

TE 501- 502 Course Syllabus
Elementary Teacher Preparation Program

WEBSITE:

**[http://www.education.msu.edu/te/Elementary/Field
-Instructors/About-Field-Instruction.asp](http://www.education.msu.edu/te/Elementary/Field-Instructors/About-Field-Instruction.asp)**

2014-2015

**Internship in
Teaching Diverse Learners
I and II**

**Michigan State University
College of Education**

Table of Contents

Seminar Overview	3
Course Goals	3
Schedule	4
Seminar Topics	5
Link to the Standards.....	5
How the Seminar will Proceed.....	5
Expectations and Responsibilities of TE 501/502.....	7
Criteria for Grade	8
Overview of Fall Semester Events	11
Overview of Spring Semester Events	16
Intern Tasks	
• Physical Space.....	19
• Rules and Routines	21
• Classroom Time	23
• Sample Lesson Plan for Routines	25
• Completing Your Substitute Teacher Folder	26
• Child Mini-Study.....	28
• Focused Observations	29
• Observing Teacher Functions	31
• Observing Classroom Activity	32
• Weekly Reflection	33
• Parent Teacher Conference Guide	34

Course Instructor: Your assigned field instructor

Seminar meeting time: Arranged by your field instructor

Field Instructor Office Hours: Arranged

Required text: Weinstein, Carol Simon and Mignano, Jr., Andrew J. (2003). *Elementary Classroom Management: Lessons from Research and Practice, Third Edition*. New York: McGraw-Hill.

Required equipment for each seminar group: Video camera such as a USB port camera.

Seminar Overview

The purpose of the 501/502 seminar is to guide and support your learning during your internship experience. Our expectation is that you will help us shape the seminar according to our mutual needs and interests. Therefore, your role is very important in the seminar. As field instructors, we will encourage you to take some leadership in requesting and directing your own professional development opportunities within and outside the seminar. For example, within the seminar group, interns and field instructors will share responsibilities to plan, coordinate and lead meetings. Seminar participants might suggest topics, find guest speakers, and reserve meeting sites. Field instructors and interns may have requests from principals, teachers, teacher education faculty and others to discuss various issues during the bi-weekly seminars.

At this point, from your experiences in various courses and field experiences you may have defined a philosophy and a vision of teaching that seem quite challenging to enact. How can teachers teach for understanding when they are faced everyday with the need to teach multiple subjects to twenty-five or more individual students – each with unique strengths and challenges - in a setting where resources are scarce, teacher planning time is ever scarcer, and teachers are sometimes isolated from their professional colleagues? Reformers in education are realizing the critical need to create new kinds of professional learning communities in school--communities where teachers have time to read, study and collaborate with their colleagues. The TE 501/502 seminars, your classroom internship experiences and the TE 801-804 courses are designed to create just such a professional learning community.

Course Goals

You and your field instructors will try to make this seminar the kind of professional study group that could exist in a school. We hope that you will find such a community of support to be rewarding to you as a professional and that you will become an educator who is eager to create similar kinds of communities in the schools.

To achieve these goals we need to build trust and safety within the group to facilitate professional sharing, support and growth; to find collegial support, exchange ideas, problem solve, and share successes; to proactively seek the knowledge and information

necessary to us in our classrooms; and to examine the broader social context of schooling and discuss how the community might serve as a classroom for our students through field trips and other practical resources.

At the beginning of the internship, planning activities to “survive” part or all of a single school day may seem sufficient for you, but it is important to remember that teaching is much more than just your daily interactions in the classroom with children. Before you can interact in an educative way with children, you need to select and plan topics within a framework of content that is important for students to learn as determined by state and district goals. You need to know the content that you are teaching, you need to know how to represent that content to children, and you need to know your children, their dispositions, their strengths, and the areas where they need more teacher support and guidance. These are all areas of professional learning that are represented in the Teacher Preparation Program Standards

http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf

Teachers are lifelong learners. Teachers have a responsibility to engage in their own professional development through attendance at workshops, seminars, and personal study. Teachers also have many commitments in their building and district, which include, but are not limited to, serving on curriculum and textbook selection committees, attending staff meetings, and preparing for events such as open houses and parent-teacher conferences.

Schedule

Interns are expected to be available for internship experiences between 8:00 a.m. and 5:00 p.m. each day of the school calendar. Morning times will vary slightly depending on starting times for schools. **Interns will meet with their field instructor individually and in interactive group meetings to reflect upon current experiences and plan for ongoing professional learning. Time may be spent in small group discussions, online communication or individual meetings between the intern and field instructor where support for planning and discussion of classroom observations will take place. Attendance at all scheduled seminars/meetings is required.** The seminar time will be arranged as agreed upon by the field instructor and seminar participants.

Lansing and Grand Rapids area interns will be in schools Monday, Tuesday, Wednesday and Friday during both fall semester and spring semester. On Thursdays, interns will attend university-based courses on campus. During a three-week Collaborative Unit Teaching block in the fall and an extended Guided Lead Teaching time in the spring, university-based courses will not meet (refer to the LAET Internship calendar to see specific dates).

Detroit area interns will be in schools each day they are not attending university-based courses at the MSU facility at 3408 Woodward, Detroit, during both fall and spring semesters. Classes will be held on Tuesdays or Thursdays at the MSU Detroit Extension. During a three-week Collaborative Unit Teaching block in the fall and an extended Guided Lead Teaching time in the spring, university-based courses will not meet (refer to the DAET Internship calendar to see specific dates).

We expect you to follow your school's calendar for winter and spring breaks, as well as for the beginning of school in January after the school's winter break. These times may differ from the MSU calendar. While your last day in the schools is April 26, you may be asked to extend your time in your placement if you have not yet demonstrated performance of the Program Standards at a level that supports recommendation for teacher certification.

Seminar Topics

During the TE 501/502 seminars, topics for discussion will emerge from two sources: 1) the experiences, questions, and anecdotes interns offer during the seminar or in conference with their field instructor and 2) the suggested issues that normally confront interns as they learn to teach. The Department of Teacher Education Standards for Teacher Preparation will also be a basis for discussion and work throughout the year. (http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf)

Your **resume and portfolio** will be developed as the year progresses, with an emphasis in the spring for final completion. In seminar, you will discuss how to begin--from the start of school--to collect items (e.g., student work, lesson plans, pictures, letters to parents) for your portfolio that document how you plan for and offer instruction that is responsive to the learning needs of your students and provide evidence that students in your classroom are achieving the curricular goals outlined by state and local standards. You will collect and analyze items through the year, so the spring semester task of selecting final items for the portfolio that represent standards-based teaching and meaningful student learning will be much easier.

The **opening tasks** you will be involved in during the first several weeks of seminar will focus on aspects of the classroom community and classroom management. At the end of those tasks, you will have created your own **substitute teacher folder** as a reference for times when you may be substitute teaching for your mentor teacher.

How will the Seminar proceed?

In the pages that follow you will find an *Overview of Fall and Spring Semester Events*, organized around the seven phases of the internship (See the *Guide to the Elementary and Middle School Internship* for more details about the seven phases). Following this overview is a series of pages that provide greater detail about some of the events.

Phase One: Learning about the Classroom, Children and Curriculum: The beginning weeks of school set the tone for the year. The teacher and the class 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. You will learn more about individual learning needs as well as the resources available and the accommodations made to support children. In our planning guide, we refer to three types of support children need that should be included in your lesson plans: academic, social and linguistic. 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 co-teacher in the classroom.

Phase Two: Collaborative Unit Teaching in Language Arts and Math: While the intern takes the lead in teaching units in Language Arts and Math, and begins to develop the skills necessary to meet the needs of all students, the mentor teacher continues to play an active role through co-teaching, observing, coaching and providing written and oral feedback. In Week Eight or Nine, the mid-semester conference is held among the mentor teacher, intern and field instructor to discuss the intern's progress and make plans for further professional growth.

Phase Three: Looking Back and Planning for the Future: This is a time for the intern to continue to have planned, focused classroom participation, and to help the intern reflect on and learn from the co-planning, co-teaching and practicum experiences. This is also a time to reflect on the semester's efforts to learn about the needs of children and the types of academic, social and linguistic support they need. An end-of-semester conference among the intern, mentor teacher and field instructor emphasizes progress made and areas for further growth. The intern uses information from this conference to develop a written *Professional Learning Plan* that sets goals and concrete tasks for work in targeted areas.

Phase Four: Preparation for Guided Lead Teaching: In January, the intern is preparing for increased teaching responsibilities during Guided Lead Teaching. Building upon experiences in co-planning and co-teaching units in Language Arts and Math, mentor teachers support interns in planning in those areas as well. Careful attention is given to planning adaptations for lead teaching units to insure that plans recognize the needs of individual students and plans for academic, social and linguistic support are in place. During January it is also necessary to revisit the sub folder in order to update where necessary.

Phase Five: Transition into Guided Lead Teaching: During this time interns gradually increase teaching responsibilities according to a plan that fits the classroom curriculum and the intern's learning needs. As the intern takes on more teaching responsibility, the mentor teacher takes on more responsibility for observing, coaching, and giving oral and written feedback. During this time period, the mentor teacher helps the intern work on making smooth transitions between lessons and reflecting on how well his or her classroom management system is working as well as insuring that interns are planning accommodations to their instruction.

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, which means the intern bears the lead responsibility for most subjects on most days. During lead teaching the intern also bears responsibility for implementing and evaluating instruction for special needs. About Week eight, the mid-semester conference is held among the mentor teacher, intern and field instructor.

Phase Seven: Phasing Out: During this phase interns and mentor teachers 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 get advice from mentor teachers in making final selections of portfolio items and writing commentary, and interns work with mentor teachers and field instructors to identify topics that should be discussed in their final reports. Mentor teachers support interns in exploring opportunities to visit other classrooms for additional

perspectives on accommodating special needs and learning about additional approaches to teaching.

Expectations and Responsibilities of TE 501/502

- Review and discuss standards, responsibilities, opportunities and aspirations for the internship that are contained in the *Guide to the Elementary and Middle School Internship*.
- Write plans for each lesson taught. Plans may be kept in a notebook that is accessible to the intern, mentor teacher and field instructor.
- Videotape your teaching for analysis at least two times each semester. These videos may be ones that are required by the 800-level courses.
- Write reflections on your teaching as requested by your field instructor.
- Participate as a professional in all classroom activities.
- Attend professional meetings that your mentor teacher attends. This may include staff meetings, grade level meetings, inclusion meetings, curriculum meetings, etc.
- Attend some local professional conferences, if possible, that do not conflict with your TE 801-804 classes. Suggestions for conferences to attend might be state organizations like the Michigan Reading Association (MRA: <http://www.michiganreading.org/>), Michigan Council of Teachers of English (MCTE: <http://www.msu.edu/~mcte/>), Michigan Council of Teachers of Mathematics (MCTM: <http://www.mictm.org/>), or the Michigan Science Teachers Association (MSTA: <http://www.msta-mich.org/>), or the Michigan Council of Social Studies (MCSS: <http://www.michcouncilss.org/>). This will be negotiated with your field instructor on an individual basis.
- Classroom visits. You will be visiting other classrooms in your own building and other settings for observation and co-teaching.
- Develop a professional portfolio that reflects your development as a teacher, your year of internship, your philosophy of education, and your ability to support the learning of all children. This portfolio will be one way to assess and document your progress throughout the internship experience. You will get information about the portfolio process and assistance in preparing your portfolio from your field instructor. As you think about your portfolio in the fall, the primary focus will be to provide evidence of your intellectual and practical readiness to move on to the spring. The focus for the spring semester will be on evidence of your capacity for responsible autonomy as a beginning teacher that you might use in seeking a full-time position.
- Each semester there will be scheduled three-way conferences, which will include the mentor teacher, field instructor and intern. One takes place at the beginning of the year to chart the course, one occurs in the middle for the mid-term assessment and one is scheduled at the end for the semester grade evaluation. Throughout the year, other three-way conferences may be scheduled as needed.

Criteria for Grade

Interns may earn a Pass (P) or No Grade (N) in TE501 and TE502. Pass means that the intern has achieved a satisfactory level of progress and that credit is granted.

A Pass in TE 501 means that the intern is open to learning, working hard to

understand the standards and figure out what their enactment in a classroom 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 some difficulties putting the learning into practice. Concerns may relate to all the standards (http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf) or they may focus on one or a few 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 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.

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, 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 (http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf), or in the rate of progress toward understanding and enacting them. For example, there may be a serious weakness 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, and/or an insufficient rate or scope of progress. Interns who receive no grade (N) in TE501 are not eligible to enroll in TE502 and will not be recommended for certification.

You must pass each fall of your three internship courses - TE501, TE801, TE802 - in order to proceed to spring semester internship. In other words, if you do not pass any of these courses, you will not be eligible to proceed in TE502, TE803, and TE804.

In **TE 502, a Pass (P)** means that the intern shows evidence of satisfactory understanding and performance across the standards (http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf). 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, what they entail and can realize the standards in practice at a level appropriate for a well- practiced 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 Program 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 502, 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 (http://www.educ.msu.edu/students/undergraduate/pdfs/Professional_Standards.pdf). The rate of progress is too slow or uneven or the scope of progress is too limited. Interns who receive No grade (N) in TE 502 will not be recommended for certification.

Incomplete: According to the Academic Program Book (<http://www.reg.msu.edu/AcademicPrograms/>), "the 'I' (incomplete) 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 <http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s529>.) In other words, interns will not be given an incomplete when they are irresponsible or delinquent in turning in work. Rather **they will be given "Pass with Concern (P)"** if the problem occurs during Fall semester **or No grade (N)** may be given either semester. 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) arises.

It is seldom feasible to complete an Incomplete for TE 501 prior to the beginning of TE 502. On rare occasions, an Incomplete 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), with the option of a single six-month extension (190 calendar days)." As an example, this has been used for interns who encounter medical or psychological difficulties during the internship and need to postpone (but not register again) for a "deferred" grade in the 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.

Successful completion of TE 501/502 is about more than your interactions with your students in your classroom. The internship will reflect the thought that you put into your teaching as evidenced in your planning. Your commitment to your own professional development will also be reflected as evidenced by your participation in the seminar.

Attendance

Regular on-time attendance and full participation in class are critical to learning. Of course, illness and other emergencies cannot be avoided. You are allowed four sick days per semester for TE501 and TE502. If you are unable to be in your placement you must call your collaborating teacher and field instructor as soon as possible.

Academic Honesty and Integrity

We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.

Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to paraphrase or copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, refer to <http://www.msu.edu/unit/ombud/plagiarism.html>.

Problem Solving

If you have problems with your mentor teacher you should first speak with your field instructor. If there is a problem with the field instructor, you should contact the intern coordinator. If the problem is not resolved, you may contact the program director.

Students with Disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Communication and Professional Responsibilities

In the schools, you are expected to dress, act and talk in a professional manner. This means being respectful of children and school staff and of their need for learning and teaching to go on without unnecessary interruption. The confidentiality of the children and their families should be maintained at all times.

Overview of Fall Semester Events

Intern Tasks	TE 501 Topics and Tasks for Interns and Field Instructors	TE 801 & 802 Suggestions for "Field Time"
<p>Before School Begins Seminar dates and times will be set at Opening day meetings</p>	<ul style="list-style-type: none"> • Work with MT to arrange classroom and prepare for children arriving to begin school • Read Shared Responsibilities and Intern Responsibilities – see <i>Guidebook</i> 	
<p>PHASE ONE: Learning about the Classroom, Children and Curriculum What do teachers need to think about in order to create and implement a classroom learning community? Suggested Tasks and Progression</p>		
<ul style="list-style-type: none"> • Discuss "Physical Space" -see suggested tasks under "Physical Space" • Establish a time each week when you and your MT will meet for planning and setting goals for the coming week. 	<ul style="list-style-type: none"> • Suggested Task: List all the students in your classroom that you can remember and write one thing about the ones you list • Discuss why you remember particular children; are there common patterns or characteristics? • How do you get to know the children who don't naturally draw your attention? • Phase One discussion: review requirements and expectations (see <i>Guidebook</i>) • Review TE 501 syllabus • Read Ch.2 (<i>Weinstein & Mignano</i>) - Establishing an Environment for Learning • Discuss classroom physical space • Begin visiting intern classrooms with intern as host to see and discuss variations in use of classroom space 	<ul style="list-style-type: none"> • Become familiar with materials used for language arts and math • TE 801 and TE 802 begin
<ul style="list-style-type: none"> • Complete "Rules and Routines" (see suggested tasks)– <u>keep this information for future reference</u> • Field Instructor and Intern co-observe lessons and discuss (see <i>Intern Guidebook</i>, for suggested ways to take notes) • Keep a journal – take notes each day on things that surprise you, wonderings and questions you might have, strategies you observe and 	<ul style="list-style-type: none"> • Read ch. 4 (<i>Weinstein & Mignano</i>) Establishing norms for behavior • Discuss Rules and Routines • Review how to write up a lesson plan and discuss format (See <i>Unit/Lesson Planning Guide</i>, http://education.msu.edu/te/elementary/pdf/Unit-Lesson-Planning-Guide.pdf.) • Discuss co-planning of language arts/math unit 	<ul style="list-style-type: none"> • Observe language arts and math in classroom • Become familiar with trade books and supplementary materials available for language arts and math in your school

<p>language you hear that you might use yourself. Send a summary of your week to the field instructor.</p>		
<ul style="list-style-type: none"> • Begin teaching routine(s) • Write general lesson plan for each routine with goals, objectives, and general procedures • Field Instructor and intern co-observe lessons taught by the mentor teacher and discuss (see <i>Intern Guidebook</i>, for suggested ways to take notes) 	<ul style="list-style-type: none"> • Turn in lesson plan of routine(s) for feedback • Bring lesson plans from 801 or 802 literacy and math courses to review • Discuss what it is like to begin taking on some of the teaching load • Look at Literacy and Math curriculum and the Lesson Plan format in the <i>Unit/Lesson Planning Guide</i> http://education.msu.edu/te/elementary/pdf/Unit-Lesson-Planning-Guide.pdf • Personalize to fit your needs. 	<ul style="list-style-type: none"> • Observe language arts and/or math lesson in the grade above or below the grade you teach • Collect pre-assessment information for unit planning for TE 801/2
<ul style="list-style-type: none"> • Discuss use of classroom time as in <i>Weinstein & Mignano</i>, ch. 6 • Begin Child Mini-Study (See Suggested Intern Tasks) • Continue adding new routines as agreed with MT 	<ul style="list-style-type: none"> • Discuss classroom time. Have things changed or stayed the same since the year began? Why or why not? • Read ch.6 (<i>Weinstein & Mignano</i>), Making the most of classroom time Discuss intent and process of Mini Child Study. 	<ul style="list-style-type: none"> • Observe ways in which issues related to differences emerge in the classroom (see pp. 20-21 for information on cultural capital, equity vs. equality, hidden curriculum)
<ul style="list-style-type: none"> • Intern emergency information due to collaborating teacher and field instructor • Child Mini-Study continued 	<ul style="list-style-type: none"> • Support interns as they prepare lessons and units for Collaborative Unit Teaching • Read and discuss ch. 12 (<i>Weinstein & Mignano</i>) Helping Students with Special Needs 	<ul style="list-style-type: none"> • Discuss issues related to differences w/MT during co-planning • Use observation time for Mini Child Study
<ul style="list-style-type: none"> • Sub Folder completed. This demonstrates that 	<ul style="list-style-type: none"> • Discuss Accommodations (<i>Intern Guidebook</i>) • Discussion of Sub Folder • Continued support for interns as they prepare 	

the intern understands the classroom norms, routines, rules and shows that the intern knows the needs of the children.(See Suggested Intern Tasks)	lessons	
<ul style="list-style-type: none"> • Mini Child Study; prepare to discuss with seminar group 	<ul style="list-style-type: none"> • Introduce Phase Two: Review requirements and expectations (<i>Intern Guidebook</i>) • Introduce Observation Rubric • Introduce Portfolio Process and Collecting Artifacts during collaborative unit teaching (<i>Intern Guidebook</i>) 	<ul style="list-style-type: none"> • Guided Observation
PHASE TWO: Collaborative Unit Teaching in Language Arts and Math What do teachers think about and plan in order to teach literacy and mathematics? Suggested Tasks and Progression		
Intern Tasks	TE 501 Topics and Tasks	TE 801-802 Suggestions for “Field Time”
<ul style="list-style-type: none"> • Preparation for Collaborative Unit Teaching 	<ul style="list-style-type: none"> • Introduce Portfolio Process and Collecting Artifacts 	<ul style="list-style-type: none"> • Guided Observation
<ul style="list-style-type: none"> • Collaborative Unit Teaching 	<ul style="list-style-type: none"> • Prepare for Mid-Semester conferences • Develop and discuss Professional Learning Plan • Videotaping during Collaborative Unit Teaching and analysis of practice • Read and discuss Ch. 11 (<i>Weinstein & Mignano</i>) Protecting and Restoring Order • Use of Focused Observation Sheet (Examples in <i>Mentoring Practices</i> http://education.msu.edu/te/elementary/pdf/mentoring-practices.pdf) 	<ul style="list-style-type: none"> • TE 801 & 802 DO NOT MEET DURING COLLABORATIVE UNIT TEACHING
<ul style="list-style-type: none"> • Observe science and social studies lessons in preparation for 803-804 • Reflect back over the first months of the internship and assess what you have learned so far. 	<ul style="list-style-type: none"> • Bring in and share potential portfolio artifacts • Do an analysis of student work with artifacts from literacy or math unit teaching. • Discuss intern reflections of the internship experience thus far • Read Ch. 5 (<i>Weinstein & Mignano</i>) Working with Families in preparation for parent teacher conferences. • Discuss differences that occur in teaching language arts and math (e.g., grouping students, strategies, behavioral expectations) 	

<ul style="list-style-type: none"> • Continue co-teaching language arts or math units • Share and discuss video segments of interns teaching a lesson during their collaborative unit teaching during seminars 		
<ul style="list-style-type: none"> • Begin easing into teaching science or social studies with individuals or small groups (or whole group if appropriate) • Discuss role in Parent-Teacher Conferences (refer to Parent Teacher Conference Guide, p.34) • Discuss student accommodations and changes needed • Prepare for end of semester conferences 	<ul style="list-style-type: none"> • Parent – Teacher Conferences – how to prepare, what interns should bring 	<ul style="list-style-type: none"> • Become more familiar with the full range of language arts materials used, and discuss with MT how these support science and social studies learning as well as language arts goals • Discuss curriculum chart for science and social studies with MT • TE 801/ TE 802 meet after the collaborative teaching weeks.
<ul style="list-style-type: none"> • Revisit rules and routines: How have they changed? How have students changed: What has been changed, modified, or become more complex? What has become internalized by students? 	<ul style="list-style-type: none"> • Introduce Phase Three: Review expectations and requirements (<i>Intern Guidebook</i>) • Revisit observation rubric 	<ul style="list-style-type: none"> • Observe in other classrooms, noting management, transitions, room arrangements • Discuss curriculum chart for science and social studies with MT

PHASE THREE: Looking Back and Planning for the Future

What do teachers learn from reflecting on their practice and how does this influence future planning?

Suggested Tasks and Progression

Intern Tasks	TE 501 Topics and Tasks	TE 801 & 802 Suggestions for "Field Time"
<ul style="list-style-type: none">• Reflect back on the semester: What has gone well? What needs improvement? What are your plans for your growth for the coming semester?• Bring Senior Resume to seminar• Begin working on Spring Curriculum Map (see <i>Intern Guidebook for example.</i>)	<ul style="list-style-type: none">• Discuss semester reflections• Read and discuss ch. 13 (<i>Weinstein & Mignano</i>) Preventing and Responding to Violence• Begin rough draft of philosophy statement by articulating characteristics of your teaching.• Review Professional Learning Plan• View and discuss sample resumes and cover letters	<ul style="list-style-type: none">• Observe in other classrooms, noting management, transitions, room arrangements• Work on curriculum map for science and social studies in preparation for TE 803/4 classes

Overview of Spring Semester Events

PHASE FOUR: Preparation for Guided Lead Teaching How do teachers prepare for sustained teaching responsibilities? Suggested Tasks and Progression		
Intern Tasks	TE 502 Topics and Tasks	TE 803 & 804 Suggestions for “Field Time”
<ul style="list-style-type: none"> • Interns return to school with school calendar • Planning for guided lead teaching • Revisit personal philosophy of teaching ideas 	<ul style="list-style-type: none"> • Introduction to Phase Four: Review expectations and requirements (See <i>Intern Guidebook</i>) • Share and discuss resume drafts • Share sample cover letters • Update on portfolio progress and discussion of current issues surrounding portfolio process: what counts as evidence of standards-based teaching and meaningful student learning? How will that evidence be collected during Guided Lead Teaching? • Discuss TE 803 and TE 804 issues as needed 	<p><u>Lansing Area: TE 803 AND TE 804 meet on Thursday and Friday during the first week of MSU classes</u></p> <p><u>Detroit Area: TE 803 and TE 804 meet on their usual Tuesday or Thursday schedule the first week of MSU classes.</u></p> <ul style="list-style-type: none"> • Finalize unit topics for guided lead teaching • Research specific content and school district, and state curriculum for each unit
<ul style="list-style-type: none"> • Continue planning for guided lead teaching • Revisit Rules and Routines activity to note any needed changes • Prepare a calendar of guided lead teaching, including transition into and out of guided lead teaching, as well as beginning and ending of units, special days, school breaks, etc. 	<ul style="list-style-type: none"> • Discuss issues that relate to differences (cultural capital, hidden curriculum, and equity/equality see Physical Space, pp. 20-21) and review TE250 content. • How to make adaptations for special needs children (Review <i>Weinstein & Mignano</i>) • Discuss changes in classroom rules and routines over the last three months 	<ul style="list-style-type: none"> • Gather resources and materials for each unit • Pre-assess students and use results to guide unit planning

PHASE FIVE: Transition into Guided Lead Teaching How do interns assume full teaching responsibilities? Suggested Tasks and Progression		
Intern Tasks	TE502 Topics and Tasks	TE 803 & 804 Suggestions for “Field Time”

<ul style="list-style-type: none"> Phase into guided lead teaching as appropriate for your situation 	<ul style="list-style-type: none"> Introduce Phase Five: Review expectations and requirements (See <i>Intern Guidebook</i>) Discuss phasing into guided lead teaching 	<ul style="list-style-type: none"> Continue gathering resources and materials for Guided Lead Teaching
<ul style="list-style-type: none"> Update Sub Folder to reflect changes made since October 	<ul style="list-style-type: none"> Share draft of resumes and discuss revisions 	
<ul style="list-style-type: none"> Final draft of resume and cover letter 	<ul style="list-style-type: none"> Revisit resumes and cover letters. Pass out and discuss sample interview questions in preparation for mock interviews 	

PHASE SIX: Guided Lead Teaching
How do teachers engage in sustained teaching responsibilities?
Suggested Tasks and Progression

Intern Tasks	TE 502 Topics and Tasks	TE 803 & 804 Suggestions for "Field Time"
<ul style="list-style-type: none"> Guided Lead Teaching Videotaping Mid semester conferences 	<ul style="list-style-type: none"> Introduce Phase Six: Review expectations and requirements (See <i>Intern Guidebook</i>) Debriefing about guided lead teaching – Analyze your teaching practice and your growth over the lead teaching time. Viewing and discussing each intern's videotape. Ongoing collection and discussion of artifacts for the portfolio 	<p><u>See the Lansing Area or Detroit Area calendars for appropriate dates when TE803 and TE804 classes will or will not be held during guided lead teaching. Each area operates on a different schedule during guided lead teaching.</u></p>

PHASE SEVEN: Phasing Out
How do teachers bring closure to a teaching experience?
Suggested Tasks and Progression

Intern Tasks	TE 501 Topics and Tasks	TE 801 & 802 Suggestions for "Field Time"
Follow school spring break	<ul style="list-style-type: none"> Introduce Phase Seven: 	<ul style="list-style-type: none"> Visit other classrooms

<p>schedule</p> <ul style="list-style-type: none"> • Guided lead teaching phases out 	<p>Review expectations and requirements (See <i>Intern Guidebook</i>)</p> <ul style="list-style-type: none"> • Discuss phasing out of full-time teaching • Plan for and arrange visits to other classrooms. 	<p>in different grades and schools</p> <ul style="list-style-type: none"> • Organize portfolio • See Lansing Area and Detroit Area calendars for TE803 and TE804 meeting dates.
<ul style="list-style-type: none"> • End of semester conferences begin 	<ul style="list-style-type: none"> • Winding down – revisiting the year 	
<ul style="list-style-type: none"> • Completion of portfolio 	<ul style="list-style-type: none"> • Sharing of portfolio • Planning portfolio presentations for convocation 	
<ul style="list-style-type: none"> • Convocation at end of April See Intern Calendar. 	<ul style="list-style-type: none"> • Celebration! 	<ul style="list-style-type: none"> • Last TE 803 and TE 804 classes are the last week of the semester • Last day in schools is the last day of the semester. • CONVOCATION See Intern Calendar.

On the following pages you will find a series of suggested Intern Tasks to be completed according to the above progression chart as directed by the field instructor, to be brought to your seminar for sharing and discussion.

INTERN TASK: Physical Space

Purpose: to create an initial understanding of space use and structure of the physical elements of the classroom, and examine how these decisions are related to building learning community, planning and instruction.

Supporting reading: Elementary Classroom Management, Chapter 3

Suggested Tasks:

Analyzing the Physical Environment

- **Make a chart/map of where children sit**
 - a. Do children have an assigned space or are they allowed to choose where they

sit?

- b. How are student supplies and materials stored and distributed
- c. How does the arrangement promote security?

***Your seating chart will be put in the substitute teacher folder you are creating and should be kept up to date.*

- **Think about the following regarding certain children's needs:**
 - Are there obstacles or barriers that students must maneuver around?
 - Are materials easy to access?
 - Do all students move or are there only certain persons assigned to move?
 - How are safety issues addressed in the arrangement?
 - How does the physical arrangement of your classroom impact the following:
 - **cultural capital:** Your students' personal or social background (e.g., family background, social class, commitment to education, knowledge that is considered necessary to become a successful citizen) may enhance or get in the way of academic success. These characteristics may influence your students' values, preferred approaches to learning, and styles of interaction. Therefore, it is important to consider whether there are mismatches between the students' background and the instructional approaches taken in your classroom.
 - **equity vs. equality:** Some learners need particular adaptations and accommodations to help them be successful in the classroom. That may mean they need extra time to complete assignments, more individual support, or extra resources that help them have the same overall learning opportunities as others in the classroom. Rather than making sure all students have "equal" (the same) treatment, at times it is necessary to assure "equitable" treatment that assures quality learning opportunities for all.
 - **the hidden curriculum:** Along with learning opportunities offered to students through the explicit school curriculum, teachers should also be aware of the unintended influences that result from the way schools are organized and how they operate. That is, particular values, practices, and perceptions of the dominant culture frequently determine acceptable modes of communication, social interaction, ways of thinking and knowing, and ways of distributing power, status and resources.
 - How are your children's needs impacted by the room arrangement or movement expectations?
 - Are there certain children whose needs are dictating the arrangement of your classroom?
 - Are appropriate visual supports available (e.g., posters, charts) to provide academic, social and linguistic support for all learners?

5. Visiting Intern Classrooms:

If possible, your 501 Seminar will visit each of your classrooms. The host intern will prepare an outline for visitors and lead a presentation/discussion noting:

- Student/teacher workspace
- Options for privacy

- Tools, materials, learning resources
- Seating arrangements
- Technology
- Literacy centers
- Books
- Writing centers, etc.

Discussions may include:

- How the MT has managed the restrictions that come with the nature of the space and options of furniture, etc.
 - What messages the physical set-up and displays communicate to the students about the learning opportunities available to them
 - What kinds of interactions the physical arrangements foster
 - The developmental needs of this age/group students in this classroom and how the environment reflects/meets those needs
 - What you would change/keep the same if you were the teacher
- How the MT has adapted the environment to meet the special needs of children in this classroom.

INTERN TASK: Rules and Routines

Purpose: To correlate the needs of all children to the rules/routines of the classroom

Supporting Reading: Elementary Classroom Management Chapter 4

Suggested Tasks and Questions:

1. Use your teaching journal to reflect on the following:
 - a. What behavioral expectations and class rules are put into place during the first few days of school?
 - b. How are behavioral expectations made clear?
 - c. Are students involved in creating classroom rules?
 - d. How does the teacher hold the students accountable for rules and norms?

2. Weinstein and Mignano describe three different types of routines. They are:
 - Class-Running Routines
 - Lesson-Running Routines
 - Interaction Routines

Make a list of the classroom routines and categorize them so that they fit into each of the above categories.

Mark the routines that occur every day with a star

Briefly describe the purpose of each routine.

Mark the routines that occur periodically with a triangle.(i.e. sharing is on Wed.& Fri.)

Why do these routines occur intermittently?

What learning and behavioral goals are met by routines?

3. Individual children may need particular types of social support – that is, accommodations to the rules and routines of the classroom. In collaboration with your MT select one child who may need additional support with the expectations of your classroom. Over the following days take on the role of observer and gather data about the child's response to the rules and routines. For example, consider the following:
 - Transition times
 - Lunch, recess, free time, specials
 - Whole group instruction and small group activities
4. Which rules and routines would a substitute teacher need to be aware of? Create a way of communicating the important rules and routines that will go into your *substitute folder*.
5. Before you start taking over a classroom routine: Create a general lesson plan for the routine. This will go in your *substitute folder*. You will then know the general routine for when you are the only teacher in the classroom.
6. After you have taught your first routine:
 - a. What did you have to consider and plan for in order for the routine to go smoothly?
 - b. How are you beginning to establish yourself as a teacher in the classroom?
 - c. What management routines or strategies were used to effectively complete the lesson?
 - d. What did it feel like to start the routine for the first time?

Note: You will continue to talk about rules and routines as they relate to classroom management throughout the year. Please keep this list for future reference.

SUGGESTED INTERN TASK: Classroom Time

Goal: to examine the time available for instruction and how decisions about time are made.

Supporting Reading: Elementary Classroom Management Chapter 7

1. Scheduling: Create a weekly schedule and make changes as needed throughout the year. *This will go in your substitute folder.*

For discussion:

Are there predictable things happening each day? Each week?

Do subjects occur in a set order or does it vary? What decisions are involved in scheduling activities when and where they are?

How is each subject introduced? Are all subjects taught right away or is there an easing into certain subjects?

How are Language Arts and Math scheduled?

Weinstein and Mignano identify different types of time. They are:

- Mandated time
- Allocated time
- Instructional time
- Engaged time
- Productive time
- Academic Learning Time

Calculate the number of minutes each subject is allotted for each day and each week. Discuss with your MT how time for content areas is determined. For example, consider whether there are state or district mandates that influence instructional time.

What developmental needs of the children are considered in the way the days and week get planned?

Observe an entire lesson, carefully noting how much time is actually spent on instruction and what time gets used for other purposes (refer to #1 p. 163).

2. Transitions:

- How do transitions support the flow of activities/lessons and minimize down time?
- How does the MT end a lesson and begin the next?

3. Pull-outs

- Identify children who are regularly “pulled” out of the classroom. Indicate those children on the schedule or seating chart so that you will know who will be leaving the room. (Example is found on p.160)
- What are they pulled out for?
- How long are they gone?
- How frequently are they pulled out?
- What impact does leaving the room have on those involved? On those who remain?
- Are there some students who are periodically pulled out? (for example for instrumental music or enrichment) What impact does that have on those who go and those who remain?

Sample Lesson Plan for Routines

Name of routine:

When routine is used:

General goals and objectives:

Materials needed:

Note/Things to do before teaching the routine

Procedure:

Adaptations for particular students:

Assessment:

INTERN TASK: Completing Your Substitute Teacher Folder

During any school year, all teachers will need a substitute if they are sick and/or attending a conference or meeting. The folder contains valuable information that would not be found in a plan book. While you will not require a substitute when you are absent, you may be asked to sub for your collaborating teacher. This folder is meant to help you know how to manage instruction if you are the sub. It will also be a reference for when you set up a classroom of your own.

Drawing from the tasks you have completed, you should have the following to put in your substitute teacher folder:

1. A seating chart indicating where students sit. You may need more than one chart if you have particular places where students sit for small group work or “carpet” time.
2. A weekly schedule that indicates when subjects are taught (generally) and what special classes students have during the week.
3. Classroom rules and behaviors a substitute would need to know about.
4. Lesson plan(s) for routines you are currently doing. You will need to add additional lesson plans for each routine you take responsibility for as the semester progresses.
5. Add emergency information such as where students go during fire drills or tornado drills. Whenever you and your MT receive that type of information, make sure you put a copy in the sub folder.
6. If you have any students with medical concerns a substitute should be aware of, that information should also be included. That would include students who regularly go to the office to receive medication or those who may occasionally have a need to go to the office for medication such as for asthma or a bee sting.
7. Include information on any expected academic, social (behavioral), or linguistic accommodations or supports for individual students.

Your sub folder should be put in a place where it can be easily seen and used. Field instructors (and others) may want to use the seating chart or lesson plans when they come in to visit and observe you.

NOTE: It is essential that you have your substitute folder prepared and that your field instructor and MT have reviewed it before you are eligible for substitute teaching in your classroom.

*This sub folder will be revisited and revised in January to reflect any changes in classroom make-up, learning needs, or school policies. Prior to Guided Lead Teaching during spring semester the revised folder should be shared with your MT and Field Instructor.

INTERN TASK: CHILD MINI-STUDY
Following a Student

In your analysis of the use of classroom time you examined time used for students to attend services outside of the classroom. This child study is for the purpose of learning more about the kinds of services available outside their classroom and the impact on classroom learning.

Procedure:

- Identify a student who leaves the classroom for special services.
- Observe the student in the regular classroom for a couple of days noting the student's behaviors and learning strengths and needs.
- Talk to the collaborating teacher about why the student receives special services and his/her expectations for the child's resource support.
 - Make arrangements with resource specialist for a visit with chosen child (at least two days in advance)
 - Prepare two or three questions to ask the resource specialist
 - Find out all you can about this child

During your visit (or visits)

- Take notes of your observations
- Be an observer, not a participant
- Look for answers to the following questions:
 - What does your child study student do there?
 - How is the child's experience the same/different there than in the general education classroom?
 - How can that child contribute in the general ed classroom?
 - What is she/he good at?
 - What happens when she/he returns to the classroom from the resource room?
 - How is she/he integrated into the classroom?
How may you need to modify what you are doing to accommodate his/her needs?

Follow-up of visit(s):

- If you are given the opportunity please engage the resource teacher in conversation of what you observed
- This is the time to ask your questions as well as learn what you can do to support the child in your classroom.
- Analysis of study: What have you learned about the child you observed regarding his/her learning strengths and needs?

How can you apply what you learned from this mini-study to working with other children or situations in your classroom? How does this learning impact your lesson plans and your teaching for this child and all the other children in your classroom?

INTERN TASK: Focused Observations

Goal: The goal of observing the classroom and your MT is for you to gain insights into the learning dynamics of your particular classroom. A teacher operates on many different levels, often simultaneously. Stepping back and observing what is going on during a variety of lessons will help inform your co-planning and co-teaching as well as lay the ground work for the Collaborative Unit Teaching in Language Arts and Math. As you think about Focused Observations, take the time to refer to the discussion in the *Mentoring Practices Guide* <http://education.msu.edu/te/elementary/pdf/mentoring-practices.pdf> as well as the section focusing on different styles and formats for taking notes as you observe. After reading the sections on focused observations and taking notes you may also want to focus on some of the points mentioned below as you make your observations.

Structure: observe the way in which your MT structured the lesson and how the structure promoted learning.

Function: observe how your MT functions during a lesson. What was s/he doing? What roles does the teacher play during the lesson? (Example: role of facilitator, disseminator of information, guide, etc.) Were there sub-functions or strategies that supported learning (encouraging students, listening to student ideas, redirecting behavior)?

- You may want to use the attached chart when you observe teacher functions.

Classroom rules: How are the classroom rules employed in a given lesson? In what ways do these rules support student learning? What rules have already been internalized so students do not need to be reminded of expectations?

Classroom activity: How do the activities, movements, and/or tasks that the students are doing promote their learning? Describe the tasks and students' engagement in the task.

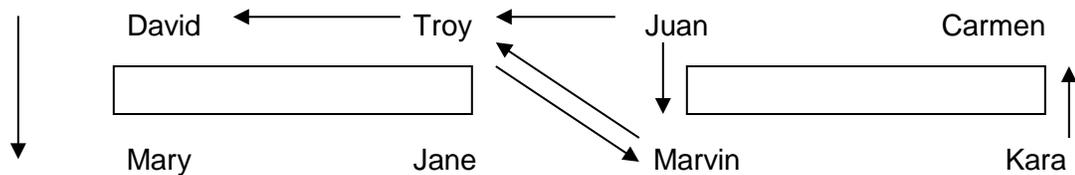
- You may want to use the attached chart for your observation when you observe classroom activity.

Assessment: As an observer, what do you see that lets you know activities match the goals and objectives of the lesson? Are there observable ways you can tell students are understanding and learning what is being taught? How is the MT assessing student progress during and/or after the lesson?

Mapping social interaction during learning

Since learning is often a social activity in classrooms, observing the ways children interact during an activity can help you focus on the social dimension of learning. During a class activity map as best as possible who interacts with whom. Use arrows to indicate who initiates the interaction and who receives it. (It would be helpful to use one of your seating charts for this observation.) Color-code or find ways to represent multiple interactions.

Example from a problem solving activity:



In the diagram David is talking to Mary who is his partner. Troy and Jane are partners, but they are not talking to each other. Instead, Troy is talking to Marvin and Marvin responds. Juan is talking to both Troy and Marvin. Kara talks to Carmen, but Carmen does not respond. Jane is left out of the whole interaction.

After you have mapped a segment of a lesson, focus the remainder of the lesson on a particular dyad and small group. What inferences can you make from your observation and map? What insights do you have that will help when you are planning for an activity?

Observing Teacher Functions

Intern's Name: _____ Mentor Teacher: _____

Date: _____ Subject: _____

EVENT	TEACHER FUNCTION/MOVES	HOW DOES FUNCTION SUPPORT LEARNING?	MATERIALS USED	REACTIONS, QUESTIONS, COMMENTS

Observing Classroom Activity

Intern's Name: _____ Mentor Teacher: _____

Date: _____ Subject: _____

ACTIVITY/TASK	STUDENT BEHAVIOR	EVIDENCE OF LEARNING	REACTIONS, QUESTIONS, COMMENTS

WEEKLY REFLECTION

Intern Name _____ Grade _____

Classroom Mentor Teacher _____

Date _____

List at least one area of strength this week:

List one area that you will strive to improve upon during the upcoming week and briefly describe how this will be done:

Something that would help me is:

Share this reflection with your Field Instructor and Mentor Teacher

PARENT TEACHER CONFERENCE GUIDE

Prior to Conferences:

- What are your MT's goals for the conferences?
- What does she/he do to prepare for them?
- What role will you play in preparing for and conducting conferences?

After the Conferences:

- What surprised you? What differed from your expectations?
- As you listened to your MT craft wording for particularly sensitive situations, what wording impressed you and why?
- Did you learn anything new about your students through the conversation? Did the conversation allow you to see your students in a different light?
- What types of insight, observation, concerns, and questions did parents bring to the table?
- What seemed to matter to each parent? What did they seem to care about in this conference setting?
- What did you notice about your MT as a listener?
- What did you notice about your MT as a responder?
- Were there any points in the conversation when you might have chosen to respond differently than your MT?