

I. General Policies

A. Admission

Formal admission to Phase III occurs only after all grades are verified. This usually occurs during January or August.

B. Placement of Interns (Procedures)

1. The candidate applies to the N-8 Placement Coordinator for his/her practicum assignment the semester prior to the experience. Usually, applications are made available the second week of the semester, and are due one month later. At that time, an interview is scheduled with the Placement Coordinator.

2. The N-8 Placement Coordinator tentatively assigns the candidate in a suitable placement for internship. Factors to be considered are the grade level needed by the students, available mentor teachers, and PDS needs and availability. The candidate provides information about personal circumstances that might impact the placement, but no guarantee can be made that information will determine intern placement.

3. Placements are made to meet certification requirements. ELEM/ECE majors are placed in Pre-K/K, in primary grades (1,2, or 3), and intermediate grades (4, 5, or 6) over the course of Block I, Internship I, and Internship II experiences. Thus, during Internship II, the pattern for each candidate in the ELEM/ECE major is completed. ELEM majors are placed at grades 1,2,3,4, 5, or middle school (6,7, or 8), depending on the candidate. Candidates requesting a middle school placement must take EDUC 445 - Middle School Curriculum, prior to Internship II.

4. All preliminary contacts of the schools and the mentor teachers are made by the N-8 Placement Coordinator.

5. Orientation meetings are scheduled prior to each field experience to notify the candidates of his/her assignment, and to orient the candidate to his/her intern responsibilities.

The following specific policies shall govern the placements:

Policy 1: No teacher intern shall be placed beyond Frederick County, due to inadequate control and accreditation beyond 30 miles from Frostburg.

Policy 2: No teacher intern shall be placed in the senior high school from which they graduated, since there is concern that this provides a very limited experience.

- a. Exceptions to this policy will be made only if ten years have elapsed since the intern's high school graduation, or extreme placement difficulties exist.
- b. This same policy shall apply to the middle school/junior high school placement, whenever practical.

C. Content

Elementary, middle school, and secondary majors must have completed 75% of their area of specialization or major before they are permitted to enter their Internship II experience.

D. Coursework

Only the required courses (i.e., EDUC 405 - Leadership Seminar, ELED 495 – Internship II and REED 420 – Reading Assessment) are to be taken during the internship II semester. Exceptions are handled on an individual basis. Exceptions are recorded by the N-8 Program Coordinator.

E. Vacations

The teacher intern follows the university calendar, and is entitled to the same vacation periods reflected in that calendar. Interns may make special arrangements when differences exist between the university calendar and the intern's school calendar, with permission from the N-8 Placement Coordinator, the University Supervisor, and the Mentor Teacher.

F. Involvement in Campus Activities, etc.

In order to obtain the most benefit from the professional semester, the intern is requested to limit all outside activities. The intern is expected to devote full time to his/her teaching. The intern is not to participate in demanding extra-curricular events while interning, without the consent of the N-8 Placement Coordinator and the University Supervisor. Ideally, outside employment is minimized during the interning semester(s).

G. Attendance and Punctuality

The teacher intern is expected to arrive and depart the assigned school at the same hour that regular members of the teaching staff arrive and depart. Interns are to put in a full day of activities related to the instructional program. If not teaching a class, an intern should be observing the mentor teacher, assisting the mentor teacher as needed, working on development of the curriculum or environment, or collaborating with others on professional agendas.

H. Absences

The minimum number of internship days is 70 during Internship II. Interns are expected to start on the assigned day and end on the assigned day, unless make-up days are required to meet the 70 day minimum

1. Cooperating Teacher and Principal - Before the start of the school day.
2. N-8 Placement Coordinator- before 9:00 am (301-687-4254).
3. University Supervisor - before 9:00 am

I. Number of Internship Days

Interns are to have an extended experience in Professional Development Schools to focus on student achievement, action research, collaboration, and professional growth. To do this, the entire semester is planned in professional development schools. The Dean of the School of Education approves exceptions. The number of days expected in internship over Internship I and Internship II is a minimum of 100 days.

Intern II candidates must complete a minimum of 70 days.

J. Beginning of the Year Experience

Interns in the fall semester begin their experience with a five-day Beginning of the Year Experience. This allows the candidates an opportunity to experience the roles and responsibilities of the classroom teacher at the start of the school year. Interns are asked to keep time sheets, answer questions that will be discussed at their first seminar/class, and to record an experience reflection.