seniors and/or interns has a "school contract" with Michigan State University. The ELEMENTARY TEACHER PREPARATION PROGRAM is providing this information regarding the funds available to Collaborating Teachers (CTs) and their buildings. The purposes and processes outlined below reflect the policy adopted by the Teacher Preparation Academic Program and Policy Committee (TP-APPC) in the Teacher Education Department.

WHAT IS A COLLABORATING TEACHER PROFESSIONAL ACCOUNT?

The CTs Professional Account is intended to honor and equip collaborating teachers as partners in teacher education, by providing them modest allocations, about which they make decisions regarding the professional needs of MSU teacher candidates and interns with whom they work. These allocations are made in the expectation that the CTs who receive them will work closely with MSU as partners in teacher education.

A modest allocation is provided to the school site for two purposes: (a) to acknowledge and offset additional expenses that may be incurred by having additional professionals in the building (e.g., the cost of making copies; purchase additional equipment); and (b) to help schools to include MSU teacher candidates and interns as members of professional faculties that are engaged together in professional development and school improvement.

A modest portion of the school site development funds are allocated to Teacher Education Liaisons, who attend monthly meetings with the Coordination Staff and who fulfill the responsibilities outlined in the *Guide to the Elementary Internship*.

FOR WHAT PURPOSES MAY THE FUNDS BE USED?

The general guiding principle for expenditures under this category is that they should *support the learning of MSU teacher candidates and interns, in a partnership between teachers and MSU*. Allowable costs include:

- materials and equipment that increase the teacher candidates' and interns' opportunities to learn to teach, and/or enable the CT to work more effectively with teacher candidates and/or interns;
- fees, materials, and travel expenses associated with professional development opportunities for the intern and CT;
- reimbursement for continuing education tuition/fees; and
- substitute teachers as needed to enable the CT to participate in periodic meetings with the teacher preparation program or to carry out other supported activities.

At their initiative, CTs may pool funds allocated to them to make purchases that support the learning of the group of teacher candidates/interns with whom they work. Prior approval of MSU is required for purchase of any items of equipment costing \$500 or more.

HOW ARE THE PROFESSIONAL ACCOUNTS IMPLEMENTED?

Funds for the CTs Professional Account are distributed through school contracts. Each school building sets up its own procedure for how CTs gain access to the funds. CTs should talk with their Teacher Education Liaison (TEL) and principal to learn about their building and district procedure. Submission of reimbursement must be received through the district office, therefore, CTs must follow internal policies and procedures for spending/reimbursement. MSU does not directly reimburse individuals.

The procedure for implementing school contracts: School contracts will be available in early fall with intern assignments listed. CTs will be able to access *fall semester allocations* for interns immediately and the invoice will be sent back to MSU from the district. Later, *fall semester allocations* for seniors will be added, and CTs working with seniors will be able to access the fall funds at that time. A similar procedure will be followed for including and accessing *spring semester allocations* for interns and seniors. When CTs wish to make an expenditure that exceeds the amount available during the fall semester (e.g., \$150 for working with an intern, \$30 for working with a senior), they will need to wait until their spring allocation is added to the school contract.

Currently, the following allocations are provided to each school:

Funds Allocated to Collaborating Teachers	Funds Allocated to the School Site*
\$60 per senior	\$10 per intern
\$300 per intern	\$50 per intern

* **When applicable**, an addendum is attached to each contract indicating that a portion of the school site money is allocated to the building Teacher Education Liaison (TEL) in recognition of the increased time required to carry out that role. The amount will be allocated in relation to the number of interns placed in the building at \$15 per intern.

Collaborating teachers with interns will be allowed to have their intern substitute for them for up to 5 days for purposes of professional development.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR COLLABORATING TEACHERS

In keeping with the policy adopted during the 2004-05 year, interns may provide release time for their collaborating teachers for up to 5 days (or 10 half-days) for purposes of **CT professional development**. Interns would provide release time *without* pay because these five days are above and beyond the 15 days interns are allowed to substitute *for* pay. The five days are intended to be self-initiated by CTs and complement (not replace) in-service provided by the district.

This is an opportunity for interns to show their appreciation for all the time and effort CTs devote to supporting their learning, and to learn from the CT's professional development experiences as well. The end of fall semester and spring semester are optimal times for collaborating teachers with interns to take advantage this opportunity to support their professional growth and build professional community within and across schools.

Here are some ideas:

- A small group of teachers within a building might meet to discuss the implementation of a new instructional model that they want to try (e.g., lesson study, book club, literature circles, writers workshop), or to share and gather new resource materials for their teaching.
- A small group of teachers from the same grade level might meet to share ideas about how they assess student learning and use that information to plan for further instruction.
- Pairs of teachers might observe in each other's classrooms to discuss their own teaching in a particular subject matter.
- Pairs of teachers might observe each other's interns teaching to discuss their mentoring practices.
- Teachers from different schools might observe each other to become familiar with how a program is implemented in a particular subject matter area.
- Teachers might choose to attend a workshop or conference on a topic of interest (e.g., the Michigan Reading Association Conference <http://www.michiganreading.org/>); Michigan Association for Computer Use in Learning [MACUL], <http://www.macul.org/>).

This list is just a sample of the types of opportunities of which CTs could take advantage. Please share additional ideas you have with others in your building! We are hoping that CTs will follow up by sharing what they are learning with other CTs and interns.