Michigan State University
Secondary Teacher Preparation Program
Mission Statement and Program Overview
The teacher preparation program at Michigan State University prepares critically reflective and responsive teachers who continue to learn throughout their careers. These teachers are well-prepared in their content areas and with the most recent research-based knowledge of instruction and curriculum. They work to improve schooling in a democratic society and build a more just, sustainable world. They strive to help all children and youth develop conceptual understandings and fluency in content, become active citizens, and make significant contributions to society.

Our field-based program is designed to prepare well-started beginning teachers who develop:

- A strong foundation in the subject matter, and an understanding of how children and youth learn and engage with subject matter.
- Equitable and inclusive teaching practices that are responsive to diverse learners, communities and a global society.
- The ability to work within and across a range of community and professional contexts.
- Disposition and skills to critically reflect on and learn from their practice.
- A strong sense of agency and the capacity to become leaders in their field.
MSU Secondary Teacher Preparation Program

Course Sequence
Learning to Teach: Junior and Senior Year

• Examine beliefs in relation to vision of good teaching and develop an understanding of how beliefs shape practice
• Develop subject-matter knowledge for teaching
• Develop an understanding of learners, learning and issues of diversity in a classroom context
• Develop a beginning repertoire
• Develop tools and dispositions to study teaching
Junior Year (TE 302):
Learners and Learning in Context

• Who is literate and why?
• How does literacy impact subject matter teaching and learning?
• How are students affected by the contexts in which they live and learn?
• What does it mean to teach adolescents in context?
• Two hours per week in the field
Senior Year (TE 407):
Teaching Subject Matter to Diverse Learners

- Develop specialized subject matter knowledge related to teaching secondary school in the content area.
- Develop a beginning repertoire of teaching methods in your major area.
- Four hours per week in the field
- Micro-teaching laboratories
Senior Year (TE 408):
Designing and Studying Practice

• Develop structures and strategies for designing teaching episodes, including motivating new ideas and assessing learning.

• Develop structures and strategies for implementing teaching episodes, including managing student activity and meeting the needs of diverse learners

• Four hours per week in the field
Learning to Teach: Intern Year

- Learn the context – students, curriculum, school community, state and national structures, impacts of globalization
- Design responsive instructional program (unit planning and teaching)
- Create a classroom community
- Consistently and successfully enact a beginning repertoire
- Develop skills and habits for ongoing professional growth through studying teaching
- Develop a professional identity
- Full time field placement from August through April
Fall Semester

• TE 801: Professional Roles and Teaching Practice I
  – Organized around the school context
  – Classroom management and classroom community
  – Diverse learners, including special education, ESL, at-risk, etc.

• TE 802: Reflection and Inquiry in Teaching Practice I
  – Organized around subject matter majors
  – Long-range curricular planning and assessment
  – Strategies for increasing understanding of student thinking
Spring Semester

• TE 803: Professional Roles and Teaching Practice II
• TE 804: Reflection and Inquiry in Teaching Practice II

Together these courses work on aspects of:

– Articulating a professional philosophy of teaching
– Providing evidence of this philosophy in action and resulting student learning
– Designing and implementing ongoing personal professional development of philosophy and practice