



***UMES FIELD EXPERIENCES
HANDBOOK's
Excerpts and Forms***

**TEACHER EDUCATION PROGRAM
PROFESSIONAL EDUCATION UNIT**

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IMPORTANT CONTACTS AND DUE DATES

Contact:

Coordinator of Professional Development Schools and School-Based Programs:

Michael A. Nugent, PhD. (410-651 8362) or manugent@umes.edu

Administrative Assistant: Ms. Whitney J. Turner, (410-651-7958) or wjturner@umes.edu

Criminal Background Check:

Background checks are completed with LiveScan, and the estimated turnaround time is 24-48 hours. Therefore, it is important to have this process completed promptly upon enrollment at the beginning of the semester. NO placements can be made in any field experience, practicum or internship without completion of this procedure, including final confirmation letter to you.

Field Application Due Dates:

Spring – During registration for your January classes. Registration begins in October

Fall – During registration for your September classes. Registration begins in May

Field Placement:

If you have followed protocol and have not received your placement by the fifth week of the semester, please contact Dr. Nugent

Fulfillment of Field Experience Hours:

Once you have been notified of your placement, please contact your mentor teacher within three (3) days to arrange your schedule and check with your instructor to determine when your observations hours are due.

FIELD EXPERIENCES - ALL TEACHER EDUCATION MAJORS

<u>Course Number/Title</u>		<u>Type of Experience/Hours</u>
EDCI 200 *	Introduction to Contemporary Education	Field (10 hours)
EDSP 428**	Communication and Collaboration in Special Education	Field (15 hours)

* Taken prior to admission to Teacher Candidacy.

** Pre-Internship Courses

FIELD EXPERIENCES - SPECIAL EDUCATION MAJORS

<u>Course Number/Title</u>		<u>Type of Experience/Hours</u>
EDCI 200*	Introduction to Contemp. Educ.	Field (10 hours)

EDSP 200*	Introduction to Special Education (Special Education and Other Non Education Majors)	Field (10 hours)
EDSP 401	Processes and Acquisition of Reading and Language for Students with Disabilities	Field (15 hours)
EDSP 402	Instruction of Reading and Language for Students with Disabilities	Field (15 hours)
EDSP 403	Materials for Teaching Reading and Language for Students with Disabilities	Field (15 hours)
EDSP 404	Assesment and Diag. & Rem Reading	Field (15 hours)
EDSP 416	Program Development and Instructional Delivery in Special Education	Field (15 hours)
EDSP 426	Instruction of Mathematics for Students with Disabilities	Field (15 hours)
EDSP 428**	Coom. Skills and Spec Educ.	Field (15 hours)
ESDP 430**	Technology in Special Education	Field (15 hours)
EDSP 431**	Prevocational/Vocational and Transition Programs in Special Education	Field (15 hours)
PSYC 406	Applied Behavior Analysis	Field (15 hours)

* Taken prior to admission to Teacher Candidacy.

** Internship I Courses

TOTAL FIELD EXPERIENCES TOTAL for Special Education Majors - 170 hours

FIELD EXPERIENCES - OTHER SPECIALTY AND SECONDARY MAJORS

<u>Course Number/Title</u>		<u>Type of Experience/Hours</u>
EDCI 200*	Introduction to Contemp. Educ.	Field (10 hours)
EDCI 311*	Comprehensive Assessment	Field (10 hours)
EDCI 406	Classroom Management	Field (15 hours)
EDCI 409	Teaching Reading in the Content Areas I	Field (15 hours)

EDCI 410**	Teaching Reading in the Content Areas II	Field (15 hours)
EDSP 428**	Coom. Skills and Spec Educ.	Field (15 hours)
EDCI 4XX** (course number will vary according to content major)	Methods in your content area	Field (25 hours)

FIELD EXPERIENCES TOTAL for Other Specialty and Secondary Majors - 105 hours (includes pre-internship)

* Taken prior to admission to Teacher Candidacy.

** Internship I Courses

**FIELD EXPERIENCES FOR CORE COURSES ONLY
MASTER OF EDUCATION (M.Ed.) IN SPECIAL EDUCATION
(CERTIFICATION TRACK IN SPECIAL EDUCATION)**

<u>Course Number/Title</u>		<u>Type of Experience/Hours</u>
SPED 600*	Characteristics of Exceptional Individuals	Field (15 hours)
EDSP 430	Technology in Special Education	Field (15 hours)
EDUC 625	Applied Behavior Analysis	Field (15 hours)
SPED 628	Comm. Skills in Sped. Ed.	Field (15 hours)
SPED 650	Transitional Programs for Students with Disabilities	Field (15 hours)
SPED 660	Assistive Tech for Sped. Ed.	Field (0 hours)

FIELD EXPERIENCES TOTAL – 75 hours (plus additional hours for certification courses)

*Can be taken prior to acceptance to the Teacher Education Program

FIELD EXPERIENCES - MASTER OF ARTS IN TEACHING (M.A.T.)

<u>Course Number/Title</u>		<u>Type of Experience/Hours</u>
EMAT 501	Development and Learning Applied to Teaching	Field (10 hours)
EMAT 504	Reading in the Content Areas I	Field (15 hours)
EMAT 539	Instruction & Assessment for Student Learning	Field (15 hours)

EMAT 506	Inclusive Teaching for Diverse Populations	Field (10 hours)
EMAT 508	Reading in the Content Areas II	Field (15 hours)
EMAT 5XX	Methods in Content Areas (course number will vary according to content major)	Field (25 hours)

TOTAL FIELD EXPERIENCES – 90 hours

PROFESSIONAL BEHAVIOR

The partnership between local schools systems (LSSs) and the University of Maryland Eastern Shore are meant to **enhance your** learning experience. **Teacher candidates** are expected to take the role as a professional. Therefore, several areas have been identified to help promote success during your field experiences and internships.

No Teacher Candidate will receive a passing grade for a Teacher Education course which has a field experience requirement until s/he has completed the entire field experience. **IF A TEACHER CANDIDATE DOES NOT SUCCESSFULLY COMPLETE ALL REQUIRED HOURS IN THE DESIGNATED SEMESTER, BY THE DESIGNATED DEADLINE, S/HE WILL RECEIVE A GRADE OF “F”, FOR THE COURSE AND THE COURSE MUST BE RETAKEN.**

❖ APPLYING FOR YOUR FIELD EXPERIENCE

In courses requiring a field experience, your instructor will give you an application to complete (see p. 25-26). You are expected to complete it accurately and neatly and return it in a timely manner to your instructor who, in turn, will submit it to the Coordinator of Professional Development Schools and School-Based Programs. **Application due dates are listed on page 6).**

❖ CONTACT AND COMMUNICATION

As soon as the Coordinator of Professional Development Schools and School-Based Programs from the University of Maryland Eastern Shore has made the appropriate contacts for teacher candidates to observe, these assignments will be emailed to you and your instructor. ***These assignments will be emailed to your UMES email address.*** Teacher candidates are required to contact the school to arrange for an appropriate time to meet and discuss the placement. Telephone numbers are on your assignment sheet. Once you receive your field placement assignment, you are expected to contact your Mentor Teacher **within three (3) days** to set up your schedule. **Should you have difficulty contacting your Mentor Teacher, contact Dr. Nugent, Coordinator of Professional Development Schools and School-Based Programs.**

Prior to meeting with your assigned Mentor Teacher, you should complete the University of Maryland Eastern Shore Student Autobiography. This enlightens your mentor on your abilities and interests. This form can be found on p. 27 of this handbook. Please give a copy of this to your Mentor Teacher.

❖ REQUIREMENTS FOR BEGINNING YOUR HOURS

Field experience students must contact the assigned Mentor Teacher of the school placed to establish a schedule and begin fulfilling their hours. Half of the hours must be completed by mid-semester. The class instructor will request documentation that this process is in place and provide additional scheduled dates.

❖ SIGNING IN

Teacher Candidates should report immediately to the office upon entering the school building. There is a UMES sign-in book at the school, where Teacher Candidates are responsible for signing and documenting the time, date and name of teacher assigned to observe. Before exiting the building, Teacher Candidates should sign-out by recording the time leaving the building. Teacher candidates should always take their UMES identification card, which will identify them as UMES students. **Please turn off all cell phones prior to entering the school building. They are not to be used in school settings.**

❖ DOCUMENTATION OF WORK

The UMES faculty will provide specific assignments (i.e., Task List) to be completed during the field experiences. Your Mentor Teacher will also receive a copy of this list. It is essential to take notes and record observations in order to document that you have observed and worked during the times in which you were present. (See p. 18-19 for further explanation of the Reflective Journal). The Field Experience Time Sheet (p. 28) is to be completed for each visit and submitted to your University Instructor at the conclusion of all field work. **Note the deadline that this completed timesheet and tasks with documentation are due to your instructor.**

❖ TRANSPORTATION

Transportation to your placement is the responsibility of the teacher candidate. If transportation is a concern, you may indicate so on your field experience application. You may find it helpful to travel with a classmate. **It will be your responsibility to make arrangements with that classmate.** Other transportation options available in the area include: Shore Transit and the UMES /Salisbury University Shuttle (see schedules on p. 35).

❖ PUNCTUALITY

After arranging appropriate time to observe or meet with the assigned teacher, it is expected that you arrive at these agreed scheduled times, prepared before class period begins. If for some reason an unexpected emergency arises, contact the school and the supervising teacher to make him/her aware of the situation **prior to the time you were expected**, preferably early in the morning.

❖ CONFIDENTIALITY

Teacher candidates are expected to display appropriate behavior while observing at a school. If information regarding students is revealed during the placement, University of Maryland Eastern Shore teacher candidates are not to share or discuss the information. **Confidentiality is crucial regarding all matters related to the students, families, faculty, and school.**

❖ DRESS

While in your clinical and field experience, your professional dress should follow the guidelines teachers must to follow. Keep in mind that you should not only act as a future educator, but also dress as one. Your appearance should reflect pride and respect for self, your school and university. Hair should be neat and well groomed. Appropriate dress is an important consideration for health and safety and public appearance.

Any type of attire which attracts undue attention to the wearer, which is unduly revealing, unsafe, causes a disturbance and is in bad taste, are not acceptable. Specific types of unacceptable clothing include but are not limited to the following:

1. Hats, scarves and other head coverings, except for religious or cultural purposes, are not to be worn inside the building. This also includes hair curlers, picks.
2. Pants or shorts are not to be worn hanging below the waist. Clothing should cover the area around the waist sufficiently to prevent exposure of bare skin and/or undergarments.
3. For the purposes of health and safety, it is necessary that you wear shoes that will protect your feet from dropped objects and stumbling accidents. Thongs and flip flops are inappropriate and are not to be worn.
4. Articles of clothing advertising alcohol products, tobacco products, drugs, or anything that is in violation of county policy, or articles of clothing displaying obscene, abusive, or sexually suggestive materials are not to be worn.
5. Candidates are encouraged not to wear outrageous earrings, and body piercings.
6. Revealing attire, such as halter tops, backless tops, midriff tops, tank-style shirts, and short skirts are not to be worn.
7. Tattoos should be covered.

❖ SCHOOL RULES

All UMES teacher candidates are expected to follow school rules as well as classroom rules posted by teachers. You are a role model for the students in the building; therefore, make sure you demonstrate appropriate behavior.

❖ INTERACTION WITH STUDENTS

While in the classroom, teacher candidates should have a positive experience with the students. You should demonstrate appropriate skills (i.e., maintain eye contact, communicate effectively, express an interest in the subject area, etc.) when interacting with the students. **Cell phones and pagers should be turned off and are not to be used during classroom visits or in schools.**

❖ ATTITUDE

During observation hours, teacher candidates are to act as professionals. Maintaining a positive attitude will enable the student to recognize your interest in them and promote a

successful learning environment. Sleeping, reading magazines, using cell phones, or beepers, or completing University assignments are not acceptable behaviors. **Show initiative. Volunteer to assist your Mentor Teacher.**

❖ **BACKGROUND CHECK**

All field experience and internship pre-candidates and candidates must have a criminal background check with a satisfactory completion (finding no criminal history) **prior to** working in the local public schools.

❖ **EVALUATION**

After completing the designated field experience hours required for the specific course, an evaluation form is to be completed by the Mentor Teachers. Please ensure your Mentor Teacher has a copy of this form (see pp. 29 - 32). **Pre-teacher candidates and teacher candidates should complete all field experience hours, and Mentor Teachers are to send or fax (410-651-7962) all evaluations on or before the due dates listed (p. 7).**

REFLECTIVE JOURNALS

Courses that include a Field Placement, also require students to keep a Reflective Journal or Log. As George J. Posner (1993) said in *Field Experience: A Guide to Reflective Teaching* – Experience + Reflection = Growth

“As this equation suggests (and as John Dewey has argued), we do not actually learn from experience as much as we learn from reflecting on experience. Reflections on an experience, to put it most simply, means to think about the experience, what the experience means, how it felt, where it might lead, what to do about it.”

Although each instructor may have a specific format for the writing of a journal, some general suggestions follow:

1. The journal is an opportunity for you to record the actual experiences, activities or interactions which occur during each visit. Try to make notes as soon as possible after a visit or during the visit if you are only observing.
2. Be sure to include a heading for each day’s visit. This usually includes the date, time, teacher, and subject and grade level being observed.
3. Use the National Board for Professional Teaching Standards (NBPTS) format described in items 4, 5, and 6 below. (1) Describe, (2) Analyze, (3) Reflect.
4. **Describe:** Record a brief list of all the events that happened. Sometimes these are entitled “Episodes,” “Events” or “Sequence of Events”. In this section, record only what occurred, not your personal views or reactions.
5. **Analyze:** The second section is usually called, “Elaboration of an Episode(s)”. Many instructors require that you select one or two events (episodes) and discuss them in more detail. Explain

what actually took place, what was said, what procedures were followed, etc. Again, avoid your personal feelings in the description. List what happened, not what you think or assume was happening.

6. **Reflect:** The last section is your analysis of the episode or event. This is where you actually **REFLECT** on the episode or event. For example: (1) Discuss how you felt about what occurred. (2) What was positive or negative about the observation? (3) Why do you think the teacher did what s/he did? (4) Would you do this yourself as a teacher? (5) If not, then how might you have managed the situation or activity? (6) What did you learn from this experience?
7. Not only should you look specifically at methodology, routines and classroom management, but be aware of the diversity in the classroom, the provision for students with specific learning problems and the use of technological support for the teaching and learning.
8. Most instructors include a journal as a portion of the final grade and is submitted at various times during the semester. **Be sure and know when it is to be submitted, and that the format is acceptable.**
9. Reflective journals may also become important parts of your portfolio, so make sure you keep reflective journals from each of your courses.

CRIMINAL BACKGROUND CHECK *(To be completed immediately)*

Effective January 2013, all students who are enrolled in UMES' teacher and counselor education courses (i.e., EDCI, EDSP, EDUC, PSYC, EMAT, SPED) with the status of pre-candidates, candidates, interns, undergraduate, graduate, regular and provisional admits, will be required to have a criminal background check in order to do any type of work (i.e., field or clinical experience including practicum and internships) in a school setting. They will be required to follow these steps:

1. Students may go to the website for DPSCS (Department of Public Safety and Correctional Services) (<http://dpscs.maryland.gov/publicservs/fingerprint.shtml>), and register to have their fingerprints taken and processed at the local MVA (Motor Vehicle Administration). You will need to call the number provided to make your appointments. ***MVA only services request by appointment***. The website also lists other providers close to UMES and/or your home areas. Most locations are available Monday through Friday, 9 am – 3 pm. You may choose to visit either; but be aware of time differences in receiving the results.
2. Please fill out the application ([Livescan Pre-registration Application](#)), and print out. Then contact The Administrative Assistant (410-651-7958) in the Department of Education for the authorization number before going to your appointment. Be sure to have the necessary paperwork and documentation when you arrive for your appointment.
3. The cost for the Background Check at the MVA will be **\$54.50**, and is payable only in the form listed on the website; MasterCard, Visa, Check, or Money Order; **no cash will be accepted.**
4. The UMES Department of Public Safety will review the results and notify the PDS Coordinator, who, in turn, will notify the appropriate personnel at the University and in the schools. Students will also be notified in writing of the results from the Director of Teacher Education.

Note: The estimated timeframe for this procedure is 24-48 hours. It is important that students schedule an appointment ASAP to avoid any delays in getting your placements. Students will NOT be placed in any field experience, practicum or internship without successful completion of this procedure, including final notification.

FORMS



Professional Education Unit
 2024 Hazel Hall
 University of Maryland Eastern Shore

Authorization for Release of Information

I, _____, authorize the release of any information regarding my employment and my criminal background, if any, from anyone, including but not limited to all of my former schools, employers, their employees or personnel, and/or public safety agency, to employees of the University of Maryland Eastern Shore (“UMES”).

I further release the above-referenced entities including their employees and agents from all liability surrounding the release and use of this information for the sole purpose of verifying the student’s suitability for employment or educational training in a school setting that the University may deem appropriate for the student’s educational program.

I agree that executing this release is a requirement for my participation in the Professional Teacher and Counselor Education Program at the University of Maryland Eastern Shore. I also agree that this agreement will remain in full force and effect during my matriculation at UMES or until I revoke this authorization in writing and deliver it to the Chair of the Department of Education at UMES.

****I agree that I have a continuing obligation to notify the University of Maryland Eastern Shore/Department of Education Chair of any arrests or convictions that occur during my matriculation at UMES. ** (Please read & initial) _____.**

I also agree that a photocopy of this release will have the same effect as the original.

 Student’s Name (Printed)

Student’s Signature	Date	Witness
FIELD PLACEMENT APPLICATION		
Semester _____ Year _____		

Please type or print CLEARLY. Application will not be accepted until all information is completed.

STUDENT INFORMATION

Ms. / Mr. _____		[Student ID _____]	[Phone Number _____]
Complete Current Address: (Street, City, State & Zip) _____		[Major _____]	[UMES E-mail used for ALL Correspondence _____]
Total time Required for ALL Field Experiences	Advisor's Name	SUBJECT/GRADE TO OBSERVE	
County System Preferences	Special Ed., Art & Music majors need to complete an internship in both a secondary and an elementary setting. Other majors secondary only. _____	Music Ed. Major indicate vocal _____ instrumental _____	
1. _____ 2. _____		Transportation Available: [Yes _____ No _____] If carpooling, with whom? _____	

Do you have children or relatives in the school system to which you are applying? Yes No Did you attend any of these schools? Yes No

If Yes (above), please list Name, School, Relationship: _____

If yes, name schools attended and High School from which you graduated: _____

Do you work in any of the schools? Yes No If Yes, what school? _____ County? _____

Information listed will be used in requesting placements from the school districts.

The information **MUST** be complete and accurate, since placements **WILL NOT** be changed.

[Student Status]

Graduate undergraduate

Pre-Candidate: Teacher Candidate not officially admitted to Teacher Ed Program

Methods: Teacher Candidate officially admitted to Teacher Ed Program

Internship I: → **20 days required for** Teacher Cand. officially admitted to Internship I prior to Internship II

Internship II: → **80 days required for** Teacher Cand. officially admitted to Internship II

**[Instructors
Please
Review & Sign]**

CURRENT SCHEDULE – Complete all information

****See Pg. 2 for No. of Hrs by Course – Instructor MUST sign this form BEFORE turning in to Dept. of Education****

COURSE	SECTION	INSTRUCTOR	MON.	TUES.	WED.	THURS.	FRI.	FIELD EXP. HRS. REQ.	INSTRUCTOR'S SIGNATURE

[Total No. of Field Exp. Hours / Days Required] _____

Signature of Applicant _____
Date

****Criminal Background Check Required for all placements****



Professional Development School Plan for Internship I & Internship II

Directions: Because of the state mandate for 100 consecutive days, across two consecutive semesters, of extensive Internship at a Professional Development School, you will need to make arrangements to extend your Internship I experience that takes place the semester before your full-time Internship II. Please complete this form and return it to Dr. Nugent, Coordinator of Professional Development Schools and School-Based Programs. This form is also on the department website. To determine the additional time needed in your Internship I, please see the chart below. (20 days – Internship I, 80 days – Internship II)

Hours in a Methods Class taken during Internship I, the semester prior to Internship II	Number of days needed to complete Internship I
15 hours	18 days
25 hours	17 days
30 hours	16 days
40 hours	15 days
45 hours	14 days

Name of Teacher Candidate _____

Teacher Education Major _____

Advisor _____

Phone _____ Email _____

Approval by Your Advisor and Date _____

TEACHER EDUCATION PROGRAM
TEACHER CANDIDATE'S AUTOBIOGRAPHY

This form is to be submitted to your Mentor Teacher(s) at any field placement experience. It is intended to help your Mentor Teacher(s) know more about you and your special interests and talents.

NAME _____

LOCAL ADDRESS _____

MAJOR _____

HOMETOWN _____

PRIOR EXPERIENCE WORKING WITH STUDENTS _____

HOBBIES, SPECIAL INTERESTS, SKILLS, TALENTS _____

IN CASE OF EMERGENCY, NOTIFY: _____

MEDICAL PROBLEMS/CONCERNS OR MEDICATIONS OF WHICH THE STAFF SHOULD BE AWARE: _____

FIELD EXPERIENCE TIME SHEET

UMES Teacher Candidate's Name: _____

<u>DATE</u>	<u>TIME IN</u>	<u>TIME OUT</u>	<u>TEACHER'S SIGNATURE</u>	<u>CANDIDATE'S SIGNATURE</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TOTAL NUMBER OF HOURS: _____

Mentor Teacher's Signature/Date: _____

UMES Teacher Candidate's Signature/Date _____

Course/Courses: _____

School: _____

NOTE: This form is to be returned to the UMES Student who will place this in his/her field journal. The journal is used as part of the grade for professional/methods courses.

A copy is to be provided to the UMES Field Experience office with your Evaluation.

Internship I & Internship II EVALUATION

The Internships Evaluation form is based on the conceptual framework for the Professional Education Unit's Program at the University of Maryland Eastern Shore and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers. It was developed for use by the Mentor Teacher. Teacher Candidates will also find it helpful for self-evaluation. The conceptual framework is presented below.

The University of Maryland Eastern Shore Professional Education Unit prepares professionals who are reflective, innovative, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers on understanding and interacting with individuals in various education, social and cultural environments. Finally, our candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

Using the following rating scale, please rate the teacher candidate on the following items. Your input is important.

Rating Scale for Levels of Performance

- 4 Exceptional/Outstanding - The teacher candidate demonstrates thorough understanding of the concepts within the component and skill implementation well beyond what is expected of a student candidate. Students within their classroom appear to be highly motivated and involved in their own learning.

- 3 Competent/Proficient - The teacher candidate demonstrates good understanding of the concepts within the component and is able to implement them on a regular basis. Students within their classroom appear to be active and involved in the learning process.

- 2 Beginning/Basic - The teacher candidate demonstrates beginning understanding of the concepts within the component and is intermittently successful in implementing them. The candidate still needs guidance and practice in this area.

- 1 Unsatisfactory - The teacher candidate demonstrates little or no understanding of the concepts within the component. The candidate needs a great deal of guidance and practice in this area.

Not Observed –

Write NO if you have not yet had the opportunity to observe the particular area indicated.

Not Applicable

Write NA if this behavior does not apply to this experience.

Evaluation for Internship I & II Only – Not for Pre-Candidate Field Experiences

*** The following statements/principles reflect components of the conceptual framework as well as reflections of the candidates' knowledge, skills and dispositions. The corresponding conceptual framework component (professional, reflective, innovative, value diversity, effective) and knowledge, skill, or disposition is listed in parentheses.**

4 = Exceptional/Outstanding 3 = Competent/Proficient 2 = Beginning/Basic 1 = Unsatisfactory
NO = Not Observed NA = Not Applicable

To help our teacher candidates grow professionally, please provide examples of behaviors for any statements that you **rate "1" or "2"**:

____ 1. Demonstrates developing knowledge of the subject being taught. (Reflective, Effective/Knowledge.)

____ 2. Demonstrates awareness of teaching strategies when asked to perform selected teaching activities. (Reflective, Effective/Knowledge, Skills, Dispositions)

____ 3. Is cooperative in carrying out selected tasks for the teacher. (Professional, Innovative/ Knowledge, Skills, Dispositions)

____ 4. Uses correct and appropriate written communication. (Professional, Reflective/ Knowledge, Skills, Dispositions)

____ 5. Uses correct and appropriate oral communication. (Professional, Reflective/ Knowledge, Skills, Dispositions)

____ 6. Uses language that is appropriate to students' grade and developmental level. (Professional, Diversity, Effective/Knowledge, Skills, Dispositions)

___ 7. Shows enthusiasm while working with students. (Professional, Reflective/ Dispositions)

___ 8. Assists students who need extra help. (Professional, Diversity, Effective/Skills, Dispositions)

___ 9. Is punctual. (Professional/ Dispositions)

___ 10. Completes teacher assigned tasks in a timely manner. (Professional, Effective/Dispositions)

___ 11. Dresses appropriately for a teaching setting. (Professional/Dispositions)

___ 12. Conducts self in a professional manner with students, teachers, and other school personnel.
(Professional, Diversity/ Dispositions)

___ 13. Demonstrates initiative by identifying tasks that need to be done and by completing them.
(Professional, Innovative, Effective/Dispositions)

___ 14. Demonstrates ability to maintain control of classroom when given the opportunity to perform
selected activities. (Professional, Innovative, Diversity, Effective /Knowledge, Skills,
Dispositions)

_____ 15. Meets attendance requirements. (Professional/Dispositions)

_____ 16. Reflects upon activities and suggests changes/adaptations for the future.
(Reflective/Dispositions)

_____ 17. Communicates effectively with Mentor teacher. (Professional, Reflective/ Knowledge, Skills,
Dispositions)

_____ 18. Interacts well with all types of students. (Professional, Reflective, Diversity/ Knowledge, Skills,
Dispositions)

Please respond to the following statements.

I recommend that this student be allowed to continue in Teacher Education.

_____ Yes _____ No _____ Conditionally (please explain)

Additional Comments: (Include strengths & areas for improvement)

Teacher Candidate's Name: _____

Semester/Year of Field Placement: _____

Course Number(s)/Titles: _____

Total Number of days Required: _____

School: _____

Grade Level: _____ Content Area(s): _____

Letter Grade for the Experience: _____

Date discussed with student: _____

Mentor Teacher's Name: _____

Mentor Teacher's Signature: _____

Teacher Candidate's Signature: _____

Student's signature indicates; they have reviewed, discussed and received copies of their evaluation.

The above letter grade will count as 50% (one-half) of this teacher candidate's field experience grade. Please return immediately after the teacher candidate has completed the required number of hours.

Please ensure you provide your Mentor Teacher with this evaluation form.

**Mentor Teacher – Please mail or fax the completed evaluation to
Dr. Nugent attention:**

Send to: Dr. Nugent
Coordinator of Professional
Development Schools &
School-Based Programs
University of Maryland Eastern Shore
Department of Education
Hazel Hall Room 2032
Princess Anne, MD 21853
Fax: 410-651-7962

PRE – CANDIDATE FIELD EXPERIENCE EVALUATION
EDCI 200 & EDSP 200

Please complete the following survey for Teacher Education Pre-Candidates **ONLY** who are completing 10 to 20 hours of Field Experience in your class. If you have any comments, please reflect them by appropriate category and / or at the end of the survey.

Yes ___ No ___ Student provided and reviewed the Task List, Timesheet and Handbook with Mentor teacher.

Yes ___ No ___ Uses correct and appropriate oral communication. (Professional, Reflective / Knowledge, Skills, Dispositions)

Yes ___ No ___ Uses language that is appropriate to students' grade and developmental level. (Professional, Diversity, Effective / Knowledge, Skills, Dispositions)

Yes ___ No ___ Uses correct and appropriate written communication. (Professional, Reflective / Knowledge, Skills, Dispositions)

Yes ___ No ___ Shows enthusiasm while working with students. (Professional, Reflective / Dispositions)

Yes ___ No ___ Is punctual. (Professional / Dispositions)

Yes ___ No ___ Dresses appropriately for a teaching setting. (Professional / Dispositions)

Yes ___ No ___ Conducts self in a professional manner with students, teachers and other school personnel. (Professional, Diversity / Dispositions)

Yes ___ No ___ Meets attendance requirements. (Professional / Dispositions)

Yes ___ No ___ Communicates effectively with Mentor teacher. (Professional, Reflective, Diversity / Knowledge, Skills, Dispositions)

I recommend that this student be allowed to continue in Teacher Education.

_____ Yes _____ No _____ conditionally (please explain)

Additional Comments: (include strengths & areas for improvement)

Teacher Candidate's Name: _____

Semester/Year of Field Placement: _____

Course Number(s)/Titles: _____

Total Number of Hours Required: _____

School: _____

Grade Level: _____ **Content Area(s):** _____

Letter Grade for the Experience: _____

Date discussed with student: _____

Mentor Teacher's Name: _____

Mentor Teacher's Signature: _____

Teacher Candidate's Signature: _____

Student's signature indicates; they have reviewed, discussed and received copies of their evaluation.

The above letter grade will count as 50% (one-half) of this teacher candidate's field experience grade. Please return immediately after the teacher candidate has completed the required number of hours.



STATE OF MARYLAND
 DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
 CENTRAL REPOSITORY
 P.O. BOX 32708
 PIKESVILLE, MD. 21282-2708

365 DAY REQUEST FOR CHILD CARE CRIMINAL HISTORY RECORD CHECK

NAME _____
 (Last) (First) (MI)

ADDRESS _____
 (Number) (Street) (P.O. Box)

 (City) (State) (Zip Code)

SOCIAL SECURITY NUMBER _____ - _____ - _____ DATE OF BIRTH ____/____/____
 (This information is required under Article 27, § 742-755, Maryland Annotated Code and under COMAR 12.15.01 in order verify and preserve security of the record)

THE REFERENCE NUMBER FROM YOUR MOST RECENT CHILD CARE APPLICATION FOR A FINGERPRINT SUPPORTED CRIMINAL HISTORY RECORD CHECK (the check must have occurred within the past 365 days).

_____ (12 DIGIT NUMBER)

I hereby give my consent for requested Child Care Criminal History Information to be forwarded to the employer listed below.

SIGNATURE OF EMPLOYEE _____ DATE _____

TO BE COMPLETED BY NEW EMPLOYER: Please list complete mailing address.

Wicomico County Board of Education

2424 Northgate Drive, Suite 100, PO Box 1538 (Dept 25)

(ADDRESS)
Salisbury MD 21802

 (CITY) (STATE) (ZIP CODE)

AUTHORIZATION NUMBER: 1300006470

AUTHORIZED SIGNATURE: _____
 Sherry A. Fisher, Wicomico County Board of Education, Human Resources, Office Associate, 410-677-

4565 F: 410-677-4416

DATE: _____

MAIL TO: CJIS CENTRAL REPOSITORY, P.O. BOX 32708, PIKESVILLE, MD. 21282-2708
 Customer Assistant Desk: (410) 764-4501 Fax#: 410-653-5690 Alt. Fax#: 410-653-6320

FOR CJIS CENTRAL REPOSITORY USE ONLY

This request can not be processed because:

- _____ this is not a valid reference number
- _____ this is not a valid authorization number
- _____ this reference number has not been received at the Central Repository
- _____ this authorization number is not approved for this request.
- _____ the application associated with this reference number was received more than 365 days before receipt of this request.
- _____ requested information is not completed

STATE OF MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
CENTRAL REPOSITORY
P.O. BOX 32708
PIKESVILLE, MD. 21282-2708

365 DAY REQUEST FOR CHILD CARE CRIMINAL HISTORY RECORD CHECK

NAME _____
(Last) (First) (MI)

ADDRESS _____
(Number) (Street) (P.O. Box)

(City) (State) (Zip Code)

SOCIAL SECURITY NUMBER _____ - _____ - _____ DATE OF BIRTH ____/____/____

(This information is required under Article 27, § 742-755, Maryland Annotated Code and under COMAR 12.15.01 in order verify and preserve security of the record)

THE REFERENCE NUMBER FROM YOUR MOST RECENT CHILD CARE APPLICATION FOR A FINGERPRINT SUPPORTED CRIMINAL HISTORY RECORD CHECK (the check must have occurred within the past 365 days).

(12 DIGIT NUMBER)

I hereby give my consent for requested Child Care Criminal History Information to be forwarded to the employer listed below.

SIGNATURE OF EMPLOYEE _____ DATE _____

TO BE COMPLETED BY NEW EMPLOYER: Please list complete mailing address.

Worcester County Board of Education

(ADDRESS)

(CITY) (STATE) (ZIP CODE)

AUTHORIZATION NUMBER: _____

AUTHORIZED SIGNATURE: _____

DATE: _____

MAIL TO: CJIS CENTRAL REPOSITORY, P.O. BOX 32708, PIKESVILLE, MD. 21282-2708
Customer Assistant Desk: (410) 764-4501 Fax#: 410-653-5690 Alt. Fax#: 410-653-6320

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