

*Elementary Teacher Preparation
Program*

**COURSE INSTRUCTOR
GUIDEBOOK
2012-2013**

*Michigan State University
Teacher Preparation Program
College of Education
116 Erickson Hall
355-1741*

Website: <http://www.education.msu.edu/te/Elementary/pdf/course-instructor-guidebook.pdf>



Table of Contents

Getting to Know the Elementary Teacher Preparation Team

Elementary (K-8) Program Website	4
Contact Information for Team Coordination Personnel	4
School Cluster Arrangements	5
Basic Survival Information for New Course Instructors	6

Understanding the Big Picture

MSU Professional Teaching Standards	10
Catalogue Description of Courses for Teacher Certification	10
The TPP Professional Learning Community	12

Developing and Teaching TPP Courses

Developing Your Course Syllabus	15
Required Content for Teacher Preparation Course Syllabi	16
Policies Instructors and Teacher Candidates Should Know About	19
Policies that Pertain to Course Instructors	20
Working with Mentor Teachers in Schools	24
Getting Feedback on Your Teaching	24

(continued on next page)

Table of Contents (Continued)

Appendices

Appendix A: Resources for Integrating Technology Across TE Courses	26
Helping teacher candidates fulfill technology requirements	
Excellence in teaching with technology awards	
Technology support for TE instructors	
Center for Teaching and Technology Office	
Web-based technology resources	
Appendix B: Resources for Building Inclusive Learning Communities and Offering Responsive Instruction	29
How do prospective teachers learn to build inclusive learning communities?	
Weaving key concepts across courses	
Addressing the needs of English language learners	
Addressing the needs of special education learners	
Appendix C: Unit/Lesson Planning Guide	37
Figuring out the “big picture” and worthwhile goals	
Instructional plan	
Designing daily lesson plans	
Developing performance assessments	
Reflecting while teaching	
Reflecting after teaching a unit	
Providing academic, social and language support for <i>all</i> learners	
Putting it together: Essential questions for academic, social and linguistic support	
Sample outline for a daily lesson plan	
Appendix D: Communicating with MTs	42
Course summaries with examples	
Appendix E: Resources and Procedures for Working with MTs	50
Overview of school and teacher support contracts	
Mentor Teachers' professional accounts	
Teacher learning site development funds	
Mentor Teachers join course instruction	
Professional development opportunities for Mentor Teachers	
What this means to course instructors	
Appendix F: TPP Mid-Semester Feedback on Instruction	53
Appendix G: TPP Field Instructor Feedback	55

Getting to Know the Elementary Teacher Preparation Program

Elementary (K-8) Program Website

Much information about the program is available on the Teacher Education Department website: <http://www.educ.msu.edu/te/> and on the Elementary Teacher Education website: <http://education.msu.edu/te/elementary/>

Contact Information for Coordination Personnel

The 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 Mentor Teachers who support the teacher candidates' school-based learning.

Our **Teacher Preparation Program (TPP) secretary** maintains student records and assists the Coordination Personnel in maintaining communication among all participants in the program.

116 Erickson Hall, 355-1741, LAET@msu.edu, DAET@msu.edu

Our **Program Director** represents the team in the Teacher Education Department's 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 Mentor Teachers who teach Teacher Preparation Program (TPP) courses.

Our **Coordinators** assist the Teacher Preparation Program Director in program staffing, communication with the Teacher Education Department, and professional development for Field Instructors who support interns' school-based learning and curriculum development.

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

Connie VanBelois, vanc@msu.edu, Grand Rapids Area interns

Sylvia Hollifield, hollifi2@msu.edu, Detroit Area interns

Andrea Kelly, 116Q Erickson Hall, 432-3671, akelly@msu.edu, Elementary Pre-internship Students

Student Affairs Office Advisors work with the TPP to maintain communication between the TPP and the Student Affairs Office, where student advisement and intern clearance are done.

Student Affairs Office 353-9680

School Cluster Arrangements for the Internship Year

- Schools are arranged by **Internship Clusters** and each set of 4-6 schools is associated with particular sections of TE 801, 802, 803 and 804. Other sets of schools (not necessarily the same as the internship clusters) work with TE 301, 401 and 402. 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 the intern courses that are associated with that cluster.
- Each school has a set of **Interns** and **Mentor Teachers** (MTs) who work together in support of the interns' professional learning and induction into the teaching profession. Some schools also have **juniors** and/or **seniors** placed in association with TE 301, and TE 401/2.
- Each Lansing area school has a **Teacher Education Liaison (TEL)** who is a teacher in the school who facilitates communication between MSU (Field Instructors, Course Instructors, and Coordination Personnel) and the school's MTs and Principal.
- Each school where interns are placed has a **Field Instructor** who works with the interns and their MTs in that school, maintains communication with MSU (course instructors and Coordination Personnel), and conducts the TE 501 and 502 seminars and meetings with MTs in the school.

Basic Survival Information for New Course Instructors **(and for those of us who need reminders)**

Sometimes it is knowing the little things like learning how to run the copy machine and where to get keys that help in getting off to a good start as a new course instructor. The following information should help with questions about procedures in the Department of Teacher Education. The information applies to general department functioning, and gives specific information for the TPP as well. There is additional information in the section on Developing Courses. Please don't hesitate to ASK if you need more information!

If you are newly hired: <http://www.education.msu.edu/te/Elementary/Course-Instructors/About-Course-Instruction.asp>

Tenure-stream faculty members, can access <http://www.msu.edu/unit/facrecds/FacHand/tenurepromotion.html> to review the Faculty Handbook.

Graduate assistants should review the MSU Graduate Students' Rights and Responsibilities found at <http://www.vps.msu.edu/SpLife/gradrights.htm> as well as your Union contract found at <http://www.geuatmsu.org/> to make sure you meet all the requirements of having a graduate assistantship.

E-mail account:

Course Instructors and field instructors **must activate their MSU email account**. This email account is the tool used to communicate many important issues to you, as an MSU employee. It is also the security system for course instructors to retrieve your class lists and enter your grades (see below).

All instructors should visit <http://www.reg.msu.edu/read/UCC/Updated/geninfo/genpro.pdf> to familiarize themselves with MSU academic policies.

Where do I get classroom and other keys?

Normally the first floor classrooms are not open during the day so you will need a key if you are teaching in those rooms. First floor classroom keys, work station keys, etc. are available from Tracy Abbott, located in the 5th floor copy center, abbottt@msu.edu.

How do I get books ordered for the course I'm teaching?

Books for your courses should be ordered through Karen Gray, located in 355 Erickson or by phone at 353-0696. Desk copies for course instructors can be ordered by contacting the publisher directly using MSU letterhead.

How do I get course packets made for the course I'm teaching?

Course instructors arrange for their own course packets to be reproduced and for arranging for copyright permissions. There are several businesses in town that handle

course packets. If the course you are teaching has a Subject Area Leader, ask that person to recommend a place for handling your course packet.

Where do I get class lists and grade sheets?

Class lists for instructors are available electronically before the first day of classes. Instructors (except “field instructors”) should visit: https://ntweb1.ais.msu.edu/Sentinel/AppLogin.Asp?App=RO_Authorization on the web. This is the secured log in screen. Once you have entered your MSU email address (without the @msu.edu) and your password you should gain access. Next choose “*Instructor Systems Menu*”. The next screen will indicate what courses you have access to and the different information available to you from this site. If you have trouble with this system, https://www.reg.msu.edu/read/pdf/Online_Grades.pdf is a website that will guide you step by step to accessing the “Instructor Systems Menu”. This website, <http://www.reg.msu.edu/Forms/Instructor/FAQ.asp>, will answer many of your questions about using the MSU electronic “Instructor Systems”. Please contact the TE Department Administrative Assistant (353-5091) if you have any problems accessing your class list.

Since there are many sections of our courses and relatively complex rules about who attends what section, a few errors in registration are likely. The only way we can detect and fix registration errors is for **instructors to assure that class lists match the students actually attending class**. Properly, the Registrar asks us not to teach persons who are not on class lists; instructors use their class lists to ensure proper registration. **We rely on instructors to notify students to enroll in the proper section and we rely on instructors not to teach students who are not properly enrolled.** (Why do we rely on instructors in these matters? Because only you know who is actually attending your class.) One final reason to make sure your students are enrolled properly: you will have difficulty completing electronic grades when your students are not enrolled OR you have students enrolled in your class that were not actually attending your class. *It will be your responsibility to resolve these problems.*

What are procedures for photocopying for classes?

All copy machines in Erickson Hall are secured and require a copy code and password to operate. Please see the Department Administrative Assistant in bay 313 Erickson to ask about your copy code and password for any Teacher Education Dept. accounts or grants. The machines available on each floor are intended for small jobs or copying out of bound material only. We have an excellent resource in the Copy Center located on the 5th floor of Erickson. They can process your copy jobs in a reasonable amount of time as well as create CDs with your materials or scan your material to a website which the students would then access.

The College of Education requires instructors to use technology instead of hard copies whenever possible. **Any copy request made of the copy center that requires more than 20 copies (total) must first get written permission from the Chair of the Department** whose account you are using. Those teaching for more than one department

should get different codes from each department. Secretaries cannot include in their many tasks making photocopies for course instructors.

How can I save on photocopying costs?

The TE Department strongly recommends that you help reduce copying costs by using alternative measures to provide course materials for students. Teaching Assistants are required to use a course management tool *ANGEL* (<http://www.msu.edu/unit/facrecds/FacHand/code.html>), to provide your course syllabus and assignment sheets. You also may want to consider constructing your own course website. Tech Guides are available in 133 Erickson if you need assistance. The Copy Center also has the capability of scanning materials and creating files in PDF, and making CDs for distribution.

How do I obtain AV equipment?

AV equipment (VCR & monitor, etc.) can be reserved by calling the Instructional Media Center at 353-3960. Given 24 hours notice, the IMC will deliver the equipment to the classroom and set it up, all at no charge to the instructor or the team.

See Appendix A, p. 27 for more information about equipment available through the College of Education technology resources.

How do I get supplies that I need for my teaching or field instruction?

Supplies such as writing tablets, pens, file folders, etc. are available for your use related to your responsibilities in the department, and are NOT intended to be supplied to students in your courses. Any specific requirements for supplies required of students should be outlined in your syllabus and students should obtain them at their own cost. Ask any secretary in the TE Department to help you learn the procedure for getting the supplies you need. If you need something special that must be ordered, again, ask the faculty coordinator or project leader to approve the order.

How do I get typing or other work I need done?

Usually graduate assistants are expected to handle their own typing or other work that needs to be done. Graduate students have access to computers within the area where they are assigned a desk or there are computers available in the Tech Center. If you do not have access to a computer in your assigned area, talk to the TE Department Administrative Assistant, 353-5091.

Where do I get help with questions about technology?

See the following website for information about services offered:

<http://ott.educ.msu.edu/ctt/>

Technology Exploration Center
133 Erickson Hall Mon-Thur 11-6, Fri 11-5
Phone (517) 432-3531

OTAT@msu.edu

Innovation with Technology in Education (iTEC) Consultants:

Our course instructors have ready access to the iTEC consultants who can provide you with many types of support, including coming to your class, consulting with you about available hardware/software, ideas for technology integration, etc. Feel free to contact them to set up a time to talk or exchange ideas through their wiki:

<http://itecs.wiki.educ.msu.edu/> or through email: msuitecs@gmail.com .

What if there are problems associated with teacher candidates?

One part of coordinator's duties is to monitor teacher candidates' progress through the program and to help solve problems that may arise. Andrea Kelly (akelly@msu.edu) coordinates the elementary undergraduate portion of the program which means juniors and seniors. Sally Labadie (labadies@msu.edu) coordinates the Lansing Area elementary interns, Connie Van Belois (vanc@msu.edu) coordinates the elementary and secondary interns in Grand Rapids, and Sylvia Hollifield (hollifi2@msu.edu) coordinates the elementary and secondary interns in the Detroit area. Consult with the appropriate coordinator about your concerns early; it's better to be too concerned too soon than vice versa.

How do I get answers to other questions I have?

There are many people who can assist you when you have questions. Your Subject Area Leader, a Coordinator, or the secretary who is associated with your work are available to help you. Please don't hesitate to ask for help.

Helpful Websites:

Schedule of courses may be viewed at:

<http://ntweb8.ais.msu.edu/ScheduleBook/schedule.asp>

Erickson Hall conference room reservations may be made at: <http://ed-web2.educ.msu.edu/coeresources/>

College homepage may be viewed at: <http://www.educ.msu.edu/>

College directory: <http://ed-web2.educ.msu.edu/coedirectory/default.asp>

Department homepage: <http://education.msu.edu/te/elementary/default-elem.asp>

Classroom requirements – this website allows you to search for a classroom that has all of your requirements (moveable chairs, technology etc.)

<http://opbweb.msu.edu/InstrSpace/> To ask for a particular room, contact Kristi Lowrie (collett1@msu.edu.) She does room assignments as she does scheduling. If you need something that is not available in your assigned classroom, contact Kristi for help.

Understanding the Big Picture

MSU's teacher preparation program is based on a set of professional teaching standards. A planned sequence of courses leads to teacher certification at the end of the internship year. The Program Standards are found at this website:

<http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp>

Catalogue Descriptions of Teacher Certification Courses

*Credit hours (hours per week of lecture/discussion - hours per week of lab/field activity)

Yr., Sem-	Course Number	Course Title	Instr'l Model*	Catalog Description
Jr., Fall latest	TE 150	Reflections on Learning	3 (3-0)	Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.
Jr., Fall latest	TE 250 or CEP 240	Human Diversity, Power, and Opportunity in Social Institutions Diverse Learners in Multicultural Perspective	3(3-0) 3(3-0)	Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social, and economic consequences for individuals and groups.
<i>ADMISSION TO THE TEACHER CERTIFICATION PROGRAM</i>				
Jr., Spr	TE 301	Learners and Learning in Context	4(3-4)	Role of social context and socio-cultural background in learning. Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context..
Sr., Fall	TE 401	Teaching Subject Matter to Diverse Learners	5(3-8)	Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings. Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.
Sr., Spr	TE 402	Designing and Studying Practice	6(4-8)	Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines. Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.

Summaries, continued

<i>ADMISSION TO THE INTERN YEAR</i>				
Yr., Sem	Course Number	Course Title	Instr'l Model*	Catalog Description
5th, Fall	TE 501	Internship in Teaching Diverse Learners, I	6(2-24)	Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
	TE 801	Professional Roles & Teaching Practice, I	3(2-3)	Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Relations of teachers to colleagues, families, other social service providers, and community leaders. Roles in school governance.
	TE 802	Reflection & Inquiry in Teaching Practice, I	3(2-3)	Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.
5th, Spr	TE 502	Internship in Teaching Diverse Learners, II	6(2-24)	-Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
	TE 803	Professional Roles & Teaching Practice, II	3(2-3)	School-agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.
	TE 804	Reflection & Inquiry in Teaching Practice, II	3(2-3)	Collecting, analyzing, and interpreting data on teaching, learning, and educational policy. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

*Credit hours (hours per week of lecture/discussion - hours per week of lab/field activity)

Professional Learning Communities

Course instructor seminars. Course and field instructors meet on a regular basis (several times per semester) to share ideas and learn together in order to improve teacher candidates' preparation for teaching diverse learners. This work includes reading and discussing articles, sharing teaching ideas, and developing a beginning framework for working explicitly to help teacher candidates continue to work with a small set of key concepts that they were introduced to in TE 150 and TE 250, in order to deepen their understanding and their ability to *act on* their understandings. These concepts include:

- equity vs. equality
- hidden curriculum
- cultural capital

Faculty and graduate students have been sharing resources and teaching ideas that engage teacher candidates deeply in exploration of a key question that influences important choices about curriculum, teaching, and assessment on a daily basis: *What does it mean to build an inclusive learning community?* (See Appendix B for more information and where to find resources.)

You also will meet periodically with a faculty **Subject Area Leader** who supports instructors in developing course syllabi and assignments, thinking about course activities and discussions, and grading of student assignments. For the 2011-12 year, the following faculty will be involved:

Cross-Team Subject Area Leaders	
Mathematics TE 401/2, TE 801	Beth Herbel-Eisenmann bhe@msu.edu
Science TE 401/2, TE 804	Michelle Williams mwilliam@msu.edu
Social Studies TE 401/2, TE 803	Anna-Lise Halvorsen annelise@msu.edu
Literacy TE 301, TE 401/2, TE 802	Cheryl Rosaen crosaen@msu.edu

<p>Field Instruction TE 501, TE 502</p>	<p>Randi Stanulis randis@msu.edu Sally Labadie labadies@msu.edu</p>
---	---

Working toward a shared vision and goals. Our vision of an inclusive community is one where “difference” among students is not viewed as deficiency, but as natural cultural, linguistic, socioeconomic, and racial variability. Put simply, difference is the inevitable range of abilities that one expects in today’s classrooms (Au, 1993; Diamond & Moore, 1995; Garcia, 1996; Roller, 1996). Moreover, such communities consider the question posed by Roland Barth: "How can we make conscious, deliberate use of differences in social class, gender, age, ability, race and interest as resources for learning?" (1990, p. 514).

We hold our own professional community to the same standards by striving to create an inclusive professional learning community to assure that each participant plays an active part in providing high quality teacher preparation for all teacher candidates.

Within our professional community, we want to support and guide teacher candidates in working toward several key **goals**:

- New teachers prepared at MSU should achieve a deep understanding of subject matters and of methods for "teaching for understanding."
- They should form a democratic commitment to the education of all children and to classrooms and schools that embrace diversity.
- They should learn how to establish learning communities in classrooms and schools.
- They should learn how to participate in the improvement of teaching, of schools, and of the teaching profession, and in those ways help to make a better world.
- They should learn how to integrate theory with practice and teaching experience with reflection on that experience.

Teacher candidates will progress toward those goals in **stages**:

- In TE 150 and TE 250 (or TE 240), teacher candidates begin to consider issues that are *foundational to teaching diverse learners*, working to understand how concepts such as equity vs. equality, the hidden curriculum, and cultural capital can help them make sense of schools as organizations, teaching and learning patterns, and classroom life.
- In TE 301, teacher candidates begin to work on *thinking like a teacher*, in a careful study of children and their development, classroom management, motivating students to learn, and lesson planning.
- In TE 401 and TE 402, they begin to work on *knowing like a teacher*, integrating subject matter knowledge, curriculum, and pedagogy.
- In the intern year, teacher candidates begin to work on *acting like a teacher*, putting it all together in actual supervised practice.

The program incorporates several fundamental, intertwined and recurring **themes**:

- Teachers should grow steadily over a lifetime of practice; in teacher preparation, they should learn the intellectual habits conducive to steady growth.
- People learn not from activity alone, but from activity combined with reflection on that activity.
- Good teachers work at learning about their students.
- Good teachers work at learning from their colleagues near and far.
- Learning communities are as important to teachers as to students.
- Effective teaching combines the sort of wisdom that comes from direct experience and practice and the sort of wisdom that comes from systematic study and inquiry.

In practical terms, this means teacher candidates and interns--with *ongoing support* from their professional learning community--will work to develop what we are calling ***Productive Habits of Practice***--ways of habitually thinking and acting that are consistent with the 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)

References

- Au, K. (1993). *Literacy instruction in multicultural settings*. Fort Worth, TX: Harcourt, Brace, Jovanovich.
- Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.
- Diamond, B. & Moore, M. (1995). *Multicultural literacy: Mirroring the reality of the classroom*. White Plains, NY: Longman.
- Garcia, E. E. (1996). Preparing instructional professionals for linguistically and culturally diverse students. In J. Sikula (Ed.), *Handbook of research on teacher education*, 802-819. New York: Macmillan.
- Roller, C. (1996). Variability not disability: Struggling readers in a workshop classroom. *Newark, DE: International Reading Association*.

Developing and Teaching TPP Courses

Course instructors must balance the inclusion of their individual perspectives on teacher education as they design courses with meeting program and team expectations. This section of the handbook introduces you to basic information--conceptual, practical, and logistical--that should be taken into account when developing and preparing materials for a course.

Developing Your Course Syllabus

Why a syllabus is needed

Both MSU's Code of Teaching Responsibility and its statement of Student Rights and Responsibilities make clear that students must be given adequate prior notice of all important expectations and policies for a course. Syllabi are the expected way to give notice, and thus are important in implementing program policy. **TE courses in the teacher preparation program require specific information with specific wording be included in the syllabus.** See the page 22 of this document for detailed information and on the TE website at <http://www.education.msu.edu/te/Elementary/Course-Instructors/Writing-Syllabi.asp>

Distributing your syllabus

Department policy calls for a copy of every syllabus to be filed with the department. *The preferred method of providing the department a copy is to send an electronic file to Chris Barden, 313 Erickson Hall, barden@msu.edu.* ALSO, please send an *electronic copy* of your course syllabus to **Elementary Teacher Preparation Program Secretary by the end of the first week of classes:** laet@msu.edu or daet@msu.edu

MSU-approved course descriptions

The prior section of this document contains a summary of the "official" description of the course you will be teaching. Your syllabus should include language that helps teacher candidates understand how it fits that description.

Program standards and integration of strands

The evaluation standards for interns, which are included in the previous section, are an essential point of departure for course goals. Helping teacher candidates understand how those standards are reflected in your course syllabus helps them to think forward to uses of what they are studying now. In addition, there are four major strands that need to be integrated across the courses in the program because we do not offer separate courses in these areas. It is helpful to teacher candidates to see how these strands are reflected in your course goals:

Technology (See Appendix A)

Building Inclusive Learning Communities (see Appendix B)
English Language Learners (see Appendix B)
Special Education (see Appendix B)

Also see the [new document](#), available on the TPP website (“Intern’s Guides and Documents” page) regarding **Planning for Diverse Learners** for guidelines for providing differentiated instruction and adaptations.

Field requirements

Each course has a "field component" that provides opportunities for teacher candidates to participate in classrooms on a regular basis. During TE 301 teacher candidates work directly with an individual child about 45 minutes a week for much of the semester. During TE 401 and 402, they are in schools for four hours per week. During the internship they are in schools four days per week, except for the fall and spring guided lead teaching time periods when they are in school full time. *Course instructors are responsible for providing specific directions and expectations for teacher candidates' participation in schools, and for providing timely and clear information to Mentor Teachers regarding what is expected.*

Office hours, office, mailbox, and phone

MSU's Code of Teaching Responsibility states that instructors are expected to schedule and keep a reasonable number of office hours for student conferences and to post this information in their syllabus. Being reasonably accessible by phone and e-mail also is good for maintaining timely communication. For instance, if you are a Fixed-Term faculty member and have no office space, you may want to give the students your home phone and e-mail address instead of actually setting office hours. Mailboxes for Fixed-Term faculty will be in 116 EH. Graduate student mailboxes are on the 3rd floor. Whatever your style, you must clearly indicate in your syllabus how students may contact you outside of class.

Please do NOT give out the TPP office number or the TE department’s phone number to students as a way to reach you.

Using the ANGEL instruction system

To access the ANGEL instruction system, go to <https://angel.msu.edu/frameIndex.htm>. In the upper right corner is a link for HELP in using ANGEL. (*IMPORTANT: ALL graduate assistants will have to be assigned EDITING rights for their course BY THEIR SUPERVISOR before they have access to use ANGEL for any course.*)

Required Content for Teacher Preparation Course syllabi

Experience has shown that providing written information such as the following can help avoid confusion or problems down the line. Copy and paste into your syllabus the information below (download a Word or PDF file from the TPP website at <http://www.education.msu.edu/te/Elementary/Course-Instructors/Writing-Syllabi.asp>):

- **Attendance and Participation.** *(This statement applies to TE301, 302, 401, 402, 407, 408. TE 801, 802, 803, 804 should use a modified version that does not include references to field placements since this is covered in the TE501/502 syllabus. TE 501 and 502 allow for 4 absences from the field each semester.)*

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or email the instructor in advance. Similarly, you must call your Mentor Teacher in advance if you are unable to meet a field visit commitment. You will make up all field absences. If you are unable to attend school, you need to call your Mentor Teacher in advance. Do not rely on your peers to relay messages—make sure you communicate directly with your CT.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the Teacher Preparation Program’s Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is in your Team Handbook (<http://www.education.msu.edu/te/Elementary/Forms-Documents.asp>). In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course.

Enrollment and Grading 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)eferrred 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.

- **Grading (in general).** All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including assignments related to your field placement.
- **Grading for TE 401/2.** In order to pass TE 40X, each subject matter must be passed with a 2.0 or above. Also, a satisfactory report must be received from the teachers in the field experiences during TE 40X. If you receive less than a 2.0 in either subject matter section of this course, the lower grade will be the final grade for the course. The entire course would need to be repeated to continue in the Teacher Preparation Program.
- **The grade "incomplete."** MSU policy is that “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.” The grading policy at MSU can be found at this link:
<http://www.reg.msu.edu/read/UCC/Updated/geninfo/genpro.pdf> .

Since each course from TE 301 on is a prerequisite for each succeeding course, incompletes must be cleared before the first meeting of the succeeding course. Therefore, it is wise to avoid Incompletes entirely.

- **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 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.** Syllabi should contain a statement that directs the student to address problems that might arise by first contacting the course instructor. If the problem is not resolved, a syllabus should list the name of the next most appropriate contact person who is usually the Team Coordinator (Sally Labadie: labadies@msu.edu; Sylvia Hollifield: hollifi2@msu.edu; Andrea Kelly: akelly@msu.edu), then the TPP Director (Dr. Corey Drake).
- **Accommodations for disabilities.** It is Michigan State’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact your instructor and the Resource Center for Persons with Disabilities. Instructors should be notified as early in the semester as possible. 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. The OPHS website is at <http://www.rcpd.msu.edu/Home/>.

- **Counseling Center.** Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. TPP's instructors might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building. Website: <http://www.couns.msu.edu/>
- **Writing Center.** Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, try the College of Education Writing Center (Dr. Doug Campbell, Campbell@msu.edu) or the Writing Center at 300 Bessey Hall, 432-3610. Grammar Hotline: 432-1370. Website: <http://writing.msu.edu/>

Policies Instructors and Teacher Candidates Should Know About

The following policies have been adopted by the Teacher Preparation Program or MSU and are included as links on Elementary Program website. **In your syllabus**, you may want to remind teacher candidates about them and how to access them.

- **Professional Conduct Policy:**
<http://www.education.msu.edu/te/Elementary/Policies/Professional-Conduct-Policy.asp>

The teacher preparation program has a professional conduct policy for teacher candidates. It addresses such matters as attendance, professional communication, and confidentiality in discussions of or writing about school personnel.

- **Criteria for Progression to the Internship:**
<http://www.education.msu.edu/te/Elementary/Policies/Criteria-For-Progression.asp>
Teacher Education Council has approved a document that spells out specific criteria for progression to the internship. It applies to juniors entering the Teacher Preparation Program and extends through the senior year. The TPP requests that TE 301, 401 and 402 course instructors familiarize themselves with this policy and provide information to Coordination Personnel when it is requested. Although this policy is part of the materials distributed in the Student Handbook by the College of Education, it is a good safeguard to include (or at least refer to) the policy in course syllabi as well.
- **Rights and Responsibilities of Students:** <http://www.vps.msu.edu/SpLife/afr1.htm>
MSU students' rights and responsibilities are an important counterpart to MSU's Code of Teaching Responsibility (see Elementary Program website).

- Michigan Test for Teacher Certification:** <http://ed-web3.educ.msu.edu/te/ele/mttc.htm>
 Candidates for Michigan teacher certification must pass tests designed by the State of Michigan to ensure that certified teachers have the necessary basic skills and content knowledge to perform effectively in Michigan schools (see Elementary Program website). The competency exams are known as the Michigan Test for Teacher Certification (MTTC). Elementary interns (including special education and child development majors) must pass, at minimum, the MTTC test in Elementary Education prior to placement in grades K-5. Elementary Education candidates who request internship placements in grades 6 – 8 must pass appropriate subject matter major/minor tests in addition to the Elementary Education test. For consideration for an internship placement, teacher candidates must take the required MTTC subject tests no later than the April test prior to the internship year.

Policies that Pertain to Course Instructors

MSU has specific policies that course instructors are expected to be aware of and to follow:

Privacy Issues

Student information (such as work being returned to students) should not be placed in a public area, even if it is in an addressed envelope. Student test scores/grades may not be posted, even by PID or other student number, in public view. If an instructor is not returning work during normal class hours, students should be informed of the procedure to collect their work. As always, student work should be returned in a timely manner. Information about the Federal Family Educational Rights and Privacy Act (FERPA) is available at the Registrar's Office website at <http://www.reg.msu.edu/roinfo/notices/privacyguidelines.asp>.

MSU Code of teaching responsibility -

<http://www.education.msu.edu/te/Elementary/Policies/Code-of-Teaching-Responsibility.asp>

(Approved by the Academic Senate on May 19, 1976) [Reprinted from the Michigan State University Faculty Handbook, which may be found at <http://www.msu.edu/dig/FACULTY/>]

The teaching responsibilities of instructional staff members (herein referred to as instructors) are among those many areas of University life which have for generations been a part of the unwritten code of academicians. The provisions of such a code are so reasonable to learned and humane individuals that it may appear redundant or unnecessary to state them. However, the University conceives them to be so important that performance by instructors in meeting the provisions of this code shall be taken into consideration in determining salary increases, tenure, and promotion.

1. Instructors are responsible for insuring that the content of courses they teach is consistent with the course descriptions approved by the University Committee on Curriculum and the Academic Council. Instructors are also responsible for stating clearly to students in their classes the instructional objectives of each course at the beginning of each semester. It is expected that the class activities will be directed toward the fulfillment of these objectives and that the bases upon which student performance is evaluated will be consistent with these objectives.

2. Instructors are responsible for informing students in their classes of the methods to be used in determining final course grades and of any special requirements of attendance which differ from the attendance policy of the University. Course grades will be determined by the instructor's assessment of each student's individual performance, judged by standards of academic achievement.
3. Examinations and other assignments submitted for grading during the semester should be returned with sufficient promptness to enhance the learning experience. Unclaimed final examination answers will be retained by the instructor for at least one semester so that they may be reviewed by students who desire to do so. Examination questions are an integral part of course materials and the decision whether to allow their retention by students is the responsibility of the instructor. Term papers and other comparable projects are the property of the students who prepare them. They should be returned to students who ask for them and those which are not returned should be retained by the instructor for at least one semester. Instructors who desire to retain a copy for their own files should state their intention to do so in order that students may prepare additional copies for themselves.
4. Instructors are expected to meet their classes regularly and at scheduled times. Instructors will notify their units if they are to be absent and if appropriate arrangements have not been made, so that suitable action may be taken by the unit if necessary.
5. Instructors are expected to schedule and keep a reasonable number of office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of prearranged appointments for students when there are schedule conflicts. The minimum number of office hours is to be agreed upon by the teaching units, and specific times should be a matter of common knowledge.
6. Instructors of courses in which assistants are authorized to perform teaching or grading functions shall be responsible for acquainting such individuals with the provisions of this Code and for monitoring their compliance.
7. Instructors who are responsible for academic advising are expected to be in their offices at appropriate hours during pre-enrollment and enrollment periods. Arrangements shall also be made for advising during registration.

Rights and responsibilities of the student

<http://www.vps.msu.edu/SpLife/acfree.htm>

[This excerpt is section 2.3 of ACADEMIC FREEDOM FOR STUDENTS AT MICHIGAN STATE UNIVERSITY, which may be found at <http://www.ssb.msu.edu/SpLife/acfree.htm>]

2.3.1 The student is responsible for learning the content of a course of study according to standards of performance established by the faculty and for adhering to standards of professional behavior established by the faculty.

2.3.2 The student has a right to academic evaluations which represent the course instructor's good faith judgments of performance. Course grades shall represent the instructor's professional and objective evaluation of the student's academic performance. The student shall have the right to know all course requirements, including grading criteria, and procedures at the beginning of the course. Course evaluation procedures are covered by the Code of Teaching Responsibility.

2.3.2.1 To overcome the presumption of good faith, it must be demonstrated that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant both to academic performance and applicable professional standards.

2.3.3 The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.

2.3.4 The student shall be free to take reasoned exception to information and views offered in the classroom, and to reserve judgment about matters of opinion, without fear of penalty.

2.3.5 The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.

2.3.6 The student has a right to be governed by educationally justifiable academic regulations and professional standards.

2.3.7 The student has a right to accurate, timely, and clearly stated information concerning general academic requirements for establishing and maintaining an acceptable academic standing, the student's academic relationship with the University and the details of any special conditions which may apply, and graduation requirements for the student's academic program. Students are responsible for informing themselves of University, college, department, and school requirements as stated in unit publications and in the University catalog. In planning to meet such requirements, students are responsible for consulting with their academic advisors.

2.3.8 The student has a right to protection against improper disclosure of information concerning academic performance and personal characteristics such as values, beliefs, organizational affiliations, and health.

2.3.9 The student has a right to be protected from personal exploitation and to receive recognition for scholarly assistance to faculty.

2.3.10 The student has a right to scholarly relationships with faculty based on mutual trust and civility.

MSU final examination policy

<http://www.education.msu.edu/te/Elementary/Policies/Final-Examination-Policy.asp>

During the final week of each academic semester all courses shall meet for one 2-hour period at the date and time listed in the *Schedule of Courses*. This period should be used for examination, discussion, summarizing the course, obtaining student evaluation of the course instruction, or any other appropriate activity designed to advance the student's education. If an instructor requires a written report or take-home examination in place of a final examination, it shall not be due before the final examination period scheduled for that course. Exceptions to this paragraph may be approved by the department or school chairperson, or in a college without departments, by the dean. In the event that a final examination is deemed appropriate by the instructor, *it may not be scheduled at any time other than the date and hour listed in this Schedule of Courses. Any deviations from the final examination schedule must be approved by the Undergraduate Committee of the Assistant Deans Group.*

No student should be required to take more than two examinations during any one day of the final examination period. Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the Academic Students Affairs Office in their colleges for assistance in arranging for an alternate time for one of the three examinations. The final examination schedule shall be systematically rotated so that the 2-hour period for each course (time slot) will be scheduled at a different time each semester. This will also apply to common final examinations. Faculty members shall schedule office hours during the final examination period (or in some other way attempt to make themselves accessible to their students) as they do in the other weeks of the semester.

Common end of semester examinations are scheduled in certain courses with several class sections. *In case of a conflict in time between a common examination and a regularly scheduled course examination, the latter has priority.* The department or school giving the common end of semester examination must arrange for a make-up examination. *A student absent from a final examination without a satisfactory explanation will receive a grade of 0.0 on the numerical system, NC on the CR-NC system, or an N in the case of a course authorized for grading on the P-N system.* Students unable to take a final examination because of illness or other reason over which they have no control should notify the assistant deans of their colleges *immediately.*

Regular Final Examination Scheduling

The time of examinations in courses which do not have common final examinations is determined by the days and the time the class is scheduled during the semester. Examinations will be given in the same classroom used for class meetings during the semester. **In the event that a change of classroom is needed for an examination, the request and clearance must be processed through the Classroom Scheduling Section of the Office of the Registrar (355-4522).**

If at least two of the days and hours follow the regular pattern, all students, instructors, and room schedules will automatically clear. In a few courses at the request of the department concerned, the final examination has been scheduled by the single hour lecture session, and in some instances students may encounter conflicts. In that event, the examinations scheduled by the class meeting two hours each week will take precedence over the examination scheduled by the single hour lecture. The examination will be arranged between the student and the department requesting the special scheduling of its examination. **All instructors are requested to terminate their examinations promptly so that rooms and buildings may be cleared for the examination periods which follow.**

Alternative Testing Guidelines: Occasionally, a student in a class will need to arrange an alternative method for taking course examinations due to a physical, sensory, or cognitive disability. Most students with disabilities can take their examinations in the usual manner, along with everyone else, and we at RCPD encourage them to do so. However, some students would be at a competitive disadvantage if required to take tests under standard classroom conditions. For more information about guidelines, access the following website.

<http://www.rcpd.msu.edu/Policies-Procedures/?Alternative%20Testing%20Guidelines.htm>

Working with Mentor Teachers in Schools

Mentor Teachers are key partners in supporting the learning of teacher candidates and interns. They have been a part of the program development from the beginning, and continue to make valuable contributions as we make revisions and refinements. Over the years, we have found the following to be important aspects of course instructors' interactions and communication with Mentor Teachers.

Syllabus reviews with MTs

Consultation with Mentor Teachers (MTs) about courses has some power not only to improve courses and refine field assignments but also to elicit reciprocal support from Mentor Teachers and inform them about what we actually do in courses. As you plan for your course, perhaps you will want to conduct a "syllabus review" with a small group of MTs, even if the timing is such that it provides information for future versions of the course. Coordinators can help you set one up.

Course summaries for Mentor Teachers

All course instructors are expected to provide for MTs:

- a summary of course goals;
- brief descriptions (and due dates) for any assignments that relate to teacher candidates' participation in schools; and
- advice for Mentor Teachers regarding ways to get teacher candidates involved in their classrooms.

This information should be available, in writing, within the first few weeks of the semester, if not sooner. If we want MTs to support what we do in courses, and particularly to support completion of course assignments related to work in schools, they can only do so if we inform them about the course organization and requirements. Some suggestions for and samples of course summaries for MTs are included in Appendix D. The summaries can be distributed through the appropriate Coordinator.

Getting Feedback on Your Teaching

Being an instructor in a teacher preparation program carries with it the expectation that you are interested in improving your practice, and that you take steps to help you gain information for doing so. Below are descriptions of requirements and options.

Mid-Semester feedback on instruction

In an effort to provide support to its instructors, the TPP provides a "Mid-Semester Feedback on Instruction" form for teacher candidates to fill out (see Appendix F). Instructors who are new to teacher education or teaching a course for the first time are asked to (a) distribute this form to teacher candidates at mid-semester; (b) tally the results; and (c) discuss them with a mentor or

colleague who has taught the course before. TPP also encourages ANY course instructor to use the form!

Field Instructors are provided with different feedback forms to distribute to interns and MTs that reflects more closely the nature of their work with interns and MTs. They are distributed at mid-semester and end-of-semester, and results are discussed with the Intern Team Coordinator to help field instructors plan for improvements in their practice. These forms can be found in Appendix G.

SIRS forms

MSU policy requires that the Student Instructional Rating System (SIRS) survey be administered in all sections of all courses at the end of each semester per the following instructions. SIRS forms can be found in the department office, 313 Erickson. PLEASE BE SURE to complete the header form, or your SIRS may not be processed. Processed SIRS forms will be returned to the instructor along with the report prepared by the scoring office. One copy of the report only will be on file with the department office.

SIRS Information for Instructor

- Choose a student to serve as student monitor. The monitor should: Distribute a SIRS form to each student. THESE EVALUATIONS ARE CONFIDENTIAL AND SHOULD BE TREATED AS SUCH.
- READ THE FOLLOWING STATEMENT TO THE CLASS: All responses to the Student Instructional Rating System form will be computer processed and do not have to be signed. Whether you sign the Written Comment Sheet is up to you. However, all Written Comment Sheets, signed or unsigned, will be reviewed. When using the SIRS form, be sure you realize how you are evaluating the instruction. A mark in Space S means “Superior” course or instructor. A mark in Space I means “Inferior.”
- #2 PENCILS must be used for completing response sheets. DO NOT USE PEN.
- Collect and place completed SIRS, the blank forms and the Instructor’s Header sheet in an envelope which should be returned to the department office (313 Erickson Hall, attn: Marcia Ratliff).

TPP Survey

Some instructors have opted to use an expanded TPP Survey that reflects more specifically the content and pedagogy that we aspire to in the teacher preparation program. These data can not only inform instructors about their teaching of a particular section, but also have the potential to allow us to study the effects of our program over time (if you choose to make the results available for such study). This survey can be downloaded from the TPP website.

Appendix A: Resources for Integrating Technology Across TE Courses

Helping teacher candidates fulfill technology requirements

Michigan's 7th Standard (Technology): Michigan Standards for Beginning Teachers (http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368---,00.html) outlines six areas for preparing teachers for “technology enhanced” approaches to problems of practice identified in the sub-standards, so by the end of the internship year, interns should be able to attend to:

- staying current in the field
- using technology in planning
- using technology in interactive teaching
- using technology in assessment and evaluation
- professional development, practice, and productivity
- equity, ethical, legal, social, physical and psychological issues

Because we do not offer a separate course in technology in the program, all instructors need to attend to various uses of technology as a natural part of doing the work of the course. **By passing each teacher preparation course, teacher candidates are demonstrating that they are making satisfactory progress in working toward the 7th standard.**

- Instructors of **TE 301** are expected to ask teacher candidates to use e-mail, Web browsing, and word processing as a regular part of doing work for the course. They also seek ways to help teacher candidates identify high quality resources for their own professional growth and organize them for future reference.
- Instructors of **TE 401 and TE 402** are expected to have candidates working with pedagogical uses of technologies for K-8 students and learn to critically appraise their educational value.
- Instructors of interns (TE 801-4, TE 501-2) encourage interns to work with technology as part of their teaching and as a resource to promote their own professional growth. Because the technology resources in each school and district vary widely, it is important that interns are encouraged to find innovative ways to incorporate technology, even in circumstances where technology is not easily accessed.

If you are College of Education faculty or staff and are having a problem with your office computer (including use of software on your office computer), please contact Computer Support 353-8770.

Below is an outline of the services provided by the College of Education to support teaching with technology at the College level:

Technology Programs and Workshops

- Technology focused Workshops (ANGEL, Classroom Equipment, etc.)
- Custom-Designed Workshops focused on using technology to enhance teaching and learning
- Q&A sessions on using the technology provided in Erickson Hall classrooms

Consulting: Individual consulting sessions on uses of technology in teaching and research. Please contact Terri Gustafson (terrigus@msu.edu) to set up a consulting appointment

Equipment and Software

- A variety of equipment is available for faculty, graduate students and undergraduate students to check out. Some equipment available for checkout: Projectors, Digital Cameras, Digital Camcorders, Tripods, CD/DVD-RW drives and Tape Recorders. Please check our website for a more complete list of equipment.
- In room 133C Erickson Hall, there is a technology demonstration lab where faculty and graduate students can use high-end equipment and software for video editing, creation of instructional materials and web accessibility
- Laptop Carts: The Center has 2 laptop carts that can be transported to an Erickson Hall classroom for use during your class. The carts are equipped with 20 laptops that have Office Suite software, Dreamweaver (web design) software. Reservations can be made to use the laptop carts with the Tech Guides who are located near the entrance to 133.

Classroom Support: In the event you are experiencing a technology problem while teaching, the Technology Interns are available to provide help. Please call or come to their office in room 133 Erickson to get help.

Technology-Enhanced Classrooms: All classrooms in Erickson Hall are equipped with digital projectors and a connection for a laptop. Also, Erickson Hall now has two state-of-the-art technology classrooms that feature a range of equipment that can support your teaching and your students' learning. Prior to the start of each semester, instructors have the opportunity to apply to use one of the technology classrooms for a semester. Watch for the information over e-mail.

Web-based technology resources

MSU Academic Computing and Network Services: <http://help.msu.edu/index.php>

Tutorials for web design software: <http://ctt.educ.msu.edu/pt3site/tutorial/tutorials.html>

Teachers discuss uses of technology in the classroom: <http://ott.educ.msu.edu/pt3video/>

TechProfiler (ISTE Survey): <http://www.profilerpro.com/>

Digital Edge Learning Exchange: http://newali.apple.com/ali_sites/deli/nav1.shtml

Power Point in the Classroom: <http://www.actden.com/pp/>

How to cite electronic references: <http://www.apastyle.org/elecref.html>

Learning Disabilities and Assistive Technologies: <http://www.gatfl.org/ldguide/default.htm>

LD Online: <http://www.ldonline.org/indepth/technology>

4 Teachers.org: <http://www.4teachers.org/>

Appendix B: Resources for Building Inclusive Learning Communities and Offering Responsive Instruction

Teacher candidates in the elementary certification program do not take a separate course in classroom management, special education or in teaching diverse learners. Rather, approaches to organizing the classroom, establishing rules and routines, and working with a range of "differences" (e.g., ability, cultural, linguistic, socioeconomic, and racial) are integrated into the teacher certification course sequence.

How do prospective teachers learn to build inclusive learning communities?

Over the past few years, instructors have thought about approaches to supporting teacher candidates in learning to build a practice that is responsive to *all* learners. We have been talking about key types of experiences that will help us make choices about course assignments and activities, and build a coherent sequence of experiences across the program.

- Deep exploration means delving into the meaning of concepts and issues so they become useful theoretical lenses for making sense of teaching and learning, making personal connections by examining personal experiences, and linking those explorations to decisions about classroom practices.
- It is important to help teacher candidates view inclusive communities as ones where "difference" is not viewed as deficiency, but as natural cultural, linguistic, socioeconomic, and racial variability--as the inevitable range of abilities that one encounters in today's classrooms.
- Developing culturally responsive instruction draws upon differences as a resource (not as a problem to avoid or solve): How can we make conscious, deliberate use of differences as resources for learning?
- In a program that is heavily field-based, it is essential that course content and experiences reflect a good working knowledge of what is happening in the schools where teacher candidates and interns are placed. Regular, ongoing communication with MTs about course content and requirements enables them to participate as partner teacher educators.
- Boundary objects are course readings, artifacts, activities etc. that are used in one course (e.g., TE 301) and revisited in subsequent courses (e.g., 400-level or 800-level) for further exploration and elaboration. We have found that when course instructors make explicit attempts to help teacher candidates recall and use information from prior courses, or revisit and revise particular assignments, these are key opportunities for them to experience more

coherence across the program. The idea is to help teacher candidates perceive that they are part of a program and are not just taking a series of unrelated courses.

- Course instructor communication and collaboration is a powerful way to demonstrate and model professional collegiality. When teacher candidates and interns are able to see that their own course instructors and field instructors are well informed about the concepts and themes being explored across the program, and the types of assignments and activities that are required, important messages about the value of the programs' content and learning experiences are being communicated.

Weaving key concepts across courses

The following concepts are ones that teacher candidates were typically introduced to in TE 250. They are important concepts because it is unlikely that instruction that is responsive to diverse learners will take place if teachers do not pay attention to these concepts and use them to critically appraise the decisions they make. These concepts are complex and require consideration from multiple perspectives, over time, if they are to become part of a frame of reference from which teacher candidates make sense of classroom life.

equity vs. equality: Bringing into view institutionalized discrimination through segregated and unequally funded schools; how our schools have failed to become equalizers in our society.

- Guide teacher candidates in recognizing how this concept can be used to observe in classrooms and think about the decisions that are made and actions taken regarding classroom management, curriculum and instruction.
- Provide opportunities for teacher candidates to explore and develop ways to work toward "equitable inequalities" that reflect the needs and strengths of each group.

cultural capital : Includes aspects of one's personal or social background (family background, social class, commitment to education, knowledge that is considered necessary to become a successful citizen) that may enhance or get in the way of academic success.

- Teacher candidates can be supported to examine their own development and the role "white privilege" may have played in their education, and understand how instructional approaches that are compatible with their own culture have contributed to their personal success in schools.
- Teacher candidates can be supported to understand that when the cultural capital of poor and racial/ethnic minority students is ignored by schools, these students frequently encounter difficulties mastering the traditional school curriculum.
- Help our teacher candidates use cultural capital as a theoretical lens that helps them "see" their diverse learners' values, preferred approaches to learning, styles of interaction, and think about the potential mismatches between their cultural backgrounds and the instructional approaches they encounter. Help them use what they are learning to make appropriate decisions and actions related to classroom management, curriculum and instruction.

hidden curriculum: The unintended influences that result from the way schools are organized and how they operate. The way we transmit values, practices, and perceptions of the dominant culture that determine acceptable modes of communication, social interaction, ways of thinking and knowing, and ways of distributing power, status, and resources.

- Help teacher candidates recognize and understand how the hidden curriculum operates in the processes of schooling as a starting point for working against the maintenance of injustice and the status quo.
- Support teacher candidates in using this concept to examining their own decisions and actions related to classroom management, curriculum and instruction.

Addressing the needs of English language learners

Instructors have also been trying to learn more about ways to support the needs of English language learners and to think about what prospective teachers need to know to work with the increasing linguistic diversity in today's classrooms. The following questions are now integrated into the TPP Unit/Lesson Planning Guide, and many of them relate to working with English language learners and can be introduced and worked with in pre-internship courses.

- Employ multiple strategies, lots of student input, and a range of learning options (e.g., listening, speaking, reading and writing)
- Provide multiple opportunities to speak, make mistakes, and rely on the success of communication to develop linguistic capacities
- Avoid the use of slang, idioms and phrasal verbs (e.g., get over, get by, get through, get around) that are confusing to those whose first language is not English
- Use ample non-verbal cues (e.g., gestures, pictures, concrete objects) to assist in comprehension
- Learn about each student's cultural preferences and traditions for communicating (e.g., eye contact; language routines; what to be called; humor)
- Label objects in the classroom in multiple languages to acknowledge the first language of each learner
- View all language acquisition as literacy development, and provide students whose first language is not English opportunities to use their first language

Resources

- A listing of key websites for supporting English Language Learners is available at: <http://www.bc.edu/schools/lsoe/title-iii/resources/websites/>

- Brisk, M. & Harrington, M. M. (2000). *Literacy and bilingualism: A handbook for all teachers*. Mahwah, NJ: Earlbaum.
- Fitzgerald, J. & Graves, M. F. (2004). *Scaffolding reading experiences for English-language learners*. Norwood, MA: Christopher Gordon.
- Helmer, S. & Eddy, C. (2003). *Look at me when I talk to you: ESL learners in non-ESL classrooms*. Toronto: Pippin.

Addressing the needs of special education learners

Instructors have brainstormed some ideas regarding how we can we weave the following BIG IDEAS for effective teaching of special needs learners across TPP course work. These ideas are elaborated below (Appendix C) in the *Unit/Lesson Planning Guide*.

- Provide concurrent academic and social support
- Make visible the invisible through explicit instruction
- Provide scaffolding in targeted areas
- Instructional responsiveness: balance attention to regular curriculum and basic skills
- Promote transfer of control to learner
- Have high expectations

GENERAL Resources

- **Join the ANGEL Inclusion Task Force Group** to gain access to many valuable resources for courses you teach in the MSU program. This site includes a discussion board for posting questions and getting answers and has resources organized by course.
 - Sign in to ANGEL, click on “My Angel Groups”
 - Click on “Find a Group”
 - At the top of your group list, type “Inclusion” into the Keyword Search box
 - Click on “subscribe” (no PIN required) to become a part of this group
- **Download the document, Planning for Diverse Learners**, from the TPP website (listed under “intern guides and documents) for specific ways to make accommodations and provide differentiated instruction.
- Resources in Special Education (RISE) : <http://rise.educ.msu.edu/>
- Differentiated Instruction: <http://members.shaw.ca/priscillatheroux/differentiating.html>
- IRIS Center Resources for Enhancements: <http://iris.peabody.vanderbilt.edu/resources.html>

Special education themes for TE 301s

The Special Education Infusion Task Force, led by Dr. Susan Peters, identified the following themes:

- Responsive teachers recognize that students with disabilities vary in their approaches to learning and that a specific disability does not dictate how an individual student will learn.
- Responsive teachers continually challenge their beliefs about how students with disabilities learn and how to teach them effectively.
- They expect students with disabilities to participate in the activities of the learning community and understand that an accommodating environment, adaptive curriculum and teaching strategies are needed to facilitate students' participation and to optimize positive learning outcomes in an inclusive environment.
- Teachers maintain a questioning attitude that guides their instructional problem solving and consider alternative explanations for the performance and progress of students with disabilities.
- They reflect on their teaching and regularly review student outcomes to optimize learning for students with disabilities.

Recommended resources for TE 301

(videos or media resources may be borrowed from Dr. Peters' office, 116K Erickson):

- Bauer, A.M. & Kroeger, S. (2004). *Inclusive classroom: Video Cases on CD-Rom* with accompanying *Activity and Learning Guide*. Pearson: Merrill Prentice Hall: Upper Saddle River: NJ.
 Universal Education and Universal Design (p. 22-3)
 Differentiated Instruction (p. 24)
 Managing Behavior in Inclusive Classrooms (p. 25)
- Tomlinson, C. (2003). Deciding to teach them all. *Educational Leadership*, 61-2, 7 – 11.
- Introduce and discuss the concept of Response to Intervention (see RISE Website : <http://rise.educ.msu.edu/> , click on Professional Resources/Disabilities/Response to Intervention in response to Goal#4/Teacher Knowledge Standards/Instructional Strategies)
- Emphasize strengths when engaging in assessment: Welsh, A. (2000). Responding to student concerns about fairness. *Teaching Exceptional Children*, 33-2, 36-40.
- Literacy: Ben-Yosef, E. (2003). Respecting students' cultural literacies. *Educational Leadership*, 61-2, 80-82.
- Video: *When the Chips are Down*, by Richard LaVoie. Explores classroom management and motivational strategies for students with learning difficulties and emotional disabilities.

Special education themes for TE 401/2

- Responsive teachers understand that it is particularly important to provide multiple ways for students to participate in learning activities.
- Responsive teachers understand that students with disabilities may need accommodations, modifications, and/or adaptations to the general curriculum, depending on their learning strengths and needs.
- They differentiate, modify tasks and/or accommodate the individual needs of students in a variety of ways to facilitate their engagement in learning activities.
- Responsive teachers tailor their classroom management and grouping to individual needs using constructive behavior management strategies, a variety of grouping options, and positive behavior support strategies to create a responsive and inclusive learning environment in which students with disabilities can succeed.
- Responsive teachers understand the purposes of the different types of teams within the special education process. They understand the roles of different participants on these teams, including the role of the general education teacher in assessment, planning and instruction of students with disabilities.

Print resources for TE 401/2

- Sapon-Shevin, M. (2003). Inclusion: A matter of social justice. How can we create schools that will help students thrive in a diverse society? *Educational Leadership*, 61(2), 25-28.
- Janney, R. & Snell, M. (2004). *Teachers' guides to inclusive practices*, Chapter 3, A Model for Making Adaptations, pp. 38-55. Baltimore: Paul H. Brooks Publishing.
- Vaughn, S., Bos, C. & Schumm, J. S. (2006). *The Curriculum Unit Planning Pyramid*. IDEA 2004 Update Edition. Boston: Allyn & Bacon, 3rd Edition. ISBN: 0-205-47036-X.

Web and video resources for TE 401/2

- Star Legacy Module: Challenge Cycle
http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm
- Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. & Hamlett, C. L. (2005). Responsiveness to intervention: Preventing and identifying mathematics disability. *Teaching Exceptional Children*, April/May.
- Download this article at: http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm
- *Developing Minds*: a video series (18 videos, 18 resource guide books) offers key strategies to support all students' learning differences, address specific learning challenges, and provide a common language for effective home and school communication. <http://www.allkindsofminds.org/product/developingMinds.aspx>

- National Dissemination Center for Children with Disabilities:
<http://www.nichcy.org/index.html>
- English and Spanish resources on a broad variety of topics for parents and teachers of children with disabilities. Includes bibliographies, disability information, and guides to modifying, adapting and accommodating students with disabilities.

Special education in the school setting (TE 501/2)

Below are a few ideas for helping our interns explore how special education works within their schools. Field Instructors can work with the TEL and building principal to make sure interns are introduced to the following information. If you have a Special Education intern in your building, s/he could also be a very valuable resource.

- Many different types of professionals are associated with the special education system. Along with resource room teachers, categorical classroom teachers, inclusive classroom teachers and teacher consultants you'll find others who have infrequent contact with students with disabilities. These itinerant staff members may include speech pathologists, school social workers, and school psychologists. They play important roles in assessing and supporting students with disabilities. It would be beneficial for our interns to have a chance to learn about what they do, ask questions, and find out how these folks work with general education teachers. They probably aren't present in your school every day, but you could talk to a special education teacher in your building (or one of your MT's to find out who is a special education teacher in your building) to learn when they are scheduled in your building and how arrangements could be made to have them meet with your interns.
- Currently, our interns should be learning about the students with disabilities included in their classrooms. It could be helpful for them to explore the students' CA 60s to examine past IEPs, grade reports, etc. It may also be the first time the interns have looked through a CA 60 and this gives them a practical reason to explore these cumulative records. Schools usually have their own systems/policies for gaining access to these folders, so finding out where they are and how to get them could also be a useful experience.
- It would be informative for our interns to visit a special education classroom. It would be especially interesting for them if they have a student with disabilities included in their classroom who also goes to a special education classroom for support. If they shadowed this student they could get a sense of what it's like for them to divide their time between these different contexts.
- Our interns could explore how a special education referral is made in their school. They should also be encouraged to attend an IEPC.
- Most, if not all, of our interns should have the book, *Elementary Classroom Management* by Weinstein and Mignano. There is a chapter in the book on working with students with special needs. Part of the chapter gives information about disabilities and how the system works. It also discusses the idea of "least restrictive environment" and how that has led to the inclusion of students with disabilities in general education. You could spend a seminar

talking about how the “least restrictive environment” ideal is practiced in their school and what they think about it.

- In the context of a discussion about the internship standards, talk about how inclusive practices is a part of the interns’ assessment.

Appendix C: Unit/Lesson Planning Guide: Key Questions to Consider While Planning

<http://www.education.msu.edu/te/Elementary/Current-Students/Writing-Lesson-Plans.asp>

Following is a guide to unit and lesson planning; it is based on approaches to unit and lesson planning introduced in TE 401 and used more extensively in TE 402. Note that teachers rarely plan in a linear fashion by completing one step before starting another. The questions are designed to help interns and MTs consider the range of questions that need to be addressed, and may be worked on in any order. Following the series of planning questions is a reproducible sample outline for developing a plan for a single lesson. This same form can be used to plan a series of lessons that could **launch** or introduce an idea or concept. The second lesson may provide children with a chance to conduct an **exploration** of that idea or concept with particular materials. The final activity (or culminating project) may offer students an opportunity for **reflection** on what they have learned.

Figuring out the “big picture” and worthwhile goals

- Based on consultation with the CT, standards documents, and district objectives, etc., what will be the main idea for the unit, and the learning objectives?
- What do I know about this content and what do I need to learn in order to teach it?
- What are the “big ideas” that I want students to learn? What are key skills and strategies needed to learn these big ideas (e.g., reading, writing, oral language skills and strategies)?
- How are these big ideas connected to each other (draw a concept map)?
- How does this content connect with students? What do different students already know about this? How does it enter their lives? What is their proficiency in using skills and strategies (e.g., reading, writing, oral language skills and strategies) needed to learn the content? How can I find out?
- Based on the above, how can I tailor the objectives and main ideas for the unit to match my teaching situation?
- What central problem or question will connect all the lessons in this unit? What is the desired student response to this question?
- Why is the selected content important for students to learn?
- What resources (books, audiovisuals, magazines, museums, computer programs, web sites, etc.) are available to support my teaching and students’ learning? How good are they?

Instructional plan

- What are some activities/tasks that I can engage students in that will promote their learning and growth (e.g., conceptual change, in-depth understanding of key concepts, strategic use of skills and strategies)?
- Which activities are likely to have the most impact on my students' understanding and provide necessary support throughout the learning process?
- How do the activities I am considering match up to the unit objectives? Do I address each objective in multiple lessons/activities to give students adequate time and support to really understand?
- What sequence of activities will best support students in undergoing significant change in their knowledge and understanding? (Consider a conceptual change instructional model for some subject matter areas: elicit students' ideas to the central question, let students explore their own ideas, provide activities to challenge students to change and expand their initial ideas, explain new ideas, give students multiple chances to apply and use new ideas, engage students in reflecting on their learning and growth.)

Designing daily lesson plans

- What, specifically, do I want students to learn from this lesson that will contribute to the students' understanding of the unit's main ideas and objectives?
- Is the lesson developmentally appropriate?
- How can I help students see the links between this activity and other lessons? Does the activity clearly link to previous and future activities?
- What will be easy or hard for students? How will I accommodate and provide support for individual differences? (See sections below on "Providing Academic, Social, and Language Support for *All* Learners" and "Putting it Together")
- How will I engage students in learning?
 - How will I start?
 - What teaching strategies will I use?
 - What activities will students engage in? Why?
 - How much time will be devoted to different parts of the lesson?
 - What directions will I need to give, and how should I present them?
 - What materials are needed and when will I prepare and organize them?
 - What questions should I be prepared to ask? How might students respond?
 - How will students represent their learning?
 - What classroom management issues do I need to consider and plan for (organization of groups, procedures, transitions, handling student lack of cooperation, etc.)?

Developing performance assessment(s)

- How will I assess student learning throughout the unit and in some kind of culminating activity (pre and post tests, projects, assignments)? How will students demonstrate their learning?
- Does my assessment match the objectives and central problem or question? How will I document and analyze the students' responses to these assessment strategies?
- How will they show that they have acquired the knowledge and/or skills I am trying to teach?
- How will I know that the students have achieved the desired learning outcomes?
- What evidence will I accept that students have learned?

Reflecting while teaching

- What are different students learning or misunderstanding? What evidence do I have?
- What kind of records should I keep to help me assess student learning throughout the unit/lesson?
- Where do we go next? What are some of the alternatives and what reasons do I have for choosing a particular course of action?
- How can I take into account differences among students and promote genuine learning for *all*?
- In what ways can I better engage students who are not functioning members of the learning community? What can I learn about them that will help me help them become more successful?

Reflecting after teaching a unit

- How can I best analyze my students' learning from this unit?
- What did I learn about my students, content, and myself as a teacher?
- What went well? What were the surprises?
- What would I do differently and why?
- What do I need to learn more about?

Providing academic, social and language support for *all* learners

- Before you can make decisions about adapting curriculum and teaching methods, you need to have a basic understanding of the nature of specific disabilities, learning styles and knowledge of your students' cultural and linguistic backgrounds. Be sure you take time to get to know each learner well enough to become aware of his/her particular needs, and be sure to let your MT or field instructor know if you need more information.
- It is essential that you be clear about your lesson objectives before you begin thinking about providing particular types of support.
- You need to determine what tasks, skills, background knowledge are necessary for the completion of the lesson: psychomotor, cognitive, affective, cultural, and linguistic.

- There are different areas where various types of support can be considered. The teacher can make changes in the way the lesson is taught, the materials that are used, the structure of the classroom, and the way the objectives are demonstrated to meet the needs of students with disabilities, different learning styles and/or different cultural or linguistic backgrounds.

Putting it together: Essential questions for academic, social and linguistic support

Based on the items above, a teacher who is thinking about providing academic, social and linguistic support can use the questions below to address these issues:

- ***What are the academic demands of this lesson?*** What components of this lesson need to be adapted while still maintaining high expectations? How will I know whether each student is able to meet the lesson objective?
 - What do I want the students to learn and be able to demonstrate upon completion of this lesson?
 - What are the tasks/skills/background knowledge needed for the completion of this lesson?
 - What are the student's strengths and weaknesses? What are the student's preferred learning styles and ways of communicating?
 - What tasks/skills/background knowledge will be challenging for the student?
 - How can the student make use of his/her strengths?
 - What scaffolding and explicit instruction is needed (e.g., Think Sheets to help organize ideas; Editing and Revising guides; visual organizers to help children understand where they are in the process of completing the task)?
 - When and how can I make supports optional (e.g., when are they no longer needed) so control of activities is transferred to the learner?
- ***What are the social demands of this lesson (e.g., cooperation, listening, sharing, following directions)?*** How can I help each learner meet these demands?
 - Do I have major routines in place that help learners know what is expected?
 - Have I provided modeling, thinking aloud, and rubrics that help learners understand the particular task to be done and how it is to be done?
 - Have I provided language (helper words) and modeled when/how to use them (e.g., who, what, when; sentence starters)?
 - Have I provided visual cues (e.g., lists of expected behaviors) as reminders to all students and to reduce demands on those with memory processing problems?
- ***What are the linguistic demands of this lesson?*** How can I help each learner meet these demands?
 - Does my lesson employ multiple strategies, lots of student input, and a range of learning options (e.g., listening, speaking, reading and writing)?
 - Do all students have multiple opportunities to speak, make mistakes, and rely on the success of communication to develop their linguistic capacities?
 - Am I careful to avoid the use of slang, idioms and phrasal verbs (e.g., get over, get by, get through, get around) that are confusing to those whose first language is not English?

- Do I use ample non-verbal cues (e.g., gestures, pictures, concrete objects) to assist in comprehension?
- Am I aware of each student’s cultural preferences and traditions for communicating (e.g., eye contact; language routines; what to be called; humor)?
- Are objects in my classroom labeled in multiple languages to acknowledge the first language of each learner?
- Since all language acquisition is literacy development, do students whose first language is not English have opportunities to use their first language?

Sample Outline for a Daily Lesson Plan

Date:

Overall lesson topic/title and purpose (What do I want students to learn?)

Rationale (Why is it worthwhile? How does it link to Standards, Benchmarks, GLCE, Curriculum Guidelines, or to other key principles?)

Goals/Objectives for today’s lesson:

Materials & supplies needed:

Procedures and approximate time allocated for each event

• ***Introduction to the lesson*** (What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences? How will I motivate them to become engaged in the lesson?) (_ minutes)

• ***OUTLINE of key events during the lesson*** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (__ minutes)

• ***Closing summary for the lesson*** (How will I bring closure to the lesson and help children reflect on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?) (__ minutes)

• ***Transition to next learning activity***

Academic, Social and Linguistic Support during each event (see “Designing Lessons for Diverse Learners” document on the TPP website):

Assessment (How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)

Academic, Social, and Linguistic Support during assessment

Appendix D: Communicating with Mentor Teachers

Course summaries with examples

MTs find most useful the course summaries that course instructors construct especially for them because the summaries help them understand how field work fits with the overall course structure. They feel that the summaries give them a much better idea of what course instructors are trying to accomplish, what teacher candidates are expected to do or can do in MTs' classrooms, and what MTs can do to help them. A group of MTs helped to assemble this set of recommendations for a course summary intended for MTs.

Ideas reflected in the following samples

- The sample mixes genres, combining a heading similar to a memo with a familiar first paragraph of the sort that one might see in a letter.
- Use a bold heading and colored paper.
- The address lines should clearly show which cluster and schools the summary applies to. Check the personnel tables for the names of schools.
- MTs are more likely to deal with multi-page course summaries if the first page summarizes the whole thing, and the remaining pages provide detail and support.
- MTs are more likely to see and act on the message if the "gist" is in bold, with supporting detail in regular type. Paragraph length, "bullets," and the use of white space also affect this response.
- If the course instructor wants MTs to do something, the instructor can help by providing a checklist or form for doing it. The sample following includes a form that a MT would use for an observation of a lesson taught by 402 students.
- In the first part of the sample, MSU students are called "teacher candidates" or "candidates." One virtue of this usage is that it acknowledges entry to our program as a passage into a particular status. Another is that it avoids confusion in labeling MSU students as distinct from school pupils.

Sample Course Instructor Letter for MTs #1

MSU Teacher Preparation Program
TE 401, Fall, 20XX, Section x

COURSE SUMMARY FOR MENTOR TEACHERS in Cluster A: [list schools]

Instructor: Henrietta Miller. xx Erickson Hall, millerh@msu.edu, 355- (w), xxx-xx (h)

Hello. I appreciate your willingness to work with teacher candidates from the TE 401 course; teacher candidates placed in your school will be taking my section of the course. I hope you will feel that you and I both are the candidates' instructors.

In my section of 402, the candidates will be studying strategies for teaching and learning science and social studies. This is an important semester for teacher candidates as they become more involved in classrooms and begin to function in some teaching roles.

Schedule and Attendance. Candidates should be in your classroom on a regular basis (typically two 2-hour visits per week). Please keep a written record of your candidates' attendance and punctuality; let [the cluster leader] or me know immediately if there are any problems. We won't eat the candidate; we will try to impress upon the candidate the importance of keeping appointments and meeting commitments.

Course-Related Field Assignments. There are three field assignments for which the candidate will need your help. A summary of these assignments is attached, along with some guidelines for getting started in the lesson plans assignment. When candidates teach the conceptual change lessons, we hope you will be able to provide observations and feedback; a form for that is attached.

Involving the Candidate(s) In Your Classroom. Beyond the required course assignments, The TPP hopes that you will provide your candidate(s) multiple opportunities to take active, leadership roles in your classroom this semester. Please plan on their presence and encourage them to take responsibility for a variety of tasks. A list of "ideas for ongoing classroom participation" is attached.

Thanks again for working with us this semester. I hope your work with your candidate(s) will be as productive and rewarding for you as it is likely to be for them.

Attached: Course-related field assignments; Getting started with science lesson plans; Ideas for ongoing classroom participation; Cooperating teacher feedback form

Sample Course Instructor Letter to MTs #2

MSU Teacher Preparation Program, Lansing Area Elementary Team (K-8)
TE 401, Fall, 20XX, Section x

COURSE-RELATED FIELD ASSIGNMENTS

NOTE: If you have two seniors, they will plan and team teach for these assignments.

1. Teach a “Science Talk” lesson -- any topic that fits the MT's curriculum.

Week of Oct. xx

A Science Talk is a discussion session of a special kind. The discussion focuses around a question for which there is no easy answer and lots of student ideas. It is especially interesting if the question came from the students. The science talk is a place to encourage wondering and to teach students about ways in which scientists talk and build arguments -- asking questions, developing hypotheses, pointing to a variety of sources of evidence, listening to evidence and theories of others, maintaining a healthy skepticism, developing and changing theories, etc.

2. Plan and teach learner-focused, conceptual change science lessons.

Weeks of Nov. XX-XX

The lessons should include:

- A Pre-assessment (interviews, pretest, or class discussion/brainstorming)
- Three lessons
- A Post-assessment (interviews or post-test)

3. Plan and teach social studies lessons.

Week of Nov/Dec x

The students will be gathering information and resources for planning social studies lessons that they will teach. We would like them to take one idea they are developing and to introduce it in your classroom.

Sample Course Instructor Letter to MTs #3

MSU Teacher Preparation Program, Detroit Area Elementary Team
TE 401, Fall, 20XX, Section x

GETTING STARTED WITH SCIENCE PLANS

To get us started in the planning process, you need to meet with your senior(s) to:

- Discuss the expectations for the teaching assignment
- Choose a topic that fits the school curriculum and that also is on our class list of t topics below. If there is not an overlap, the senior should e-mail me immediately so we can start brainstorming about other options.
- Decide on approximate dates for the pre-assessment, the 3 lessons, and the post-assessment (refer to your course schedule for possible dates). If there are scheduling problems, the senior should e-mail me immediately so we can start brainstorming options.
- Give your senior(s) suggestions about resources/materials/equipment available in the school to support the science planning and teaching. It is especially important for the senior to get a copy of the curriculum objectives for the t topic and a copy of any teacher's materials/ teacher's guide.

TOPICS

Floating and sinking (a great one for lower grades)

States of Matter (solids, liquids, gas, exploring water, water cycle, etc.)

Light and Shadows (typically lower grades)

Light and Seeing (typically upper grades)

Water in/and Plants

Water Shapes the Earth

Weather

NOTE: Most of these topics have State of Michigan Science Objectives and District Curriculum Objectives at multiple grade levels.

Sample of Course Instructor Handout for MTs #4

IDEAS FOR ON-GOING CLASSROOM PARTICIPATION IN TE 40X

Teach small group or whole group lessons

prepare/read a story or book chapter

plan and teach a get-to-know-you activity

lead singing, finger play

morning routines (attendance, lunch count, calendar)

closing activity

Co-plan lessons with Mentor Teacher or intern

Co-teach lessons with Mentor Teacher or intern

Help individual and small groups of students

Observe, interact with, and collect written work of one child over time.

Monitor group or seat work

Have students read out loud, practice a skill

Work with computer

Help plan and make arrangements for a field trip

Grade papers with help from MT on what to focus on

Respond to student journals

Prepare bulletin board for curricular area

Observe how children get along

Observe for MT (decide on particular focus ahead of time)

Observe and take notes for another intern or teacher candidate

Prepare questions to discussion with mentor during planning time/lunch/after school

Label materials

Become familiar with curriculum and materials

Assist in getting students to line up

Walk students to lunch, library, buses, etc.

Assist students in getting coats, hats, shoes on.

Collect homework

Observe a lesson, generate questions, discuss after lesson

Interview school staff (e.g., principal, counselors, nurse, computer lab)

Learn about equipment available (A-V, copying, computers)

Sample Course Instructor Letter to MTs #5

MSU Teacher Preparation Program, Lansing Area Elementary Team (K-8)
TE 40X, Spring, 20XX, Section Y

MENTOR TEACHER FEEDBACK FORM

Student(s) _____ Mentor Teacher _____

_____ Date _____

MENTOR TEACHERS: Please fill in notes in Sections 1 and 2 as you watch the lesson. Please fill in additional responses to these questions and others after the lesson.

1. Interesting comments, questions, contributions from the students during the lesson:

2. Strengths of the lesson (content, activities, active student involvement, management, etc.):

3. Comments about preparation and planning for this lesson:

4. Comments about timing, pacing, wait time:

5. Suggestions for improvement regarding classroom management issues:

6. Suggestions for improvement regarding the science content, processes, activities, showing the connectedness and usefulness of the content:

7. Other comments, reactions, questions:

Sample Course Instructor Letter to MTs #6
MSU Teacher Preparation Program, Detroit Area Elementary Team

ADVICE TO MTs FOR TE 301, 401, 402

In most cases, you will be working with a person who, quite understandably, has a student's habits of seeing, hearing, interpreting, and acting. That person needs both opportunities and help to start constructing a teacher's habits of seeing, hearing, interpreting, and acting. These suggestions begin with the first moment that the teacher candidate walks into your classroom to meet you.

Introduce the teacher candidate to your pupils as Mr. or Ms. _____, a "teacher candidate," someone who is preparing to be a teacher and who will be working with you for the next few months.

Keep the candidate near you, in a teacher's place rather than a student's place, where you can easily and quickly say something to the candidate, hand the candidate something, ask the candidate something, or tell the candidate to do something. This will help to put the candidate into the role of an apprentice or junior colleague who needs to see, hear, and think like a teacher. This useful interaction can go on even in 10-second snatches.

Tell and show the candidate what's going on in your mind. As students, candidates have watched and listened to teachers for thousands of hours. Seldom will they have had any similar opportunity to learn what teachers think about while they are teaching. Show the candidate whatever you have in the way of curriculum and plans. Tell the candidate your immediate goals, or alternatives that you are considering. Let the candidate know when you've done something that you would be proud to repeat, or that you wish you had done another way.

Ask the candidate to tell you what s/he is reading, discussing, doing in the TE classes. As you listen to the response, you probably will hear opportunities to help the candidate connect what s/he is studying with what s/he is seeing, hearing, and doing in your class and school.

Get the candidate involved with students in small ways. Give the candidate the class list to memorize. Ask the candidate to work with particular students or small groups by tutoring, listening to students' read, studying their work, etc. In this way the candidate can work up to the teaching assignments they will receive in TE 401 and TE 402.

Give small pieces of your work to the candidate, with supervision. For example, ask the candidate to help you monitor seatwork, groupwork, labwork, or work in activity centers. Or, ask the candidate to help you respond to students' written work. As you assign such tasks, tell the candidate what you'll be looking for and doing, so that the candidate can try to do likewise.

Ask the candidate to observe students closely. Teacher candidates need to build an informed and empathetic idea of the diversity of students in typical classroom. Candidates can do this by keeping an eye on particular students as the semester progresses, working with them regularly, keeping a collection of the students' work, keeping a journal of their interactions with the selected students, etc.

Ask the candidate to take observation and note-taking breaks. It can be hard to make sense of what's going on at the same time as you're trying to play (an unfamiliar) part in it. Almost always, candidates will have course assignments that require them to gather information from your class. Ask the candidate to take periodic breaks to observe, reflect, analyze, and write notes.

Anticipate and arrange opportunities for the candidate to teach, in small chunks. For TE 401 and TE 402, teacher candidates usually have assignments to plan and teach a short unit, or a sequence of lessons of different types or on different topics. Instructors should send you descriptions of these assignments. You are welcome to comment to the instructor on those assignments. By anticipating these assignments and planning ahead with the teacher candidate, you best can make the assignment work out for you and for your class.

Share the professional norms of your school. In every school, the staff more or less shares some ideas about how members of the staff should (and should not) act or interact. These norms are not highly visible to students. You can help the candidate to notice these norms both by giving your own account of them and by arranging opportunities for the candidate to ask other staff members about them.

EXPECTATIONS FOR TEACHER CANDIDATES

Take an active interest in the school class:

- make a map of the classroom--furniture, equipment, supplies;
- learn the students' names;
- prepare questions to discuss with the MT during planning/lunch time or after school;
- observe lessons and ask questions about them;
- survey the curriculum and instructional materials for the class;
- keep a journal or log about their participation in the class.

Work with and observe students:

- observe, interact with, and examine the written work of two or three students over time;
- observe and analyze how students get along with each other and with adults in the classroom, hallways, school grounds;
- help students to practice skills;
- monitor and help students in group work or seat work;
- work with students at computers, in labs, or at activity centers.

Take on small parts of the teacher's work, with supervision:

- complete classroom routines like taking attendance or lunch counts, collecting and distributing papers, etc.;
- respond to student journals;
- grade papers with direction from the MT;
- locate, gather, prepare, label instructional materials;
- prepare or help to prepare a bulletin board;
- help plan and make arrangements for a field trip;
- observe the class to gather data that the Mentor Teacher (or intern) wants (decide on a particular focus ahead of time);
- in lower grades, assist students in getting coats and shoes on, lining up, walking from place to place, etc.

With guidance and assistance, teach small group or whole class lessons:

- develop and lead an opening or closing activity;
- plan and provide a presentation within a lesson;
- in lower grades, prepare and read a story or book chapter, plan and teach a get-to-know-you activity, or lead singing;
- co-plan a lesson with the Mentor Teacher or intern;
- co-teach lessons with the Mentor Teacher or intern.

In TE 401 and TE 402, plan and teach a short unit, series of lessons, or set of lessons

- the assignment will be given by the TE 401 or TE 402 instructor.
- you can help by consulting with the candidate about the unit and/or lesson plans, and by providing feedback on the lessons when they have been taught.

Become acquainted with the school and its staff:

- visit the school office, and talk with the principal, assistant principal, or secretary;
- visit the school library or media center, talk with the media specialist, and observe students working ;
- visit the teacher's workroom, and learn about the equipment available to teachers in the school;
- read the school's policies on attendance, safety, discipline, referrals to service, contacts with parents, etc.

Appendix E: Resources and Procedures for Working With Mentor Teachers

Overview of school and teacher support contracts

The teacher preparation program supports the work of participating teachers and schools financially. This support is provided by way of contracts with participating districts. Teachers and schools spend the funds using the district's procedures, and the district bills MSU.

These "school support" funds are budgeted and accounted for in the three categories given below. Most commonly, the basis for setting allocations is the number of MSU seniors and/or interns placed in a school, but there are exceptions, especially Mentor Teacher's participating in the planning and teaching of a teacher education course or seminar. To support its partners' work in teacher preparation, MSU provides funds in three categories:

Mentor Teachers' (MTs') professional accounts

These accounts are intended to honor and equip teachers as partners in teacher education, by providing them modest allocations, about which they make on-the-spot decisions about the needs of the MSU students and interns with whom they work. These allocations are made in the expectation that the MTs who receive them will work closely with MSU as partners in teacher education. In general, MSU allocates \$300 to each MT who works with an intern for a year, and \$60 to each MT who works with a TE 401-TE 402 student for a year. If the intern or student is moved during the year, these amounts are prorated. When a MT works with more than one intern or student, the allocations are added unless some other arrangement has been made between the teacher preparation team and the teacher.

Allowable costs in this category include materials and equipment that increase the intern's opportunities to learn to teach, or enable the MT to work more effectively with the intern; fees, materials, and travel expenses associated with professional development opportunities for the intern and MT; and substitute teachers as needed to enable the MT to participate in periodic meetings with the teacher preparation program or to carry out other supported activities. At their initiative, Mentor Teachers may pool funds allocated to them to make purchases that support the learning of the group of interns with whom they work. The general guiding principles are that expenditures under this category should support the learning of MSU teacher candidates and interns, in a partnership between teachers and MSU.

Teacher learning site development funds

These funds go to schools rather than to individuals and also have a dual function, associated with the fact that MSU seeks to place its students and interns in clusters within schools. First,

the schools that work with concentrations of MSU students and interns incur increased use of their telephones, copiers, and other facilities; costs of conducting the relationship with MSU; and costs of coordinating the teacher preparation activity with other school activities. Second, MSU's students and interns need opportunities to learn to work not only as individual classroom teachers but also as members of professional faculties that are engaged together in professional development and school improvement. While professional development and school improvement in general clearly are the school's responsibility, the funds in this category are intended to help schools to include MSU students and interns.

The general formula for allocating teacher learning site development funds is \$50 per intern and \$10 per TE 401-TE 402 student, for the year. MSU's teacher preparation teams may reach alternative agreements with individual schools depending on the pattern of their work with MSU students and interns.

Professional development opportunities for Mentor Teachers

In keeping with the policy adopted during the 2004-05 year, interns may provide release time for their Mentor Teachers for up to 5 days (or 10 half-days) for purposes of **MT 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 MTs 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 MTs devote to supporting their learning, and to learn from the MT's professional development experiences as well. The end of fall semester and spring semester are optimal times for Mentor Teachers with interns to take advantage of 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 MTs could take advantage. Please share additional ideas you have with others in your building! We are hoping that MTs will follow up by sharing what they are learning with other MTs and interns.

Appendix F:

TPP Mid-Semester Feedback on Instruction

(Download this form from the TPP Website)

Teacher candidates:

As one part of its on-going efforts to teach increasingly well over time, the TPP asks instructors to obtain mid-semester feedback on the qualities of their teaching. So your instructor here is seeking your constructive assessment of her or his teaching and some comments on what you are learning. Your instructor will tally the results and discuss them with a mentor or colleague. Please respond thoughtfully, considering each item separately from the others.

MY INSTRUCTOR'S PRACTICE

Please use this response scale to indicate how often or consistently your instructor engages in each practice listed:

- 1 – All of the time
- 2 – Most of the time
- 3 – Some of the time
- 4 - Occasionally
- 5 - Never

This instructor. . .

- | | | | | | |
|--|---|---|---|---|---|
| 1. . . . challenges me to consider alternative perspectives and options. | 1 | 2 | 3 | 4 | 5 |
| 2. . . . asks me to back my arguments with reasoning and evidence. | 1 | 2 | 3 | 4 | 5 |
| 3. . . . expects me to listen to and work with other class members. | 1 | 2 | 3 | 4 | 5 |
| 4. . . . expects me to contribute to the work of the class. | 1 | 2 | 3 | 4 | 5 |
| 5. . . . invites and listens to candidates' reactions to the conduct of the course. | 1 | 2 | 3 | 4 | 5 |
| 6. . . . shows that s/he listens carefully to members of the class and thinks about what they said. | 1 | 2 | 3 | 4 | 5 |
| 7. . . . seeks information about teacher candidates' interests, needs, etc. to support their learning. | 1 | 2 | 3 | 4 | 5 |
| 8. . . . is receptive to new ideas and others' opinions. | 1 | 2 | 3 | 4 | 5 |
| 9. . . . fosters productive class discussions. | 1 | 2 | 3 | 4 | 5 |

10. . . . helps me to connect new ideas with my prior experience.	1	2	3	4	5
---	---	---	---	---	---

This instructor. . .

11. . . . provides cases and examples of learning and teaching that help to make ideas and strategies clear.	1	2	3	4	5
--	---	---	---	---	---

12. . . . designs useful activities and assignments.	1	2	3	4	5
--	---	---	---	---	---

13. . . . does something to show the purpose or value of class activities and assignments.	1	2	3	4	5
--	---	---	---	---	---

14. . . . provides activities and assignments to help me learn from course readings.	1	2	3	4	5
--	---	---	---	---	---

15. . . provides assignments and activities to help me learn from working with teachers in schools.	1	2	3	4	5
---	---	---	---	---	---

16. . . provides guidelines and examples that helped me to understand and complete the major assignments.	1	2	3	4	5
---	---	---	---	---	---

17. . . . assigns relevant, informative, and useful reading.	1	2	3	4	5
--	---	---	---	---	---

18. . . . checks on my learning, progress, and problems.	1	2	3	4	5
--	---	---	---	---	---

19. . . . gives me specific and useable feedback on my work.	1	2	3	4	5
--	---	---	---	---	---

20. . . . asks me to set goals and pursue them.	1	2	3	4	5
---	---	---	---	---	---

21. . . . sets high and clear expectations for the quality of work.	1	2	3	4	5
---	---	---	---	---	---

22. . . . teaches in ways that s/he wants me to teach.	1	2	3	4	5
--	---	---	---	---	---

23. . . . promotes productive working relationships among the persons in the class.	1	2	3	4	5
---	---	---	---	---	---

MY LEARNING:

- Please provide specific examples of the types of things you are **LEARNING** in this course.
- Also provide suggestions to the instructor regarding ways s/he could better support your learning.
Thank you.

***Field Instructor Mid-Year and End-of-Year Feedback
from Mentor Teachers***

A field instructor is responsible for supporting an intern's professional growth in many ways (e.g., lesson and unit planning, classroom observations and debriefing, assessing intern progress, seminars, portfolio development, facilitating communication with MT).

A field instructor is also responsible for supporting Mentor Teachers in carrying out their mentoring roles (e.g., facilitating 3-way conferences, communication with CT about intern's progress, helping the CT play an active role in supporting and evaluating the intern, problem solving).

Please provide specific comments and examples below regarding ways in which the field instructor has provided support to the intern and MT, and suggestions for improvement:

The field instructor who works with my intern is helpful...

The field instructor who works with my intern could be more helpful...

I like it when the field instructor...

I wish the field instructor would...

Other Comments: