



Field Experience
HANDBOOK FOR TEACHER EDUCATION:
Interns, Mentor Teachers, and University
Supervisors

TEACHER EDUCATION PROGRAM

This handbook is, also, available on our website (www.umes.edu/education), under the link for Applications & Handbooks.

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UMES TEACHER EDUCATION PROGRAM COORDINATORS AND SUPPORT STAFF

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INTRODUCTION

The goal of the University of Maryland Eastern Shore Teacher Education Program is to prepare excellent teachers who are sensitive to UNDERSTANDING HOW teaching and learning occurs effectively. Teacher education is a campus-wide major that provides a sound foundation in general education, functional knowledge of a teaching field, skills, competencies in teaching, and professional disposition. This leads to an internship experience, planned with Mentor Teachers whose competency and understanding help complete the transition from intern to beginning teacher.

In the Department of Education all curricula are approved by the Maryland State Department of Education (MSDE) and accredited by the National Council for Accreditation of Teacher Education (NCATE). Successful completion of the curriculum for each program leads to a bachelor's degree and or Master of Arts in Teaching (M.A.T.) with eligibility for initial teaching certification in Maryland. Undergraduate programs (B.A. or B.S.) include a planned sequence of professional and liberal arts courses, and all programs include required field and clinical experiences, and culminate in a supervised internship experience at a PDS (Professional Development School) partnership school.

The internship (previously referred to as student teaching) and the Senior Seminar/M.A.T Seminar are designed as the pedagogical capstones to a candidate's pre-service teacher education program. These courses are designed to provide an environment where the best aspects of existing practice and newly learned practices combine to develop a teacher capable of meeting a broad set of educational goals.

Our programs are aligned with standards of your professional organizations, the principles of the Interstate New Teachers Assessment and Support Consortium (InTASC), the Unit's Conceptual Framework (PRIDE), the components of MSDE, and the PARCC.

This handbook is designed to be a guide for interns, mentor teachers, university supervisors, and principals. As you work with the handbook and test its usefulness in relation to actual classroom experiences, please share your comments with the Department of Education. In this way, we can continue our cooperative efforts to improve the preparation of teachers as stated in our Conceptual Framework.

NOTE: Throughout this handbook, the following terms and abbreviations will be used:

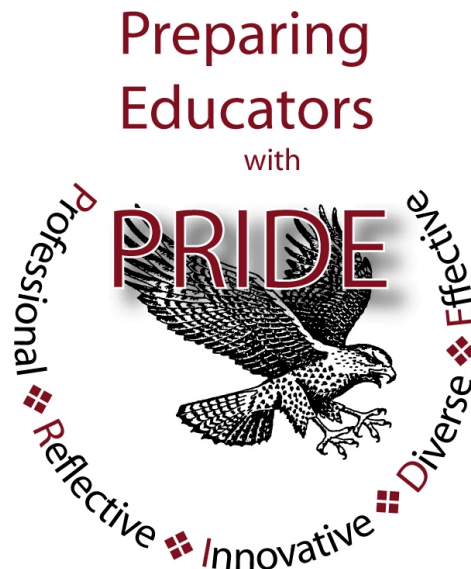
Intern: a university student in the teacher education program who participates in an extensive PDS internship (previously referred to as "Student Teacher")

Mentor Teacher (MT): a tenured and professionally certified teacher who guides the intern's teaching experience at a PDS partnership school (previously referred to as "Cooperating Teacher")

University Supervisor: a UMES faculty member in the intern's major subject area, who collaborates with the Mentor Teacher to provide support and guidance to the intern; supervises; and evaluates internship experience (referred to as IHE Supervisor in *Maryland PDS Standards*).

CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore professional education programs prepare 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 around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support **effective** student learning outcomes.



InTASC STANDARDS

The Teacher Education Program at UMES is using the professional standards from the National Council for Accreditation of Teacher Education (NCATE), the Maryland Redesign of Teacher Education, the UMES Conceptual Framework, the Interstate New Teachers Assessment and Support Consortium (InTASC), as well as those from the professional associations in major content areas.

The following is a list of the ten INTASC Standards which are being used by all teacher educators:

- Principle #1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle #2 The teacher understands how children learn and develop and can provide learning opportunities that supports their intellectual, social, and personal development.
- Principle #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle #4 The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving and performance skills.
- Principle #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- Principle #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.

MARYLAND'S PROFESSIONAL DEVELOPMENT SCHOOLS: PDS STANDARDS

Professional Development Schools (PDSs) provide interns appropriate sites for performance-based learning by interns. The PDSs offer interns successive experiences that build upon and integrate knowledge gained from coursework within the teacher preparation program. The partnership between the local school system and IHE (Institution of Higher Education) ensures alignment of curriculum with the activities that interns observe and conduct within the PreK-12 classroom. PDSs support a focus on student learning that impacts curriculum development within the teacher preparation program. Additionally, PDSs serve as a laboratory for demonstrations of best practices and introduction of new pedagogical techniques, including those that involve the use of technology. The PDSs developmental nature allows each PDS to meet the unique needs of the partners. A new PDS will operate differently and target different outcomes than a mature partnership. This dynamic nature allows PDSs to respond to the needs of the school system and IHE, while encouraging innovation and reform.

The Standards for Maryland Professional Development Schools have been drawn primarily from two sources, the *Maryland Common Understandings about Professional Development Schools* (Maryland State Department of Education, 1995), and the *Draft Standards for Identifying and Supporting Quality Professional Development Schools* (National Council for Accreditation of Teacher Education, 1997). The Standards for Maryland Professional Development Schools, drawn from these two sources, are grounded in the theory and practice of PDSs. They provide current and future PDS stakeholders with clear, concise standards that are relevant to the commitment to provide quality PDS experiences for all interns. The Standards are intended to be used by PDS partners to conduct self-assessments to improve school and IHE programs as well as to guide the development of new PDS's. (Adapted 2007 from *Professional Development Schools: An Implementation Manual 2004*)

Standards for Maryland Professional Development Schools

Standards		Components		
Standards	Teacher Preparation	Continuing Professional Development	Research and Inquiry	Student Achievement
<p>I. Learning Community</p> <p>The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.</p>	<p>a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences;</p> <p>b. Interns engage in the full range of teacher activities in the school community;</p> <p>c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.</p>	<p>a. PDS partners collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement;</p> <p>b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns;</p> <p>c. School and campus-based instructional activities are informed by PDS experiences.</p>	<p>a. PDS partners collaboratively engage in inquiry and/or action research;</p> <p>b. PDS partners disseminate results of research/inquiry activities.</p>	<p>a. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences;</p> <p>b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.</p>
<p>II. Collaboration</p> <p>PDS partners work together to carry out the collaboratively defined mission of the PDS.</p>	<p>a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences;</p> <p>b. PDS partners share responsibility for evaluating interns;</p> <p>c. PDS partners collaboratively meet the needs of pre-service mentors;</p> <p>d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.</p>	<p>a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions;</p> <p>b. IHE and school faculty engage in cross-institutional staffing;</p> <p>c. PDS partners identify and address professional development needs of faculty and interns;</p> <p>d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.</p>	<p>a. PDS partners collaboratively examine the action research/inquiry process;</p> <p>b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.</p>	<p>a. PDS partners use demographic and performance data to modify instruction to improve student achievement;</p> <p>b. Representatives of PDS stakeholder groups participate on the school improvement team;</p> <p>c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.</p>
<p>III. Accountability</p> <p>The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.</p>	<p>a. IHE and school faculty collaborate on the development of intern performance assessments;</p> <p>b. The teacher education program requires that interns be assessed through a standards-based portfolio;</p> <p>c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns;</p> <p>d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.</p>	<p>a. PDS partners assess the collaborative professional development provided in the PDS;</p> <p>b. IHE and school faculty collaboratively prepare to mentor and supervise interns;</p> <p>c. PDS partners work together to meet one another's professional development needs;</p> <p>d. PDS partners recognize one another's accomplishments.</p>	<p>a. PDS partners collect, analyze and use data for program planning and implementation;</p> <p>b. PDS partners use results of research and inquiry to inform future practice within the PDS.</p>	<p>a. PDS stakeholders assume responsibility for improving PreK-12 student achievement;</p> <p>b. PDS partners collaborate to determine the impact of PDS on student achievement.</p>
<p>IV. Organization, Roles and Resources</p> <p>Partner institutions allocate resources to support the continuous improvement of teaching and learning.</p>	<p>a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS;</p> <p>b. PDS partners share resources to support the learning of PreK-12 students and PDS partners;</p> <p>c. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.</p>	<p>a. IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program;</p> <p>b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors;</p> <p>c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers;</p> <p>d. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.</p>	<p>a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice;</p> <p>b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.</p>	<p>a. PDS stakeholders examine the impact of PDS on student achievement;</p> <p>b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources;</p> <p>c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.</p>
<p>V. Diversity and Equity</p> <p>The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.</p>	<p>a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS;</p> <p>b. Interns demonstrate skill in working with diverse student, parent and staff populations;</p> <p>c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.</p>	<p>a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities;</p> <p>b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues;</p> <p>c. PDS partners represent diverse backgrounds.</p>	<p>a. PDS partners plan and conduct action research/inquiry with attention to issues of equity;</p> <p>b. PDS partners disseminate research findings related to student equity and use these for program improvement.</p>	<p>a. PDS partners work with parents and community members in support of student learning;</p> <p>b. PDS partners collaborate to ensure that all education is multicultural;</p> <p>c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.</p>

**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 and 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

MAJOR PROGRAMS

Teacher education programs are offered for secondary school teaching (7-12) and for specialty areas (PreK-12 or 1-12). Programs for secondary education majors are offered in the following fields: Agriculture, Biology, Business, Chemistry, English, Family and Consumer Sciences, Mathematics, Social Studies and Technology Education. Programs in the specialty areas include: Art, Music, and Special Education.

GOALS

The overarching goal of the teacher education programs is to develop culturally and ethnically sensitive instructional leaders who work to elevate the quality of schools and to improve achievement for all students, regardless of their environmental circumstances. The program strives to educate a diverse population of teachers who are able to address the unique challenges of the twenty-first century. Emphasis is placed on preparing minority and rural educators.

PROGRAM OBJECTIVES

The objectives of the Teacher Education Program are delineated as follows:

- to equip teacher candidates with the professional knowledge base of change strategies that enable them to participate in school restructuring;
- to prepare teacher candidates to become engaged critical and creative thinkers, problem solvers, and reflective professionals;
- to enable teacher candidates to review and embrace their personal heritage in order to facilitate learning for individuals from diverse educational, social and cultural backgrounds;
- to develop teachers who are consumers, brokers, and generators of school-based research;
- to prepare teacher candidates who are innovative users of and advocates for content technology-based instruction including internet resources and interactive dialogue;
- to produce educational and community leaders who integrate state, national, and international priorities into instructional and assessment strategies;
- to prepare teacher candidates who incorporate national and state professional standards, including InTASC Standards, into their practice;
- to prepare teacher candidates who incorporate the Professional Education Unit's Conceptual Framework into their practice;
- to demonstrate appropriate and effective human, conceptual, and technical skills when working with students and other educational stakeholders; and
- to prepare teacher candidates with a commitment to the moral obligations of teaching so as to ensure equitable access to engagement in the best possible PreK-12 education for all children and youth including those with disabilities, those for whom English is a second language, and those who are gifted and talented.

OBJECTIVES OF THE INTERNSHIP

Although no internship situation is the same for any two interns, the goal is to develop competent, motivating, and effective teachers who:

- exhibit a professional attitude toward teaching as a career;
- realize the importance of the responsibility they carry as teachers;
- demonstrate a deep insight into all aspects of child growth and development including various learning preferences, diversity and exceptionality;
- display the ability to assess themselves in terms of personal needs, professional understanding, and academic background that are needed in teaching;
- communicate effectively with students, parents, teachers, administrators, and the larger community;
- display competence in teaching by actively demonstrating skills which are successful in promoting student learning; and
- create a learning environment in which individual student's evidence growth in academics, self-concept, and interpersonal skills.

ROLES AND RESPONSIBILITIES OF THOSE INVOLVED IN THE PROGRAM

The Intern

The intern assumes the dual role of university student and beginning teacher. As a university student and teacher candidate, he/she is expected to display high standards of personal conduct, academic and technical understanding of content and pedagogy, oral and written skills of communication, and professional ethics.

As an intern and beginning teacher, he/she is expected to earn the respect of his/her students, to be a diligent worker and to maintain a professional relationship with students, the mentor and other faculty members of the school.

As an intern you **must**:

- Contact your Mentor Teacher and visit the school **before** the experience begins.
- contact and clarify any questions or concerns you may have about the student teaching experience with your University Supervisor or Director of Field Experiences.
- Provide your mentor with basic information such as school assignment, telephone number, address, daily schedule, etc.

- Become thoroughly familiar with this handbook.
- Dress as a professional. You are a representative of the teaching profession and UMES.
- Be punctual. Find out the time teachers are expected to report and plan to arrive a minimum of 5 - 10 minutes in advance.
- Report to the main office and sign in as the school policy requires and sign into the UMES book.
- Go only to assigned classrooms, even if you are well-acquainted with the students, parents, and staff.
- Refrain from eating, drinking, and chewing gum while at school except in designated staff areas. Smoking is prohibited on school property. **Turn off your cell phone and do not use during class time. Use only as necessary and only in designated areas.**
- **Be present every day of the assigned experience. Notify your mentor, University Supervisor and the Coordinator of PDS and School-Based Programs** as far in advance as possible, if you are going to be absent. **In the event of illness or a family emergency, call your University Supervisor and your mentor by the designated time established by the school.**
- Submit all lesson plans to your mentor before teaching. Be sure to allow time to incorporate your Mentor Teacher's suggestions.
- Make sure you are available to meet with the mentor daily to discuss strengths and weaknesses of lessons observed and to plan for future lessons.
- Attend any school meeting which regular faculty must attend.
- Attend **all** student teaching seminars and your senior seminar course (i.e., EDCI 400 or EDSP 400 or EMAT 511).
- Make up the days you are absent. In event of illness be sure lesson plans and materials are available for your mentor **in advance. Within the first week of your internship discuss with the mentor what he/she would like for an "Emergency Lesson Plan". Develop two days of emergency plans in the event of unforeseen absences. This is to be done after consulting with the MENTOR.**
- Complete two self-evaluations during each experience, one at the mid-point and one at the end.
- Pass student teaching with a grade of "C" or better.
- Show initiative and follow through in all aspects of the experience.

The Mentor Teacher

The mentor exerts a greater influence over the intern's attitudes and practices than any other person. Having agreed to work with an intern, the mentor provides a classroom environment that is favorable to success and to the development of the intern.

The mentor should:

- Inform students before the intern arrives that there will be another teacher in the room.
- Introduce the intern to faculty and other school personnel.
- Discuss the building and school routines with the intern.
- Inform intern of all school rules and policies. Provide a school handbook if possible.
- Make appropriate physical provisions for your intern. This includes space and equipment within the school.
- Set aside time **each day** to evaluate the lessons taught and to plan for the following day. Conference time is an important component of any field experience. Written and oral evaluations are recommended.
- Plan with the intern for gradual induction into full-time co-teaching e.g., by Week Four intern should have one half of the teaching responsibility and in Weeks Five, Six, Seven & Eight co-teaching load should approximate that of the mentor teacher. The sequence of accepting greater responsibilities may be different for each student. (See Suggested Sequence in Handbook).
- Complete two evaluation forms, one at the mid-point and one during the final week. The mentor and the University Supervisor should complete their forms independently. Prior to the final evaluation, the intern should have an opportunity to share his/her self-evaluation with his/her supervisors. The mid-term and final evaluations are to be completed in a timely fashion.
- Orient the intern to the community.
- give guidance to the intern in developing the following (when appropriate):
 - a. long range planning (e.g., unit)
 - b. daily planning (e.g., lesson plan)
 - c. individual planning (e.g., IEP)
- complete University of Maryland Eastern Shore Payment Request Form
 - a. Social Security Number
 - b. Name
 - c. Address

Failure to complete the above-referenced form or the evaluation forms in a timely manner may result in a paycheck being withheld.

- Mentors are requested to comply with UMES policies to avoid confusion and to ensure consistency.
- **Mentors are required to attend their intern's Portfolio Examination, date to be arranged.**

When not in contradiction with a policy of the local board of education, Mentor Teachers will receive a stipend. The check will be mailed directly to the mentor at the end of the semester, upon completion and processing of the necessary payment and evaluation forms.

If you have any questions contact **Dr. Michael A. Nugent** at 410-651-8362, email, manugent@umes.edu.

Paperwork must be completed and returned in a timely way in order to receive compensation.

The University Supervisor

The University Supervisor (referred to as IHE Supervisor in *PDS Standards*) is an important link between UMES and the public schools involved in the PDS partnership program. The University Supervisor is a UMES faculty member qualified in the intern's specific major content area. The University Supervisor serves as a liaison between the Coordinator of Professional Development Schools & School-Based Programs and the cooperating school system. In fulfilling the responsibility of the internship, the intern is directly responsible to the Mentor Teacher. However, the University Supervisor gives counsel and assistance as a member of the PDS "team" to strengthen the quality of the experience. The University Supervisor's specific responsibilities are to:

- Meet with the intern and Mentor Teacher to discuss the student teaching experience.
- Clarify roles and responsibilities with the Mentor Teacher.
- Assist the mentor in guiding the intern.
- Visit the intern on **at least four** occasions at each placement. Visits should be long enough to:
 - a. Review plans, units, or other written materials.
 - b. Observe at least one complete lesson.
 - c. Confer **with mentor and intern** to evaluate specifically the strengths and areas in need of improvement.
- Discuss with the intern and mentor any serious difficulties.
- Assist in planning and securing needed materials.
- Assist interns in appraising their professional competencies.
- Complete and submit the mid-term and final evaluation forms and submit in a timely manner.
- Issue the final grade in consultation with the Mentor Teacher.
- Urge interns to take an active part in the professional activities of the teaching profession.

The Principal

The principal can assist in making student teaching a positive experience by:

- having a meeting with intern to discuss topics such as:
 - school policies, rules, regulations and general procedures
 - responsibilities of intern
 - use of building and facilities
 - other areas of interest to the intern or principal
- Introducing the intern to all faculty and staff by including him/her in faculty and PTA meetings, and by providing him/her a place for receiving mail and school announcements.
- Acquainting the intern with the role of school administration as it applies to teachers, students, parents, school board, and community.

The Coordinator of PDS and School-Based Programs

The Coordinator of PDS and School-Based Programs organizes all placements of students in schools for all clinical and field experiences, including student teaching. Serving as the liaison between the students, classroom teachers, school administrators, and University personnel. In this capacity, the Coordinator of PDS and School-Based Programs will:

- provide Mentor Teachers and principals with background information and materials such as:
 - a. Handbook for Teacher Education Interns
 - b. registration forms
 - c. employment forms
 - d. evaluation forms
- Work with local school systems in the field placements assignments.
- Notify interns, teachers and appropriate school and University personnel of internship placements.
- Meet with prospective interns for orientation to their internship.
- Serve as a mediator if conflicts arise between interns and their University Supervisors and/or Mentor Teachers.
- Provide information and consultation upon request.
- Collaborate with Site Coordinators regarding internship placements and coordinate the evaluation of interns.
- Collaborate with all University Professional Education Unit faculty, staff, and administration regarding internship experiences.
- When possible, observe and provide feedback to the intern.

The University Coordinator of Professional Development Schools and School-Based Programs also coordinates UMES's professional development schools (PDSs) which currently are in four counties (i.e., Caroline, Somerset, Wicomico, Worcester). UMES now has 24 PDS partnership schools at the elementary, middle and high school levels. By regulation of the Maryland State Department of Education (MSDE), pre-internships and internships take place at a PDS.

A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and IHE faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning.

Each local school system has an Advisory Council composed of the UMES Coordinator of PDSs, School Site Coordinators, Central Office Representative, and University personnel. This group reviews concerns regarding specific school issues within that particular school district. In this forum issues germane to a specific school are addressed in a small group setting.

The Site Coordinator

The Site Coordinator serves as the empowered representative of the PreK-12 school in the PDS partnership. Working collaboratively with the University Coordinator of Professional Development Schools, the Site Coordinator provides leadership to the PDS and serves as a liaison between mentors, and interns for his/her PDS partnership school.

The Site Coordinator can assist in making student teaching a positive experience by ensuring the following topics have been discussed with the intern:

- work hours
- school policies, rules, regulations and general procedures
- philosophy of the school
- privileges of interns
- responsibilities of intern
- use of building and facilities
- other areas of interest to the intern or principal

REGULATIONS AND POLICIES IN THE INTERNSHIP

Prerequisites

Interns must have been admitted to Teacher Candidacy and fulfilled all course and other program requirements. **This includes passing both a Maryland approved initial certification test and PRAXIS II. This also means that official copies of the passing scores must be in the hands of the Coordinator of PDS and School-Based Programs prior to completing the Portfolio Examination.** Students complete an application and return it to the PDS Coordinator in order to be considered for an internship.

Assignments for Interns

1. Internships are determined by the certification requirements of the state. Interns are required to student teach at two levels depending upon major (e.g., elementary and middle or elementary and high school; middle and high school) for a minimum of 100 days. (Interns will be assigned to a different county or school system for each experience when possible.) In order to meet the Maryland State Redesign mandate of 100 consecutive days of internship at a Professional Development Partnership School, the length of the student teaching program may be extended. Current Professional Development Partnership Schools and Academies include: Caroline Career and Technical Center, Colonel Richardson High, Colonel Richardson Middle, and Federalsburg Elementary in Caroline County; Crisfield Academy and High School, Deal Island Elementary, Greenwood Elementary, J.M. Tawes Career and Technology Center, Somerset Intermediate School, Washington Academy and High School, and Woodson Elementary School in Somerset County; Bennett Middle, Parkside High School, Pinehurst Elementary, Prince Street Elementary, Salisbury Middle, Wicomico High School and Wicomico Middle School in Wicomico County; and Cedar Chapel Special School, Snow Hill Elementary, Snow Hill High, Snow Hill Middle, Stephen Decatur High, and Worcester Career and Technology Center in Worcester County. Extenuating circumstances may cause a student to be placed at a Salisbury University – partner PDS.
2. Students will **not** be assigned internships in the high school from which they graduated or where they have family members attending or employed.
3. Student internship assignments are required to be made in Professional Development Schools only, where possible.

Transportation

Interns will provide their own transportation to their teaching assignments. Lack of transportation will be considered when finding placement for students, but will not be accepted as a reason for not reporting to your assigned student teaching site. Another transportation option available in the area is Shore Transit.

Attendance

1. Follow the arrival and departure time of your Mentor Teacher.
2. Be available after school for a sufficient time for conferences with your mentor.
3. Notify the **University Supervisor, the Mentor Teacher, and the Coordinator of PDS and School-Based Programs** of any absence. This should be done the night before if possible. If not, notification should be made before 7:30 a.m. on the day of absence. **The student should make sure teaching plans and materials to be used on that day are sent to the school for the Mentor Teacher.** The length of the internship experience may be **extended or terminated** due to excessive tardiness, absence, or poor performance.
4. Good attendance is one of the factors in evaluating performance. The number of days of absence for illness or other reasons is not pre-determined. Unexcused absences will result in extending the internship. The Mentor Teacher, the University Supervisor, and the Coordinator of PDS and School-Based Programs will determine the feasibility and the length of an extension of the assignment if the intern has an excused absence (e.g., illness).
5. Since the internship consists of two experiences, it does not fit the normal drop/add and schedule adjustment period of the regular semester. There will be a drop/add deadline for each internship experience. If an intern decides to drop and meets the deadline date, a grade of “W” will be given. At this point in the intern’s career, most should not contemplate dropping out of the experience.
6. The question often arises concerning missing internship days for job interviews. Interns are permitted to miss one day of internship for job interviews. That day, like all other days missed during internship, must be made up at the end of the internship experience. Interns are not encouraged to schedule interviews during their internship.
7. Background Checks – 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.
8. Do *not* bring children with you to your internship.

Dress Code

While in your clinical and field experience, your dress should follow the guidelines teachers have 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 and for school. 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 and which is unsafe or causes a disturbance is in bad taste and 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 and 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. 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. Revealing attire such as halter tops, backless tops, midriff tops, tank-style shirts, and short skirts are not to be worn. Also, attire that reveal under garments (i.e. thong, low riders, short tops, shear skirts or pants).

Appearance

Appearance problems are most frequently related to hair styles and types of clothing worn, but personal hygiene and grooming may occasionally be a cause of concern. The intern should avoid dress which may be considered too casual (e.g., blue jeans, sneakers). The exception will be designated casual days and or field trips.

Other Professional Behaviors

1. Intern need to maintain their role as the teacher not as their students' friend or buddy. Keep a professional distance.
2. **Cell phones should not be turned on and used during class except for an emergency. This includes phone calls and text messaging.**
3. Interns should follow all other policies regarding student behavior and conduct as outlined in the UMES Handbook for Teacher Education Interns.

Completion of Course Requirements

Interns **cannot** take time off from their student teaching to work or to complete other college course requirements, even if the Mentor Teacher approves.

Attendance at ALL seminars and the pre-internship workshops for student teaching are mandatory. Students must pass the seminar with a "C" or better (i.e., EDCI 400 or EDSP 400 or EMAT 511) in order to graduate, in addition to meeting all other program requirements.

Planning

1. The intern will be expected to begin long-term planning during the first week under the direction of the Mentor Teacher.

2. **Written plans are to be made for all teaching activities throughout both internship experiences.** The plans should be submitted to the Mentor Teacher for constructive evaluation **prior to the day** when the teaching is to be done. This will allow for possible revisions or additions.
3. Plans should be as practical as possible and include as much detail as the intern, IHE Supervisor, and Mentor Teacher believe to be necessary. The initial planning should be quite detailed; later, as more teaching is done, the plans may include fewer details.
4. The University does not require the use of any one specific plan for units and lesson plans, but encourages the use of a variety of forms dependent upon the subject area, the type of lesson to be taught, and the practices of the Mentor Teacher.

Meetings

Interns are expected to attend faculty meetings, parent-teacher meetings, parent conferences, IEP meetings, and any other special programs to which they are invited.

Full-Time Teaching

Research has clearly established the need for gradual induction into full-time teaching. The decision as to when to assume added teaching responsibilities and how much to assume is based on readiness. Therefore, the number of days of full-time teaching may be different for each intern. The majority of interns will teach for two experiences. For those interns full-time responsibilities may be assumed more quickly in the second experience. The University emphasis is on the quality of the internship experience rather than quantity. However, it is recommended **that full-time teaching responsibilities be assumed for two to three weeks** in each experience. Interns **must** assume full-time teaching responsibilities as the Lead Teacher* for a minimum of **two full** weeks.

** In the co-teaching model the “lead” teacher is the person who has the main responsibility for instruction and is the primary voice in the classroom. The “support” teacher assists the “lead” teacher. Support roles include modeling instructional assignments, assisting individual students, working with small groups, and monitoring student work.*

Evaluation

The Coordinator of PDS and School-Based Programs provides the Mentor Teacher with forms for the purpose of evaluating the intern’s performance.

The Mid-Period Evaluation should be completed by the intern, mentor, and IHE Supervisor during the third or fourth week. This is considered a diagnostic mid-progress report and, therefore, is not used in the student’s credential file. The completed Mid-Term Evaluations should be sent to the PDS Coordinator.

During the last week of the internship experience a Final Evaluation Form should be completed separately by the Mentor Teacher, the University Supervisor and the intern. The completed final evaluations should be discussed with the intern by both the mentor and the University Supervisor. The Final Evaluation Forms should be submitted sent to the PDS Coordinator where they become a part of the intern’s file at UMES.

Grades for Internship Experience

It is important for the University Supervisor and the Mentor Teacher to keep in mind that the intern is not a “finished product.” The experience must be assessed with a focus on the development of the intern to a performance level where he/she is capable of succeeding as a beginning teacher. Please remember all new teachers, regardless of their grades, need support.

A grade of A, B, C, D or F may be given in the internship. A grade below a “C” does not qualify the intern for teaching certification or graduation.

Standards for an “A” Grade. An intern may be awarded an “A” grade when it can be stated unequivocally that he/she is fully capable of beginning his/her first years of teaching demonstrating true excellence. He/she must have met all the provisions of the “B” grade in an exceptional manner and demonstrated a high degree of effectiveness in working cooperatively with peers and service personnel in the setting of his/her internship assignment. He/she will have demonstrated exceptional achievement in attaining competency as judged by qualified professionals charged with the supervision of interns.

Standards for a “B” Grade. A “B” grade is above the minimal level of acceptable achievement, but within the reach of any intern who does a thorough, competent, and effective job in the classroom and in related areas of the internship. It means that he/she can be expected to solve problems in discipline, classroom management, and curriculum organization should they arise. His/her work is completed with promptness, efficiency, and accuracy. He/she avoids allowing personal consideration to interfere with accepted responsibilities during the semester of his/her student teaching. A “B” grade intern will have demonstrated extensive achievement in attaining competency as judged by qualified professionals charged with the supervision of the interns.

Standards for a “C” Grade. A “C” grade in the internship means that the intern has demonstrated marginally acceptable achievement. All competencies must have been achieved. A “C” grade indicates that the beginning teacher will need considerable support as he/she enters the teaching profession. Achievement below this level, because of its impact on students in the field setting, may result in removal from the internship.

A SUGGESTED SEQUENCE

To the Mentor Teacher

During the internship you will be the most important person involved in the professional preparation of an intern. The experiences in your classroom will play a major part in shaping his/her teaching behavior.

As part of sharing with you the responsibility for professional growth, this suggested sequence of experiences for the internship is offered. In planning out the period with the intern, the suggested sequence may be useful to you as a framework around which to build specific internship activities and experiences. It is possible that the sequence may be accelerated in the second placement if you and the University Supervisor feel that the first placement has provided

significant strengths for the student in certain areas. Please insure that the University Supervisor is informed about your implementation of the planned sequence.

The intern and the University Supervisor are also being furnished with copies of the suggested sequence. They are looking forward to reviewing the sequence with you and modifying it to fit your requirements and their needs.

To the Intern (Special Education):

The following sequence is provided to give you an idea of what to expect during your seven/eight-week experience.

CO-TEACHING

Maryland's Co-Teaching Framework

Maryland is defining co-teaching as a collaborative partnership between a generalist and a specialist who have shared accountability and ownership for planning and delivering instruction and assessment to all students within a classroom environment. The purpose of the Co-Teaching Framework is to specify co-teaching components for enhanced instructional practices and greater access to the general education curriculum for students with disabilities. This framework provides guidance and consistency of quality implementation for local school systems using co-teaching as a service delivery model for improving achievement of students with disabilities. An extended use of this tool would be to embed the essential co-teaching components into strategic planning at the district and school levels to address the needs of all learners.

This framework was developed as a component of one of the Solutions incorporated in Maryland's State Improvement Grant (MSIG III) to improve outcomes for children and youth with disabilities and their families. The Grant is funded by the Office of Special Education Programs in the U.S. Department of Education. The Solution's purpose is to develop a Maryland Co-Teaching Network to support collaboration for capacity building of administrators and teachers, special education site content development, and high quality professional development related to the Maryland framework for co-teaching and best practices.

Vision Statement: General and special educators have gained capacity to regularly collaborate and have joint accountability and ownership for planning, delivering instruction, and assessment for the success of all students in the general education curriculum resulting in systemic change that is sustainable.

Mission statement: To improve achievement of students with disabilities by supporting the professional growth of administrators and teachers by:

- Giving teachers high quality tools and meaningful and engaging learning experiences to implement effective evidence-based co-teaching practices resulting

in improved student achievement and more inclusive opportunities for students with disabilities.

- Giving system leadership and school-based administrators high quality tools and meaningful and engaging learning experiences to support and monitor effective evidence-based co-teaching practices resulting in improved student achievement and more inclusive opportunities for students with disabilities.
- Providing online learning communities and networking opportunities, for administrators and teachers to engage in dialogue, access resources, and exchange information for professional growth in the Maryland model for co-teaching and collaboration.
- Establishing the Co-Teaching Network as a place to find valuable techniques, strategies, protocols, examples, media to improve co-teaching to increase student academic achievement and the number of students with disabilities in the Least Restrictive Environment (LRE) A. (students participate in general education classes 80% or more of the school day).

WEEK ONE

1. Learn and assist in instructional routines such as:
 - a) taking attendance
 - b) distributing and collecting materials
 - c) maintaining a clean, attractive room
 - d) recording pupil progress
 - e) monitoring halls, locker rooms, playgrounds, lunchrooms
 - f) planning for and relating to Instructional Support Staff
 - g) completing “Program at a Glance” forms
2. Assist in any way that will help the teaching program; for example:
 - a) plan and put up a bulletin board display
 - b) correct papers, using a set the Mentor Teacher has marked as a guide
 - c) act as supporting teacher for your Mentor Teacher, if appropriate
3. Document individual student characteristics and observe as many teaching situations as possible.
 - a) Teacher interns will become familiar with students and their disability. They will review their Individual Education Plans and accommodations/modifications. Teacher Interns will work closely with the mentor teacher with regard to the process of documenting progress.
4. Get acquainted with the school, the faculty, the students, and available resources, materials, and technology.
5. Confer daily with your Mentor Teacher.

6. Review each student's files (i.e., cumulative, confidential, and Individualized Education Plan).
7. Make daily entries in journal.
8. Log books, as required in the seminar, should be brought to school so that the University Supervisor and your mentor can examine them.
9. Learn about the goals of the School Improvement Team (obtain a copy of the School Improvement Plan) and the school's performance on the Maryland State Assessments.

WEEK TWO

1. Assume daily responsibility as the lead teacher for one or two co-teaching assignments. Continue in your role as supporting teacher for your Mentor Teacher for other portions of the instructional day. Prepare lesson plans for each lesson to be co-taught. After each lesson reflect with mentor on instructional outcomes and next steps.
2. Assume non-teaching duties with the Mentor Teacher.
3. Confer with the Mentor Teacher about student evaluation/ongoing assessment.
4. Discuss long range planning as well as Voluntary State Curriculum (VSC) alignment, UMES Conceptual Framework and InTASC Principles, and other standards.
5. Confer daily with Mentor Teacher.
6. Make daily entries in journal.
7. Log books, as required in the seminar, should be brought to school so that the University Supervisor and your mentor can examine them.
8. Become acquainted with the method of reporting to parents (e.g., report cards, IEP conferences, etc.).

WEEK THREE

1. Take continuous teaching responsibility as the lead teacher for two or three teaching assignments. Continue in role as supporting teacher for Mentor Teacher for other portions of the instructional day. Prepare lesson plans for each lesson to be taught. After each lesson, reflect with the mentor on instructional outcomes and next steps. Document your students' performance.
2. Take full responsibility for room, instructional support staff, and class management.
3. Attend IEP Committee meetings.
4. Confer daily with your Mentor Teacher and other general education teachers.

5. Make daily entries in journal.
6. Log books, as required in the seminar, should be brought to school so that the University Supervisor and your Mentor Teacher can examine them.

WEEKS FOUR AND FIVE

1. Assume the role as the lead teacher for at least one-half of the co-teaching responsibility. Increase until you have assumed responsibility as the lead teacher for the total program.
2. Plan with your Mentor for the taping of one lesson. Remember to schedule a time as well to jointly view the tape with your Mentor teacher and University Supervisor.
3. Complete your mid-term self-evaluation by the end of the fourth week and confer with your Mentor and University Supervisor about the evaluation of your progress.
4. Confer daily with your Mentor Teacher and other general education teachers.
5. Make daily entries in journal.
6. Log books as required in the seminar should be brought to school so that the University Supervisor and the Mentor Teacher can examine them.

FINAL WEEKS

1. You should now assume full responsibility as the lead teacher. Make sure your lesson plans reflect the UMES Conceptual Framework, and the InTASC Principles.
2. Make a special effort to strengthen areas noted in your mid-term evaluation.
3. Invite the building principal or vice-principal to observe your teaching.
4. Gather any materials, pictures, photographs, and lesson plans that you wish to include in your professional portfolio.
5. Decrease teaching responsibilities as your role changes from lead teacher back to the support teacher during the last 1-2 days of your assignment.
6. Complete final self-evaluation and confer with your Mentor and University Supervisor about your final evaluation.
7. Make daily entries in journal.
8. Log books as required in the seminar should be brought to school so that the University Supervisor and your Mentor can examine them.

To the Intern (Secondary and Other Specialty Areas):

The following sequence is provided to give you an idea of what to expect during your seven or eight-week experience.

WEEK ONE

1. In order to get to know the students, the following activities are suggested:
 - a. Prepare a seating chart or class roster for each class you will teach and learn the names of all students.
 - b. Review, if possible, each student's cumulative record file.
 - c. Learn and assist in instructional routines such as:
 - (1) taking attendance
 - (2) distributing and collecting materials
 - (3) maintaining a clean, attractive room
 - (4) recording pupil progress
 - (5) monitoring halls, locker rooms, playgrounds, lunchrooms
 - (6) monitoring IEP Accommodations/Modifications
2. Assist in any way that will help the teaching program; for example:
 - a. Plan and put up a bulletin board display.
 - b. Work with individuals or small groups as suggested by the Mentor.
 - c. Correct papers, using as a set the Mentor teacher has marked as a guide.
3. Document individual student characteristics and observe as many teaching situations as possible with your Mentor teacher or any other teachers.
4. Become thoroughly familiar with the teaching materials, Maryland VSC, and equipment available. This includes such things as teachers' manuals, audiovisual aids, computers, and media resources, etc.
5. Get to know the faculty, the students, and other school personnel who might be helpful during your teaching period.
6. If appropriate, discuss with your Mentor the co-planning and co-development of a unit of study.
7. Confer daily with your Mentor teacher.
8. Make daily entries in journal.
9. Log books, as required in the seminar, should be brought to school so that the University Supervisor and your Mentor can examine them.
10. Learn about the goals of the School Improvement Team, school's master plan and performance on the Maryland State Assessments.

WEEK TWO

1. Continue noting individual characteristics of students through observation, checklist, or other informal means.
2. Work with small groups or with individual students on instructional problems or group activities.
3. Assume full responsibility for as many routine activities as your progress indicates. Continue to assist the Mentor in those areas for which you have not assumed full responsibility.
4. Assume responsibility as the “Lead Teacher” for one or two class periods daily. Continue in your role as the “Supporting Teacher” for your Mentor teacher for other portions of the instructional day. Prepare lesson plans for each lesson to be co-taught. After each lesson reflect with Mentor on instructional outcomes and next steps.
5. Co-plan your lessons for the week with your Mentor teacher and secure teaching materials.
6. If appropriate, plan a unit of study.
7. Continue to observe, if possible, at levels above and below your own. This will help you reflect constructively on your own teaching.
8. Become acquainted with the method of reporting to parents (e.g., report cards, conferences, etc.).
9. Secure teaching materials (e.g., textbooks, etc.) as you begin to plan your teaching unit.
10. Confer daily with your Mentor Teacher.
11. Make daily entries in journal.
12. Log books as required in the seminar should be brought to school so that the University Supervisor and the Mentor can examine them.

WEEK THREE

1. Take direct continuous teaching responsibility as the lead teacher for two or three classes daily. Continue in your role as the supporting teacher for your Mentor teacher for other portions of the instructional day.
2. If appropriate, begin co-teaching from the teaching unit you prepared.
3. Take full responsibility for room, instructional support staff, and class management.
4. Continue observations as in previous weeks.
5. Confer daily with your Mentor teacher.
6. Make daily entries in journal.

7. Log books as required in the seminar should be brought to school so that the University Supervisor and the Mentor teacher can examine them.

WEEK FOUR

1. Assume at least one-half of the teaching responsibility. Increase until you have assumed responsibility for the entire program.
2. Continue to take full responsibility for room and class management. Consider, if the Mentor approves, furniture or equipment rearrangement to further instructional ideas you may be planning.
3. Be sure bulletin boards and displays are up-to-date, attractive and reflect your unit plan.
4. Plan for ways to evaluate the effectiveness of your teaching.
5. Complete a mid-term evaluation at the end of the fourth week and schedule a time to discuss it with your Mentor and your University Supervisor.
6. Plan with your Mentor for the taping of one lesson. Remember to schedule a time as well to jointly view the tape with your Mentor teacher and University Supervisor.
7. Confer daily with your Mentor teacher.
8. Make daily entries in journal.
9. Log books as required in the seminar should be brought to school so that the University Supervisor and the Mentor teacher can review them.

Final WEEKS

1. Make a special effort to strengthen areas noted in the mid-progress evaluation.
2. Your co-teaching load should approximate that of your Mentor teacher (i.e., full responsibility) and should include participation in all of the professional duties of a teacher. Make sure that your lesson plans reflect the UMES Conceptual Framework, InTASC Principles, and state/national content standards.
3. Invite the building principal or vice-principal to observe you teach a lesson of your choice.
4. Decrease co-teaching responsibility during the last 1-2 days of your assignment as your role changes from lead teacher back to the support teacher.
5. Schedule a time to discuss your final evaluation with your Mentor teacher and University Supervisor.
6. Gather any materials (e.g., pictures, photographs, lesson plans, projects, video-tapes) that are appropriate for your professional portfolio.
7. Confer daily with your Mentor teacher.

8. Make daily entries in journal.
9. Log books as required in the seminar should be brought to school so that the University Supervisor and the Mentor can examine them.

GLOSSARY

Action Research. Action research is a deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition (Kemmis & McTaggart, 1982).

Advocacy – Teachers should work to promote positive changes in schools and communities that benefit the welfare of their students. Teachers should work to assure that their students are afforded the services they need.

Cohort. A cohort typically consists of five or more interns in a single school engaged in the extensive internship as part of a single or multiple-site PDS.

Compassion – Teachers should demonstrate professional friendliness, warmth, and genuine caring in their relationships with students. Teachers should attempt to establish student-teacher relationships characterized by respect and rapport.

Coordinators, Coordinating Council. The Coordinating Council consists of all the Local School system (LSS), PDS Site Central office Representatives and University Staff (PDS Coordinator and Director of Field Experiences). This group consists of multiple counties and serves as the organizing body for the implantation of the PDS process. The Director of Teacher Education is an *ex officio member*.

Co-teaching. Co-teaching is a cooperative process involving planning for and implementation of instruction jointly by a general and special educator.

Curiosity – Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development.

Dedication – Teachers should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is also demonstrated by pre-service teachers by class attendance, participation, completion of outside readings and assignments, and overall performance in teacher education courses.

Dispositions. (Role of Dispositions)

Teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom.

Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others.

Diversity. Diversity refers to differences among groups of people and individuals in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, learning preferences or sexual orientation.

Education that is Multicultural. Education that is multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Education that is multicultural promotes academic achievement and student success through addressing diverse learning styles and presenting curriculum and instruction that incorporate multiple perspectives.

Equity. Unlike equality, which implies sameness, equity "places more emphasis on notions of fairness and justice, even if that requires an unequal distribution of goods and services" (Valli, et. al., 1997). In the *Standards for Maryland Professional Development Schools*, equity refers to equitable access, processes and outcomes for PreK-12 students, interns, school faculty, and IHE faculty.

Extensive Internship. An extensive internship is a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community.

Fairness – Teachers should promote social justice, treat students equitably, maintain appropriate standards of confidentiality, and exercise fairness in academic assessment. Teachers should promote fairness in students' interactions with others.

High expectations – Teachers should believe that their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to their students in positive ways.

Honesty – Teachers should model personal and academic integrity by their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity.

IHE. The Institution of Higher Education is the two-, four-, or five- year college or university involved in the PDS partnership.

IHE Faculty. IHE faculty includes adjunct, assistant, associate, and full professors and other faculty members in IHEs who are involved in the teacher education program. Arts and sciences faculty as well as teacher education faculty are included.

InTASC. The Interstate New Teachers Assessment and Support Consortium is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. UMES uses INTASC standards in its teacher education program.

Intern. An intern is a student in a teacher education program who participates as part of a cohort in an extensive internship in a PDS.

Lead Teacher. In the co-teaching model the lead teacher is the person who has the main responsibility for instruction and is the primary voice in the classroom.

PDS. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and IHE faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

PDS Partners. PDS Partners include the IHE and school faculty and staff and the interns participating in the extensive internship.

PDS Stakeholders. PDS Stakeholders include the IHE and school faculty, staff, and support staff; the interns participating in the extensive internship; central office staff from the local school system; parents; community members; business partners; and PreK-12 students. PDS Stakeholders may also include representatives from the local teacher's association. The *Standards for Maryland Professional Development Schools* allow PDS partners to use collaborative decision-making regarding the appropriate selection of stakeholders as participants in PDS activities. For example, in an elementary PDS, an elementary student may not be an appropriate stakeholder for school improvement planning.

Performance Assessment. Performance assessment is a method of evaluation in which the learner is placed in an authentic situation and asked to demonstrate specific knowledge and skills.

Portfolio. A portfolio is a collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. UMES Intern portfolios are organized around INTASC standards and are assessed by a team of IHE and school faculty using a standards-based rubric or scoring tool. An ePortfolio is a computer-based electronic version of the portfolio.

Pre-Service Mentor. A pre-service mentor, also known as a cooperating or supervising teacher, is a tenured, professionally certified teacher in the PDS who is responsible for collaborating with the IHE supervisor to provide individualized support to a PDS intern. Pre-service mentors receive specific training in guiding, supporting and assessing the strengths and weaknesses of interns

Professional conduct – Teachers should exercise sound judgment and ethical professional behavior. Teachers should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals.

Reflection – Teachers should recognize that professional reflection combined with experience leads to professional growth. Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement.

Respect for diversity – Teachers should be sensitive to individual differences among students and promote understanding of students' varied cultural traditions and learning strengths and needs.

Respect for others – Teachers should develop and maintain classroom communities marked by student respect for other students and free from bullying and belittling behaviors. Teachers should interact with their students, fellow teachers, administrators, parents, and other community members

with courtesy and civility. Respect is also demonstrated by pre-service teachers in the professionally appropriate ways in which they address fellow students, staff, faculty members, and administrators.

Redesign of Teacher Education. Authored by the Teacher Education Task Force and formally endorsed by the Maryland State Board of Education and by the Maryland Higher Education Commission in 1995, this report is the guiding document for reform efforts in teacher education throughout the state of Maryland.

School Improvement Plan. The School Improvement Plan is the data-driven document that provides the plan for staff development and other interventions to increase student achievement at the school site.

School Improvement Team. The School Improvement Team is the group of PDS stakeholders who collaborate to analyze student achievement data and craft the School Improvement Plan.

Site Coordinator. The Site Coordinator serves as the empowered representative of the Prek-12 school in the PDS partnership. Working collaboratively with the University Coordinator of Professional Development Schools and/or IHE liaison, the site coordinator provides leadership to the PDS and serves as a liaison between IHE faculty, mentors, and interns for his/her PDS partnership school.

Social Justice. Social justice is based on the concepts of human rights and equality and involves a greater degree of economic egalitarianism through progressive taxation, income redistribution, or even property redistribution. These policies aim to achieve what developmental economists refer to as more equality of opportunity than may currently exist in some societies, and to manufacture equality of outcome in cases where incidental inequalities appear in a procedurally just system.

Students with Special Needs. Students with special needs include those who have been identified in compliance with regulations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Support Teacher. In the co-teaching model the “support” teacher assists the “lead” teacher. Support roles include modeling instructional assignments, assisting individual students, working with small groups, and monitoring student work.

Teacher Education Program. A teacher education program is any program during which interns receive the coursework and experiences necessary for initial teacher certification.

TPIP. The Teacher Preparation Improvement Plan is the plan developed annually by all Maryland IHEs that have teacher preparation programs to document implementation of the *Redesign of Teacher Education* and to provide an action plan for the future.

University Coordinator of Professional Development Schools. Serves as a liaison to support collaboration between PDS stakeholders such as: interns, mentor teachers, site coordinators, school administrators, IHE Supervisors, and other university personnel. The PDS Coordinator provides additional support to the internship process and co-chairs the Coordinating Council.

University Supervisor. The University supervisor is the IHE representative who is responsible for collaborating with the pre-service mentor to provide individualized support and guidance to the PDS intern. The University Supervisor and the mentor teacher work together to provide formative and summative assessment to the intern. Referred to as IHE Supervisor in the PDS Standards.

Please use this form to evaluate your teacher intern's final progress during their second internship experience.

Student Teacher Intern Evaluation	
<p>The Teacher Intern 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 New Teacher Assessment and Support Consortium (INTASC) Principles of Model Standards for Beginning Teacher Licensing and Development. It was developed for use by the University Supervisor as well as the Cooperating Classroom Teacher. Teacher Interns will also find it helpful for self-evaluation. The conceptual framework is presented below.</p> <p>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 around 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 intern on the following items. Your input is important.</p> <p>Rating Scale for Levels of Performance</p> <ul style="list-style-type: none"> • 4 Exceptional/Outstanding The teacher intern demonstrates thorough understanding of the concepts within the component and skill implementation well beyond what is expected of a student intern. Students within their classroom appear to be highly motivated and involved in their own learning. • 3 Competent/Proficient The teacher intern 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 intern demonstrates beginning understanding of the concepts within the component and is intermittently successful in implementing them. The intern still needs guidance and practice in this area. • 1 Unsatisfactory The teacher intern demonstrates little or no understanding of the concepts within the component. The intern 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. 	

Principle 1: The teacher intern understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
1. The teacher intern has a thorough knowledge of the content being taught and articulates that to his/her students. (Effective/Knowledge, Skills)						
2. The teacher intern connects the content being taught to other subjects the students are studying and/or to experiences they have encountered. (Innovative/Knowledge, Skills)						
3. The teacher intern presents a variety of perspectives when teaching subject matter. (Innovative, Diversity/Knowledge, Skills)						
4. The teacher intern presents information in such a way that challenges students to think critically (Effective/Knowledge, Skills)						

Principle 2: The teacher intern understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
5. The teacher intern formally or informally pretests students to determine their knowledge and skill levels. (Professional, Innovative, Effective/Knowledge, Skills)						
6. The teacher intern helps tie new materials to students' prior knowledge in such a way that students see relevant connections. (Innovative/Knowledge, Skills)						
7. The teacher intern instructs at a variety of levels to take into account developmental differences of students. (Innovative/Knowledge, Skills, Dispositions)						

Principle 3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
8. The teacher intern adapts instruction when necessary (goal expectations, time allocation, response mode, etc.) to meet the academic needs of individual students. (Diversity, Effective/ Knowledge, Skills)						
9. The teacher intern takes into account different learning styles of the students by using multiple teaching strategies. (Diversity, Effective/ Knowledge, Skills)						
10. The teacher intern provides appropriate instructional opportunities for students from the high (gifted) to low (low-achieving) end of the academic spectrum. (Diversity, Effective/ Knowledge, Skills)						

Principle 4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
11. The teacher intern develops written plans that take into account a variety of student outcomes. (Effective/Skills)						
12. The teacher intern uses a variety of appropriate teaching strategies (e.g., cooperative learning, direct instruction, discovery learning, demonstration, simulation,						

independent study, and student research). (Effective/ Knowledge, Skills)										
13. The teacher intern uses a variety of instructional strategies that allow for critical thinking and problem solving. (Innovative, Effective/Skills)										
14. The teacher intern makes students actively involved through a variety of instructional strategies. (Effective/Skills)										
15. The teacher intern makes appropriate use of media/technology in his/her teaching. (Innovative, Effective/Skills)										

Principle 5: The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
16. The teacher intern manages transitions smoothly from one activity to another with little loss of time. (Effective/Skills, Diversity)						
17. The teacher intern demonstrates the ability to pace instruction to meet the needs of all students within the classroom. (Effective/Skills, Diversity)						
18. The teacher intern gives direction appropriate for carrying out instructional activities and uses concrete examples and modeling. (Effective/Knowledge, Skills)						
19. The teacher intern gives clear directions. (Professional, Effective/Skills, Diversity)						
20. The teacher intern has all resources and materials ready when needed. (Effective/Skills, Diversity)						
21. The teacher intern performs non-instructional duties (attendance, hall duty, etc.) in a professional and competent manner. (Professional/Dispositions)						
22. The teacher intern establishes clear expectations for student behavior and students are aware of these expectations. (Professional/Dispositions)						
23. The teacher intern consistently monitors student behavior to prevent misbehaviors and to reinforce appropriate behaviors. (Professional/Dispositions)						
24. The teacher intern responds to student misbehavior in a fair and consistent manner. (Professional/Dispositions)						
25. The teacher intern uses instructional time effectively and maintains a smoothly running classroom free of unnecessary distractions. (Professional, Effective, Innovative/Skills)						
26. The teacher intern organizes and manages a classroom using approaches supported by student learning needs, research, and best practices. (Reflective, Effective/Knowledge, Skills)						
27. The teacher intern establishes and teaches efficient routines for procedural tasks. (Effective/Knowledge, Skills)						
28. The teacher intern practices effective classroom management that promotes cooperation and learning. (Effective/Knowledge, Skills)						
29. The teacher intern provides a safe environment conducive to learning for all students. (Effective/Knowledge, Skills)						

Principle 6: The teacher intern uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
30. The teacher intern demonstrates appropriate oral language skills.						

(Professional/Skills)									
31. The teacher intern demonstrates appropriate written language skills. (Professional/Skills)									
32. The teacher intern uses a variety of questions and levels of questions to stimulate students to expand on or support their responses. (Effective/Skills)									
33. The teacher intern uses a variety of questions to engage students in original, creative, and evaluative thinking. (Innovative, Effective/ Knowledge, Skills)									
34. Teacher intern gets students actively involved in class discussions making certain that all students have an opportunity to participate. (Effective/Skills)									
35. The teacher intern uses a variety of media (computers, overhead projectors, flip charts, video tapes, etc) to enhance lessons. (Innovative, Effective/Knowledge, Skills)									
36. The teacher intern makes appropriate use of non-verbal communication to manage classroom behavior. (Effective/Skills)									
37. The teacher intern establishes and maintains rapport with students. (Diversity, Effective/ Skills, Dispositions)									
38. The teacher intern uses adequate wait time for responses. (Effective, Skills)									
Principle 7: The teacher intern plans instruction based upon knowledge of subject matter, the community, and curriculum goals. Performance Based Evidence and Comments:									
	4	3	2	1	NO	NA			
39. The teacher intern develops instructional plans that take into account the students' prior knowledge of the subject matter. (Effective/Knowledge, Skills)									
40. The teacher intern develops instructional plans based upon the curriculum goals of the school/district. (Effective/Knowledge, Skills)									
41. The teacher intern displays written evidence of both short-term and long-term goals. (Effective/Knowledge, Skills)									
42. The teacher intern demonstrates flexibility in modifying instructional plans when difficulties arise. (Effective/Knowledge, Skills)									
43. The teacher intern demonstrates the understanding that classrooms and schools are sites of ethical, social, civic, and multicultural activity by incorporating multiculturalism and diversity in lessons. (Diversity/Knowledge, Skills)									
44. The teacher intern encourages students of diverse backgrounds to work together. (Diversity/Knowledge, Skills)									
Principle 8: The teacher intern understands and uses formal and informal assessment strategies to evaluate and ensure the continuous social and physical development of the learner. Performance Based Evidence and Comments:									
	4	3	2	1	NO	NA			
45. The teacher intern gathers a variety of data (teacher tests, tasks, self-assessments, observations, etc.) to assess students' progress. (Reflective, Innovative, Effective/ Knowledge, Skills)									
46. The teacher intern routinely uses formal and informal assessment data to make changes in instruction for individuals and/or groups. (Reflective, Effective/Knowledge,									

Skills)											
47. The teacher intern recognizes the need for re-teaching strategies and uses them when necessary. (Innovative, Effective/Skills Dispositions)											
48. The teacher intern gives students evaluation criteria in advance. (Effective/Dispositions)											
49. The teacher intern gives timely and appropriate feedback to students. (Effective/Dispositions)											
50. The teacher intern accurately scores and records assessment data and communicates student progress to students, parents, and appropriate professionals. (Effective/Skills)											
51. The teacher intern develops teacher-made assessments based upon instructional objectives given to the students. (Effective/Knowledge, Skills)											
52. The teacher intern uses ethical and professional standards regarding the acquisition, handling, and explanation of learner evaluation data. (Professional/Knowledge, Dispositions)											
Principle 9: The teacher intern is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.											
Performance Based Evidence and Comments:											
						4	3	2	1	NO	NA
53. The teacher intern continuously reflects upon his/her teaching through a written journal and conversations. (Reflective/Dispositions)											
54. The teacher intern maintains courteous and professional relationships with other school personnel and parents. (Professional/Dispositions)											
55. The teacher intern demonstrates professional growth by accepting and acting upon constructive criticism by clinical supervisors/teachers. (Professional, Reflective/Dispositions)											
56. The teacher intern demonstrates professional growth by completing in a timely manner all assignments given by the clinical supervisor/teachers. (Professional/Dispositions)											
57. The teacher intern develops an effective communication pattern with cooperating teacher. (Professional/ Dispositions)											
Principle 10: The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.											
Performance Based Evidence and Comments:											
						4	3	2	1	NO	NA
58. The student intern participates in school events when the opportunity arises. (Professional/Dispositions)											
59. The student intern communicates respectfully with families when the opportunity presents itself. (Professional/Dispositions)											
Other Comments:											

Grade	

POLICIES & PROCEDURES

Please review and understand the policies and procedures for the counties where your internship occurs. Specifically, review school policies regarding:

**Alcohol/Controlled Dangerous Substance
Child Abuse/Neglect Reporting
Dangerous Weapons/Instruments in the Schools
Discrimination
Sexual Harassment
Search and Seizure**

Wicomico County Board of Education

<http://www.wcboe.org/boe/policies.php>

Somerset Board of Education

http://www.somerset.k12.md.us/BOE/School%20Board/Board%20Policies/Policies/600_Series.htm

Worcester Board of Education

http://www.worcesterk12.com/school_board/policy_manual.htm