MSU Teacher Preparation Program
Mission Statement

The teacher preparation program at Michigan State University prepares critically reflective and responsive teachers who continue to learn across their careers. These teachers are well prepared in their content areas and with the most recent research-based knowledge of instruction and curriculum. They work to improve schooling in a democratic society and build a more just, sustainable world. They strive to help all children and youth develop conceptual understandings and fluency in content, become active citizens, and make significant contributions to society. Our field-based program is designed to prepare well-started beginning teachers who develop:

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

- Examine beliefs critically in relation to vision of good teaching
- Develop subject matter knowledge for teaching
- Develop an understanding of learners, learning, and issues of diversity
- Develop a beginning repertoire
- Develop the tools and dispositions to study teaching
TE 301 (Junior Year):
Learners and Learning in Context

• Focus: Literacy is foundational to all learning
  – What students develop and learn when they develop and learn literacy
  – What we should teach when we teach literacy
• 2 hours per week in the field
• 3 major assignments
  – Literacy standards project
  – Literacy reference project
  – Child study
TE 401(Senior Year): Teaching Subject Matter to Diverse Learners

- Focus: Science & Social Studies
- 4 hours per week in the field
- Major Assignments
  - Science
  - Social Studies
TE 402 (Senior Year): Designing and Studying Practice

- Focus: Mathematics & Literacy
- 4 hours per week in the field
- Major Assignments
  - Mathematics
  - Literacy
Central Tasks: Intern Year

- Learn the context—students, curriculum, school community
- Design responsive instructional program (unit planning & teaching)
- Create a classroom community
- Enact a beginning repertoire
- Develop a professional identity
Fall Semester

• Mathematics (TE 801), Literacy (TE 802)
• Themes: Reflection & Inquiry, Professional Roles
• Courses meet weekly except during 3 weeks of Guided Lead Teaching
• Field work guided by TE 501
• Major Assignments
  – Mathematics
  – Literacy
Spring Semester

• Social Studies (TE 803) & Science (TE 804)
• Themes: Reflection & Inquiry, Professional Roles
• Courses meet weekly except during 6 weeks of Guided Lead Teaching
• Field work guided by TE 502
• Major Assignments
  – Social Studies
  – Science
Strands Integrated Across the Curriculum

- Special Education
- Technology
- Classroom Management
- English Language Learners
- Globalization