

*Frostburg State University*

**Master of Arts in Teaching**  
**Elementary Program Handbook**  
**2011-2012**

*For*  
Interns, Mentor Teachers,  
University Supervisors and Liaisons, and  
Professional Development School Site Coordinators

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<b>Fall 2011 PDS Assignment</b>	<b>Spring 2012 PDS Assignment</b>
<b>Mentor Teacher:</b>	<b>Mentor Teacher:</b>
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
E-mail Address:	Email Address:
<b>University Supervisor:</b>	<b>University Supervisor:</b>
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
Email Address:	Email Address:
<b>PDS Principal:</b>	<b>PDS Principal:</b>
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
Email Address:	Email Address:
<b>PDS Site Coordinator:</b>	<b>PDS Site Coordinator:</b>
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
Email Address:	Email Address:
<b>PDS Liaison:</b>	<b>PDS Liaison:</b>
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
Email Address:	Email Address:

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*From Jamey Tobery-Nystrom, Coordinator of the MAT-E Program of Frostburg State University - University System of Maryland at Hagerstown*

## **A Welcome to Our Interns...**

It is with great excitement that I welcome you and sincerely hope you stand with great pride that you have become selected as a member of our latest cohort of candidates in our Master of Arts in Teaching Elementary (MAT-E) program. Congratulations! These pages are meant to guide you – and all of the fine professionals poised to support you through nearly every challenge you might face in reaching your goal of becoming a certified teacher, Grades 1 through 6, and a holder of State of Maryland licensure. Should you identify ways in which these pages are not as helpful as they should be, I welcome that constructive criticism and direct you to my contact information.

All associated with the MAT-E program at FSU@ USMH are to recognize that plentiful resources are available to you. Each candidate will enjoy the full support of the faculty and administration of Frostburg State University and the staff and faculty who are housed at the USMH Center in Hagerstown. Each candidate, also, will enjoy the company, camaraderie, guidance, and leadership of a Mentor Teacher in both of their Professional Development School (PDS) internship assignments. In addition, other seasoned professionals are already in place and await your arrival at a PDS assignment. These professionals we call “Supervisors”. All Mentor Teachers and Supervisors are guided and assisted by each of us in their responsibilities to serve you in your field experiences. Again, should any candidates assess that, together, University respondents and identified PDS personnel can be of additional assistance in some important way, I would welcome your recommendation.

Frostburg State University and the USMH Center personnel are primed and prepped to assist you toward exciting, attainable new goals.

## **...Our Word of Thanks to School Personnel**

On behalf of the Board of Trustees, our President, Dr. Jonathan Gibraltar, and the staff members and students of Frostburg State University, we extend our thanks to you for agreeing to serve as a Mentor or as a Site Coordinator, and, therefore, as a member of the supervisory team to the ladies and gentlemen of our Master of Arts in Teaching - Elementary program. You already have established yourselves as invaluable contributors to the professional growth of our candidates.

This document is intended to serve you as you interact with our energetic and enthusiastic intern-teachers in training. I ask that you provide any manner of comment, inquiry, constructive criticism, and collegial inquiry in order to enhance your service to our students. In the same vein, I ask that you provide such exchanges with us so that you will quickly recognize your role of Mentor or PDS representative among your most satisfying of professional experiences. Let us know how we can be of service to you.

## **To All:**

This handbook is designed to orient Interns, Mentor Teachers, and PDS representatives to their roles and responsibilities. The handbook also explains the field and coursework requirements for the candidates in the MAT-E program. As Mentors and Supervisors, you provide important structure and guidance, primarily within “Practicum I” and “Practicum II”.

The MAT-E program provides initial elementary teacher certification in grades 1-6 and a Master’s degree for candidates who already have rich personal and professional experiences, earned prior to deciding upon this dramatic career shift. The program instructs in pedagogical theory and designs application of the instruction elementary classroom into coordinated university classroom and Professional Development School (PDS) experiences. Classes are held at the University System of Maryland Hagerstown center. The Professional Development Schools are located in the Allegany, Frederick, Garrett, and Washington Counties.

This full-time program is an intense 46 credit hour program completed in one calendar year. All study and field experience aspects of our program are explained later in this document in far greater detail.

\* \* \*

## **A word about our program’s specific attention to “*Reflection*”**

Degree candidates and school personnel, alike, are urged to take special note that, among the attributes we seek to develop in our graduates is the capacity of a “reflective decision-maker. This “special word” is provided here to amplify the point that “reflection’ is a part of everything we do as program preparers, and thus, it is to be viewed by all as an integral part of each program aspect and finished product. A review of our *Appendix* item listing the indicators for a “reflective decision-maker” shows that we urge our successful candidates to embrace reflection such that it becomes second nature to:

- View classroom instruction as a continuous set of decision-making opportunities
- Exhibit the ability to identify and analyze classroom and school problems
- Monitor the effectiveness of one’s own practices and decisions
- Strive for continuous self-improvement as measured by learner-success data
- Encourage students to engage in thoughtful, productive self-criticism
- Analyze results of research-based best practices for planning curriculum, instruction, and assessment

In the field of education, the very best practitioners have long established that the lesson, the unit, the program, and the initiative have not been finalized until the appropriate evaluation has been conducted. Similarly, the Intern’s activity has not been concluded or finalized until the reflection concerning that activity has been completed.

## **Master of Arts in Teaching – Elementary Program Philosophy and Objectives**

The philosophy for the program, as delineated in FSU’s “Conceptual Framework”, guides the MAT-E program. Each MAT-E program objective provides a means to ensure mastery of the six (6) “Attributes” derived from the “Conceptual Framework” outlined in the Appendix. As a result of this approach, the program unites orientation to inquiry, reflection, performance, diversity, leadership, and technology. These are observable in the program objectives.

### **Program Objectives:**

- 1. To provide candidates with a high quality, intensive, twelve-month experience for elementary teacher preparation;**
- 2. To develop candidates’ ability to obtain the knowledge, skills, and dispositions of highly effective teachers;**
- 3. To develop candidates that will demonstrate the performances of all the Association of Childhood Education International (ACEI) Elementary Standards for national accreditation, INTASC standards, and the expectations of the FSU College of Education’s Conceptual Framework;**
- 4. To engage with Professional Development Schools in the collaborative effort of staff development and pre-service teacher training;**
- 5. To make a positive impact on Professional Development Schools and, especially, on the students attending those schools;**
- 6. To involve the candidates in deep reflection, research, and problem-solving about teaching and learning;**
- 7. To continually demand candidate proof of performance through displays of teaching skills and through documentation of children’s learning;**
- 8. To prepare candidates with the research skills to promote student learning.**

Of particular note, and, as the plan of study indicates, the MAT-E program contains a heavy emphasis on reading. The Maryland State Department of Education mandates a program requirement of four (4) specific courses in reading. Candidates apply knowledge, skills, and dispositions as a result of these courses: *Language Acquisition, Reading Materials, Literacy Instruction, and Reading Assessment*.

This full time program has already been described as an intense one, and 46 graduate hours of achievement are expected for completion within a twelve-month period of time. The outline for the plan of study and field experiences begins on the next page.

## *Plan of Study*

		Credit Hours
<b>Summer:</b>		
EDUC 606	Developmental Theory and Experiential Growth	3
REED 530	Processes and Acquisitions of Language and Reading	3
EDUC 663	Management and the Learning Environment	2
EDUC 664	Diversity in the Classroom	3
SPED 510	Introduction to Special Education	1
<b>Fall Semester</b>		
EDUC 564	Induction into the Classroom	1
EDUC 661	Mathematics: Curriculum, Instruction, & Assessment	3
EDUC 662	Science & Health: Curriculum, Instruction, & Assessment	3
EDUC 666	Social Studies: Curriculum, Instruction, & Assessment	2
REED 531	Literacy Instruction	3
EDUC 696	Practicum Part I	3
<b>Intersession (January)</b>		
REED 532	Reading Materials	3
EDUC 665	The Arts: Contrasts and Connections	3
<b>Spring Semester</b>		
EDUC 603	Principles and Practices of Research	3
REED 533	Reading Assessment	3
PHEC 604	Human Movement and Physical Activities for the Elementary Classroom	1
EDUC 697	Practicum Part II	6

## **Relevant Policies, Practices, and Directions Associated with Students' Approaches to MAT-Elementary Coursework**

### **Attendance and Punctuality**

The following policies describe important procedural information. Attendance is essential and required throughout the program.

### **Course Policies:**

Any candidate missing a class will be subject to a one grade deduction. Appeals are encouraged if the candidate has a valid reason for missing the class.

- The written appeal should be sent to the MAT Program Coordinator no later than a week after the missed class to consider reversing the letter deduction. If the appeal is successful, the candidate must make up that class period through specific readings and additional assignments.

- The instructor will provide the make-up assignments and monitor the quality of the submission to determine if sufficient understanding of the course content has occurred.
- If a candidate fails to demonstrate the knowledge or ability to meet the course outcomes as a result of absences, he/she will need to repeat the course.
- All absences need to be reported to the instructor prior to the class unless extenuating circumstances prevent calling or emailing in advance.
- Individual course instructors reserve the right to supplement this policy with their own procedures.

### **Missing or Late Assignments:**

Class assignments are due on scheduled days.

- If assignments are late by more than one day, points will be deducted for that assignment unless the instructor indicates an extension has been granted.
- A missing assignment receives no credit, and a zero will be computed into the final grade.
- Instructors reserve the right to establish late penalties as deemed appropriate for individual assignments.

### **Academic Dishonesty:**

As stated in FSU's *Graduate Catalog*, and web-based University Policy locations, academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving, or receiving unauthorized assistance on any examination, quiz, or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of material which use hypotheses, conclusion, evidence, data, or the like in a way that the student appears to have done work which she/he did not, in fact, do. For more policy information, consult the listing of web-links in the Appendix.

### **Disability Awareness:**

If a candidate has a disability, one that requires special consideration by the instructor and/or supervisor and has been confirmed by the Office of Student Services or other qualified persons; the candidate should provide information and request accommodations in writing. Accommodations include suggestions for assistance in participating in class and/or completing class assignments or field experiences. This documentation should be submitted before the course enters the second scheduled day or a week in advance of an intense two-week session. Waiting until or after an assignment is due to inform instructors is unacceptable. Be proactive.

### **The “3.0 Requirement”:**

Throughout the implementation of their program of study, candidates must adhere to graduate school policies, including the requirement that they maintain a 3.0 average and that they successfully complete the required courses and field experiences. Each candidate designs and builds a developmental portfolio throughout the year. This portfolio is based on the aforementioned University’s conceptual framework and clearly indicates the Elementary Standards. Additionally, candidates conduct an action research project based on the needs of their PDS as determined by the PDS’s school-improvement plan.

### **Exit**

Candidates must successfully complete exit requirements before obtaining their degrees. These requirements include a thorough battery of Intern Rating Forms and formal evaluation materials demonstrating, at minimum, “acceptable” ratings along each evaluation measure of each evaluation form. In addition, Candidates must pass an exit portfolio presentation, must provide evidence of the completion of a research project, must submit documentation of having completed the *Maryland Teacher Technology Standards* and provide evidence of having taken the Praxis II tests for both Content Knowledge and Content Area Exercises.

*Note: While passing scores on the Praxis II exams are not required to exit the program, evidence must be supplied that the tests have been taken.*

*Passing scores must be obtained for Maryland State Teacher Certification licensure.*

The exit portfolios represent the culmination of Candidates’ achievement of program unit outcomes and the education standards which guide the University’s approach to State of Maryland requirements for certification. “*Artifacts*” are gathered from coursework and field experiences. The Instructors, Supervisors, and the Mentor Teachers, as monitors of Candidate’s work, are partners in the identification of specific aspects of a Candidate’s portfolio. With the successful portfolio presentation, an “Exit Review Panel”, as convened by the MAT-E program leadership, makes the final recommendations for graduation.

### **Credential Files**

Establishing and maintaining a credential file is the responsibility of the Candidate. To establish a file, the Candidate may contact the *Director of the Office of Career Services* or visit their website through FSU’s homepage.

## Relevant Policies, Practices, and Directions for Interns and Mentor Teachers Relative to Field Experiences

**The Purposes of the Field Experience Program are to provide to the Intern:**

- A realistic laboratory where he or she can observe teachers and children
- A variety of opportunities to employ the knowledge and skills learned in the university courses.
- Insight into the context of an entire school, including the roles of school position holders, personnel, local community representatives, and parents
- Access to diverse settings and populations associated with American schools.
- Access to the State of Maryland's systematic approach of *Professional Development Schools*
- The requisite experiences permitting him or her the opportunity of making a final determination regarding a career in teaching
- Comprehensive views of each of the roles assumed by a public school teacher
- Comprehensive views of the needs of elementary students and the needs of children in our society
- Identification of the areas of improvement
- The ability to identify at an early stage the areas in which he/she will need additional assistance
- A variety of opportunities to develop the attributes of the dedicated professional, the instructional leader, the continuous assessor, the educational advocate, the collaborative bridge-builder, and the reflective decision-maker

### **Lesson Planning Each Internship Practicum**

For a large number of reasons, the Intern is expected to work in close communication with the Mentor Teacher. The most important need in this area is for the Intern to have the most enriching practical teaching experience, one worthy of leading to State of Maryland certification in Grades 1 through 6. The ability to secure feedback from the Mentor, the ability to be aligned to all Mentor expectations for independent teaching times, and the requirement to participate thoroughly and appropriately in key evaluation times, are additional critical reasons for such important communication.

If not already effectively conveyed above, with respect to communication, Intern and Mentor Teacher are encouraged in the most emphatic way possible to set aside regular daily times, the purposes of which are to identify issues of importance, to thoroughly discuss those issues, and to relate those discussions to elements of the Intern's progress.

Unless communicated otherwise by the Mentor, Interns are expected to submit lesson plans at least two (2) days prior to teaching a lesson for Mentor feedback. Full lesson plans, utilizing *TaskStream*, are requirements for a Mentor Teacher's or a University Supervisor's conducting of formal evaluation. Additionally, full lesson plans, again using *TaskStream*, are to be submitted to the Mentor each day for the first five (5) days when teaching within *any new subject area*.

When teaching independently, or for purposes other than those for formal evaluations, Interns are permitted, and, in fact, encouraged to utilize their assignment county's format for planning. Nevertheless, as is the case for full *TaskStream* lesson plans, Interns are to reference the relevant State of Maryland Voluntary Curriculum objective(s), procedures, and assessments. As clearly indicated to all in a previous section, reflections are vital to each program activity. Practicum reflections are expected on all full lesson plans.

### **Conferences, Evaluations, and Documentation**

The Intern/Master's Degree Candidate, the University Supervisor, and the Mentor Teacher are required to conduct a three-way conference at the completion of the fall practicum (Practicum I), at a mid-point of the spring practicum (Practicum II), and at the conclusion of the spring practicum (Practicum II). Each of these conferences, convened at times of the mutual convenience for each of the three role-players, is for the purpose of evaluating the Intern's performance. The Intern is required to have all forms prepared for these evaluation conferences, including time-sheets, requests for interning time extensions, unit completion materials, the Professional Development Schools (PDS) form, all relevant lesson plans, as well as all documentation in satisfaction of Intern Improvement Planning, if additionally required.

**An important note:** Interns are not permitted to progress from Practicum I to Practicum II with assessments of **less-than-Acceptable** on internship evaluation forms. At such a determination, the MAT-E Coordinator will convene the appropriate role-players in order to construct an Intern Improvement Plan. Similarly, Interns assessed as performing at levels **less-than-Acceptable** along evaluation measures at the conclusion of the spring semester will be recommended for either additional periods of time or semesters of supervised internship on an Intern Improvement Plan or for removal from the program.

### **Evaluations and Grading**

As might be expected, there is a close relationship between evaluations of the Intern and the MAT-E program's university grading process. For example, a final grade will be submitted to the Registrar when all required signatures are secured and paperwork has been submitted to the recording and satisfaction of the University Supervisor, and as acknowledged and signed-off on by the MAT-E Coordinator. In keeping with these requirements, Internship Performance Rating Forms, Content Mastery Evaluations, Dispositional Assessments, and Mentor Teacher Check Sheets must be submitted to the University Supervisor for delivery to the Program Coordinator. Additionally, the Intern is required to submit timesheet forms with signatures to the University Supervisor. As previously alluded to, it will be best for all if these submissions occur at the "Three Way Conferences".

## Observations and Evaluations

- I. Observations and evaluations are conducted in order to assist in the assessing of Intern achievement of content knowledge and pedagogy in support of a conferring of initial Maryland State certification in Grades 1 through 6. *Observations* and *Evaluations* are encouraged and requested to be conducted at any time throughout the internship practicum and may be conducted by any of the role-players and service providers listed below:
  - a. Mentor Teacher
  - b. PDS Principal
  - c. University Supervisor
  - d. MAT-E Coordinator
  - e. Professional position holders as approved by the PDS Principal, the University Supervisor or the MAT-E Coordinator

Mentor Teachers will conduct a minimum of 4 observations during Practicum I, preferably in each content area (Language Arts, Math, Science, Social Studies). Two observations will be conducted prior to mid-evaluation and two observations prior to final evaluation. Mentor Teachers will conduct a minimum of 4 observations during Practicum II (one informal and one formal prior to mid-evaluation and one informal, one formal prior to the final evaluation).

FSU Supervisors will conduct a “Hello” visit and a minimum of 2 observations during Practicum I. One observation will be completed prior to mid-evaluation and one observation prior to final evaluation. Supervisors will conduct a “Hello” visit and a minimum of 4 observations during Practicum II (one informal and one formal prior to mid-evaluation and two formal prior to the final evaluation).

Requests for the involvement of PDS Principals or the MAT-E Coordinator could occur in cases where there is a need for *Intern Development Plan* construction or at times when role players –perhaps including the Intern himself or herself – see a need for “*second opinion*” analyses of intern teaching performance. However, observations and evaluations will, most commonly, be requested of Mentor Teachers and University Supervisors.

- II. *Informal observations* may or may not feature statements of evaluation of the Intern’s skill and demonstration of pedagogy and content knowledge. Generally, these are viewed as providing immediate help in the form of feedback on elements of knowledge and skill. Mentor Teachers and others are invited to adapt their own note-taking styles and methods of communicating feedback regarding skills and content knowledge they observe to the Intern.
- III. *Formal evaluations* carry the expectation of advanced notice to the Intern but also the requirement of the Intern to present a *TaskStream*-based, long-lesson plan. The forms utilized for the various evaluation requirements within the program immediately follow this page.

# Appendix

This form is provided in both hard copy and electronic format and is advised for use in both informal and formal evaluations. The Mentor Teacher is asked to provide two to four (2-4) evaluations during the fall practicum and four to six (4-6) evaluations during the spring practicum. In electronic format, mentors can word process in comment/notes in addition to rating elements. Files of these forms will be helpful to all as other evaluation work nears time for submittal.

**FROSTBURG STATE UNIVERSITY**

**Master of Arts in Teaching Elementary  
MENTOR OBSERVATION FORM**

INTERN \_\_\_\_\_ MENTOR \_\_\_\_\_

PDS \_\_\_\_\_ Grade \_\_\_\_\_

DATE \_\_\_\_\_ Content Area \_\_\_\_\_

**Check the following and write below:**

RATING ELEMENTS	U=0	NI=1	SAT.=2	EFF.=3	OUTST.=4
<b>Planning</b> for lesson demonstrates:					
Clear understanding of content based on standards.					
Clarity of purpose (curriculum, pacing guidelines, connection to prior and upcoming instruction.)					
Clearly defined procedures					
Relevant assessments					
<b>Presentation:</b>					
Clearly articulated the content to students.					
Followed lesson objectives.					
Adapted for individual differences.					
Actively engaged students.					
Used assessments during lesson to guide instruction.					
Related well with students.					

- Outstanding -Effective - Satisfactory --
- Needs Improvement - Unsatisfactory -
- Candidate went beyond the preparation/implementation of the element.
- Candidate met the preparation/implementation of the element.
- Candidate met the element but with some difficulties in preparation/implementation. Candidate attempted the element with many difficulties in preparation/implementation. Candidate did not attempt the element.

Written Comments, Questions, Suggestions:  
(Please write to support your assessments)

## Frostburg State University Teaching Internship Performance Rating- Program Outcome-Practicum I

Intern's Name \_\_\_\_\_  
 Intern's FSU ID# \_\_\_\_\_  
 Internship School \_\_\_\_\_  
 Hours of: Teaching \_\_\_\_\_ Observation \_\_\_\_\_  
 Dates of Visits \_\_\_\_\_  
 University Supervisor \_\_\_\_\_  
 Recommended Final Grade (Pass/Fail) \_\_\_\_\_

Internship Dates \_\_\_\_\_  
 Days Present \_\_\_\_\_ Days Tardy or Absent \_\_\_\_\_  
 Subject(s)/Grade(s) \_\_\_\_\_  
 Other \_\_\_\_\_ Total \_\_\_\_\_  
 Dates of Observation \_\_\_\_\_  
 Mentor Teacher \_\_\_\_\_  
 Date of Conference \_\_\_\_\_

This performance rating had been mutually agreed upon by:

	Date		Date		Date
Intern		Mentor Teacher		Supervisor	

I have read my final evaluation: \_\_\_\_\_ / \_\_\_\_\_ (Signature of Intern/Date)

**\* Note:** Please write legibly on this evaluation form. This form is not valid unless it has all required information/signatures. Original form must be submitted to the FSU College of Education Personnel in office 307 at USMH at the end of this internship experience.

**Directions:** Rate the intern's level of progress on each area using the scale below. An intern must be evaluated acceptable or better on each competency to receive a final grade of Pass. The intern will evaluate him/herself on each area prior to the mentor teacher/supervisor evaluations.

**Exemplary:** intern performed at a level well beyond that expected of a pre-service candidate (this rating should be reserved to highlight exceptional strengths)

**Proficient:** intern performed commendably; reflective of successful efforts

**Acceptable:** intern performed adequately with few exceptions; reflective of acceptable efforts

**Unacceptable:** intern performed at a level less than acceptable; reflective of the need to strengthen and/or develop

**Not Applicable:** insufficient basis for judgment

**The Internship Performance Rating Form**  
 The Intern, University Supervisor, and the Mentor Teacher are required to conduct a three-way conference at the completion of Practicum I, at Practicum II-Mid-term, and at the close of Practicum II.

**This form is a summative assessment regarding the performance of the candidate in each field experience. If an "Outstanding" mark or substandard**

<b>MAT RATING</b>	<b>PRACTICUM I</b>		
<b>I. ROLE OF A DEDICATED PROFESSIONAL</b>	<b>Intern</b>	<b>Mentor Teacher</b>	<b>Supervisor</b>
Exhibits a solid base of content knowledge			
Exhibits a solid base of professional knowledge			
Possesses a sound knowledge of curriculum as influenced by local, state and national standards			
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible and ethical behavior)			
Communicates effectively in spoken, written, visual and technologically assisted forms of communication			
<b>COMMENTS: (Initial in space provided)</b>			

<b>MAT RATING</b>	<b>PRACTICUM I</b>		
<b>II. ROLE OF AN INSTRUCTIONAL LEADER</b>	<b>Intern</b>	<b>Mentor Teacher</b>	<b>Supervisor</b>
Promotes active learning			
Communicates high expectations for all students			
Creates effective learning environments			
Manages student behavior appropriately			
Accommodates for a range of differences in culture, developmental levels and learning styles			
Models innovation and creativity in teaching			
Uses a variety of instructional strategies			
Develops activities which promote problem-solving and critical thinking			
Uses technology appropriately to promote learning			
Exhibits skills in short and long-range planning			
Uses a variety of questioning strategies			
<b>COMMENTS: (Initial in space provided)</b>			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
<b>III. ROLE OF A CONTINUOUS ASSESSOR</b>			
Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment			
Uses curriculum standards as indicators of student learning to create or select appropriate assessments			
Uses various assessment strategies to accommodate all learners			
Creates and/or uses multiple assessment measures that are authentic to real world situations			
Uses technology to facilitate the collection, presentation and interpretation of data			
Collects, analyzes, and uses assessment data to improve instruction/learning			
Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research			
Monitors and reports student/school progress effectively and professionally			
<b>COMMENTS: (Initial in space provided)</b>			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
<b>IV. ROLE OF AN EDUCATIONAL ADVOCATE</b>			
Embraces the belief that all students have the right and ability to learn			
Exhibits enthusiasm for the subject matter he/she teaches			
Supports programs that work to promote safe school, home and community environments			
Values the increasingly diverse nature of current and emerging school populations			
<b>COMMENTS: (Initial in space provided)</b>			

<b>MAT RATING</b>	<b>PRACTICUM I</b>		
<b>V. ROLE OF A COLLABORATIVE BRIDGE BUILDER</b>	<b>Intern</b>	<b>Mentor Teacher</b>	<b>Supervisor</b>
Promotes cooperative learning opportunities			
Links subject matter within and across discipline and/or grade levels			
Builds effective school/home/community partnerships			
Creates powerful learning communities within the classroom and the school			
Treats all students and members of the educational community equitably and respectfully			
Promotes effective pro-social behavior in and among students			
<b>COMMENTS: (Initial in space provided)</b>			

<b>MAT RATING</b>	<b>PRACTICUM I</b>		
<b>VI. Role of a Reflective Decision Maker</b>	<b>Intern</b>	<b>Mentor Teacher</b>	<b>Supervisor</b>
Views classroom instruction as a continuous set of decision-making opportunities			
Exhibits ability to identify and analyze classroom instructional problems			
Exhibits ability to identify and analyze classroom management problems			
Monitors the effectiveness of one's own instructional practices and decisions			
Strives for continuous self-improvement as measured by learner success data			
Encourages the students to engage in thoughtful, productive self-criticism			
<b>COMMENTS: (Initial in space provided)</b>			

**Intern's Name** \_\_\_\_\_

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

**Teacher Intern:**

**Cooperating Teacher:**

**University Supervisor:**

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

**PUSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.**

**Intern's Signature** \_\_\_\_\_

**FROSTBURG STATE UNIVERSITY**  
**Assessment of Candidate Dispositions**  
**Initial Certification Programs**  
**(Completed at the end of Practicum I and Practicum II-Mid-term)**

D  
A  
A  
P  
a  
e  
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**Circle one:**    Block I    Intern I    Intern II    MAT-E (fall)    MAT-E (spring)    MAT-S

**Candidate's Name** \_\_\_\_\_

**Subject Area** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor Teacher** \_\_\_\_\_

Print name

**University Supervisor** \_\_\_\_\_

Print name

**Directions:** The statements on this form are characteristics and qualities that the candidate is expected to demonstrate and which indicate the extent of his/her professional dispositional development. As you consider each item, please circle the appropriate number corresponding to the level of performance the candidate has demonstrated.

**Evaluation Scale**

- 5 – Exemplary:** candidate performed at a level well beyond that expected of a beginning pre-intern (this rating should be reserved to highlight exceptional strengths)
- 4 – Proficient:** candidate performed commendably; reflective of successful efforts
- 3 – Acceptable:** candidate performed adequately with few exceptions; reflective of acceptable efforts
- 2 – Inadequate:** candidate performed at a level less than acceptable; reflective of the need to strengthen and/redevelop
- 1 – Unsatisfactory:** candidate exerted poor effort; extensive redevelopment needed
- 0 – Not Applicable:** item not evaluated or no basis for judgment

<b>I. – Professional and Personal Communication Skills (To be completed by Mentor Teacher)</b>						
1. Relationship with mentor teacher – the candidate promotes a professional and effective relationship with the mentor. Comments:	5	4	3	2	1	0
2. Relationship with other building staff – the candidate maintains a professional attitude and relationship with the building staff. Comments:	5	4	3	2	1	0
3. Personal appearance, mannerisms – the candidate is neatly dressed, well-groomed, and conducts him/herself professionally in speech, personal habits, and mannerisms. Comments:	5	4	3	2	1	0
4. Adherence to building policies – the candidate adheres to building and staff policies and procedures, is punctual, observes schedules, regulations, and expectations of the district-college relationship Comments:	5	4	3	2	1	0

<p>5. Attendance, responsibility – the candidate is reliable, regular in attendance, fulfills obligations, notifies appropriate persons if absent, carries through assigned responsibilities Comments:</p>	5	4	3	2	1	0
<p>6. Level of preparedness – the candidate shows evidence of being well-prepared academically, attitudinally, and in methodology; approaches assigned tasks in an organized and skillful manner. Comments:</p>	5	4	3	2	1	0
<b>II. Frostburg State University’s Program Outcomes (To be completed by University Supervisor)</b>						
<p>1. Dedicated Professional – the candidate shows dedication to the knowledge base and contributing to its expansion, dedicated to continuing mastery of that knowledge base, and dedicated to the care of his/her educational community. Comments:</p>	5	4	3	2	1	0
<p>2. Instructional Leader – candidate maintains an energetic process of getting others to understand, contribute to, and commits fully to meet agreed-upon outcomes. Comments:</p>	5	4	3	2	1	0
<p>3. Continuous Assessor – candidates effectively use formal and informal methods within the classroom and school to measure student learning. Comments:</p>	5	4	3	2	1	0
<p>4. Educational Advocate – candidate exhibits enthusiasm for the subject matter and the students he/she teaches. Comments:</p>	5	4	3	2	1	0
<p>5. Collaborative Bridge Builder – candidate promotes cooperative learning opportunities. Comments:</p>	5	4	3	2	1	0
<p>6. Reflective Decision-Maker – candidate spends quality time reflecting on decisions and their impact on the learner and other members of the educational community. Comments:</p>	5	4	3	2	1	0

Overall Comments: (Recommendations for a second assessment should be noted in this area. Noteworthy comments should also be added here.)

Mentor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation of Intern's Content Mastery**  
**By Mentor Teacher**  
**(Completed at the end of Practicum I and Practicum II)**

Candidate's Name \_\_\_\_\_ Circle one: MAT-ELEM ECE/ELEM

Candidate's Area of Specialization (if Elementary) \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Semester/Year \_\_\_\_\_

Please rate your intern using the scale below on his/her **mastery** in each of the content areas. Our interpretation of the standards includes the intern being **knowledgeable** about the structure of the area and **accurate** with content details.

- 5 = thorough understanding of structure and content; a defining strength in this area
- 4 = solid knowledge background is evident
- 3 = knowledge is adequate for instruction, but intern needs to study to teach accurately
- 2 = sketchy knowledge; intern misinterprets and often makes mistakes
- 1 = inadequately prepared in area and should not be teaching or modeling in this area.
- N/O = not observed

**Evaluation of Intern's Content Mastery**

**At the close of Practicum I and Practicum II, the Intern's content mastery skills are assessed by the Mentor. If near or upon the close of Practicum I, the Intern is shown to have fallen short of "proficiency" on this measure, he or she will be instructed to develop a content mastery plan, in conjunction with the MAT Coordinator, for the purpose of being reassessed prior to the conclusion of Practicum II.**

1. How would you rate your intern's **overall strength** in the following content areas?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

2. Does your intern appropriately use his/her knowledge of the arts and physical and health education to **enrich and enhance** students' learning experiences?

Music	5	4	3	2	1	N/O
Visual Arts	5	4	3	2	1	N/O
Dance/Movement	5	4	3	2	1	N/O
Drama	5	4	3	2	1	N/O
Physical Education	5	4	3	2	1	N/O
Health Education	5	4	3	2	1	N/O

3. Does your intern have an adequate grasp of the structure of the content area in order to adequately **interpret the meaning** and **key components** of state or national standards?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

4. Does your intern know enough about each content area in order to help the students appropriately make **connections with other content areas** (integrate instruction)?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

5. Does your intern know enough about the subject areas in order to **differentiate instruction** (challenge the able or provide help/assistance to needy learners)?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

6. Does your intern know enough about the content area to **select quality-learning experiences well aligned to the standards** or objectives of the curriculum?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

7. Does your intern know enough about the content area including essential prior knowledge and experiences to make learning in that content area **meaningful at the students' developmental level**?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

8. Does your intern know enough about the content area in order to have the students use the **problem solving or thinking skills of the area** in meaningful, authentic ways?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

9. Does your intern know enough about the content areas in order to meaningfully **assess** students' learning of the content or mastery of the skills?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

**Thank you for taking the time to help us with our efforts at program improvement!**

**Mentor Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Teacher Check-off Sheet**

This form needs to be used throughout Practicum I after methods classes. The form *helps to discuss important and basic subject areas related to the Intern's dispositions*. The information documents for the Intern strengths and areas that need improvement. It also communicates to the Supervisor the deficits or areas in which to assist the Intern.

## MENTOR TEACHER CHECKOFF SHEET

**Intern's Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Score**

3 – Effective/Appropriate

2 - Satisfactory

1 – Needs Improvement

**\* Please initial to signify intern's progress.**

PLANNING	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Intern is completing plan book.						
Intern is planning instruction on a long-term basis.						
Intern sketches out ideas for upcoming week.						
Intern is submitting lesson plans 2-3 days prior to teaching lessons.						
Intern is adjusting plans based on assessments of the lessons.						
PROMPTNESS						
Intern arrives at/or before teacher arrival time.						
PROFESSIONALISM						
Intern dresses professionally.						
Intern acts in a professional manner.						
Intern attends professional meetings (faculty ...).						
Intern is completing weekly time records.						
Intern is contacting site coordinator (site coordinator's signature _____).						

Weekly comments by Mentor Teacher:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Supervisor comments:



MAT Time Records (Times shown in minutes, average teacher day is 420 minutes)

Date	Teaching	Observing	Other	Other-Description	Day Total	Mentor Signature	Supervisor Signature
<b>Total Minutes</b>							
<b>Total Hours</b>							

# FROSTBURG STATE UNIVERSITY

Educational Professions – University Supervisor MAT-E Observation Form

Dr. John Stoothoff – Program Coordinator: 240-527-2736

Kathy Griemsmann – COE Admin. Assistant: 240-527-2741

Rubric:

3 - Effective

2 - Satisfactory

1 - Needs Improvement

NAME: _____	DATE: _____
SCHOOL: _____	GRADE LEVEL: _____
OBSERVER: _____	
SUBJECT AREA COVERED: _____	TIME: _____
POSITION: _____	

## Warm Up

Focusing Students' Attention	
Setting the Stage for Learning	
Developing Readiness for Instruction	

## Objective

Teaching to an Objective	
Communicating the Objective to the Learners	

## Instructional Activity

Monitoring and Adjusting Instruction as Needed	
Providing Instructional Input	
Providing Instruction at the Correct Level of Difficulty	
Modeling the Intended Learning (providing Examples, Explanation, Labeling, Procedures and Processes)	
Assessing Students' Understanding	
Providing Opportunities for Guided Practice	
Providing Opportunities for Independent Practice by Students	
Final Check on Understanding	
Closure	

## Management

Using Verbal/Nonverbal Reinforcements of Expectations	
Assuring Students are Understanding Directions	
Providing Appropriate Reactions to Students' Responses	

## Observation Notes

### Supervisor's Observation Forms

For the information of others, these forms are utilized by the University Supervisors to document the instructional decision-making progress of Interns throughout the semester.

As is the case for the Mentor Teacher's form, the Supervisor's documentation helps to support final assessments on the *Internship Performance Rating Forms*.

White: Supervisor, Yellow: Intern, Pink: Teacher

## **Frostburg State University Web-Link Resources**

Pathfinder: The Frostburg State University Student Handbook:  
<http://www.frostburg.edu/clife/ses/pathfinder.pdf>

Alphabetical Index of FSU Policies:  
<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

The entire FSU Policy Manual:  
<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

NB: On the following pages is an entire listing of the University's and the State of Maryland's Board of Regents Policies, arranged by topics.

The FSU Weblink for Graduate Students:  
<http://www.frostburg.edu/grad/index.htm>

The On Line Graduate Catalog:  
<http://www.frostburg.edu/grad/catalog.htm>

Personnel Roster and Student Policies from the On Line Graduate Catalog:  
<http://www.frostburg.edu/grad/pdf/2010-2012/115pr-policies-index.pdf>

# Frostburg State University Education Unit Conceptual Framework Theme

## *Linked Hands, Heads, And Hearts Building Powerful Learning Communities*

### Conceptual Framework Attributes and Indicators

#### **Attribute (Outcome) 1: DEDICATED PROFESSIONAL**

##### **Indicators:**

- 1.1 Exhibits a strong base of content and professional knowledge and continues to build upon that base as a life-long learner
- 1.2 Possesses a strong knowledge of curriculum as influenced by local, state, and national standards
- 1.3 Exhibits Professional Dispositions (e.g. caring, ethical, passionate, and responsible)
- 1.4 Communicates effectively in spoken, written, visual, and technology-assisted forms of expression
- 1.5 Adheres to professional codes of ethics and strives toward professional leadership

#### **Attribute (Outcome) 2: INSTRUCTIONAL LEADER**

##### **Indicators:**

- 2.1 Promotes active learning
- 2.2 Communicates high expectations for all students
- 2.3 Creates effective learning environments
- 2.4 Manages student behavior appropriately
- 2.5 Accommodates for a range of differences in culture, developmental levels, and learning styles
- 2.6 Models innovation and creativity in teaching
- 2.7 Uses a variety of instructional/educational strategies
- 2.8 Develops activities which promote problem-solving and critical thinking
- 2.9 Uses technology to promote learning
- 2.10 Exhibits skills in long-range and short-range planning
- 2.11 Uses a variety of questioning strategies

#### **Attribute (Outcome) 3: CONTINUOUS ASSESSOR**

##### **Indicators:**

- 3.1 Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment
- 3.2 Uses curriculum standards as indicators of student learning to create or select appropriate assessments
- 3.3 Uses various assessment strategies to accommodate all learners
- 3.4 Creates and/or uses multiple assessment measures that are authentic to real world situations
- 3.5 Uses technology to facilitate the collection and interpretation of data
- 3.6 Collects, analyzes, and uses assessment data to improve instruction/learning
- 3.7 Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research
- 3.8 Monitors and reports student/school progress effectively and professionally

#### **Attribute (Outcome) 4: EDUCATIONAL ADVOCATE**

##### **Indicators:**

- 4.1 Embraces the belief that all students have the right and the ability to learn
- 4.2 Exhibits enthusiasm for the subject matter she/he teaches
- 4.3 Participates in organizations that promote the professions of education
- 4.4 Is committed to equal access to quality public education for all students
- 4.5 Encourages programs that work to ensure safe school, home, and community environments
- 4.6 Supports initiatives to make schools technologically rich environments for learning
- 4.7 Values the increasingly diverse nature of current and emerging school populations

#### **Attribute (Outcome) 5: COLLABORATIVE BRIDGE-BUILDER**

##### **Indicators:**

- 5.1 Promotes cooperative learning opportunities
- 5.2 Links subject matter within and across disciplines and grade/school levels
- 5.3 Builds effective school/home/community partnerships
- 5.4 Creates powerful learning communities within and beyond the classroom and the school
- 5.5 Treats students and all members of the educational community equitably and respectfully

#### **Attribute (Outcome) 6: REFLECTIVE DECISION-MAKER**

##### **Indicators:**

- 6.1 Views classroom instruction as a continuous set of decision-making opportunities
- 6.2 Exhibits ability to identify and analyze classroom/school problems
- 6.3 Monitors effectiveness of one's own practices/decisions
- 6.4 Strives for continuous self-improvement as measured by learner success data
- 6.5 Encourages students to engage in thoughtful, productive self-criticism
- 6.6 Analyzes results of research-based best practices for planning curriculum, instruction, and assessment

## FSU Master of Arts in Teaching - Elementary - USMH Schedule Summer 2011

Dates	Days	Times	Classes and Notes
May 23 through July 1 Section 211	Mondays and Wednesdays	5:00 -9:10 PM	REED 530: <i>Processes and Acquisition of Language and Reading</i> R. Collinson and K. McGee. Room: TBD
May 24 through June 23 Section 211	Tuesdays and Thursdays	5:00 - 8:45 PM	EDUC 606: <i>Developmental Theory and Experiential Growth</i> T. Palardy Room: TBD
June 28-June 30 <i>online</i> Section 251	Tuesday through Thursday <i>online</i>		SPED 510: <i>Introduction to Special Education</i> J. Tobery-Nystrom Room: TBD
July 5 through July 7 and online July 20 and July 21 Section 621	Tuesday through Thursday (7/5-7)	5:00 -8:45 PM	EDUC 664: <i>Diversity in the Classroom</i> J. Tobery-Nystrom Room: TBD
July 11 through July 22 Section 221	Mondays through Thursdays	5:00 - 9:00 PM	EDUC 663: <i>Management and the Learning Environment</i> R. Ingram Room: TBD

## Fall 2011

Dates	Days	Times	Classes and Notes
August 17	Wednesday	8:30 AM – 3:30 PM	EDUC 564: <i>Induction into the Classroom</i> R. Ingram Room: TBD
August 22-24	Allegany, Garrett, and Washington: M/T Aug 22-23  Frederick: T/W Aug. 23-24; Note: option to remain for W-F Aug. 24-26	Per County Calendar	Interns Report to Mentor Teachers for School Orientation
August 24-30	Allegany, Garrett, and Washington: W/Th Aug. 24-25  Frederick: M/T Aug 29-30	Per County Calendar	Interns Report to mentor Teacher to Welcome Students
September 6 - October 14 Section 201	Tuesdays	8:30 AM - 4:00 PM	EDUC 661: <i>Mathematics Methods: Curriculum, Assessment, and Instruction</i> J. Rankin Room: TBD
August 31 - October 14 Section 201	Wednesdays	8:30 AM - 4:00 PM	EDUC 662: <i>Science Methods: Curriculum, Assessment, and Instruction</i> R. Pellegrino Room: TBD
September 1 - October 14 Section 201	Thursdays	8:30 AM - 4:00 PM	EDUC 666: <i>Social Studies Methods: Curriculum, Assessment, and Instruction</i> R. Ingram Room: TBD
September 12 - December 9 Section 601	Mondays and blended <i>online</i>	5:00 - 7:15 PM	REED 531: <i>Literacy Instruction</i> K. McGee Room: TBD

<b>Practicum I</b> @October 17 through December 9 <i>*Reminder: There is a State of Maryland requirement of 100 days - minimum practicum experience.</i>	Teacher Work Day, per County calendars: Allegany, Frederick, Garrett, and Washington	Teacher Work Days	<b>EDUC 696 Practicum I</b>  *Original Schedule: 35 teaching days for toward the 'Certification' requirement are schedulable prior to the semester's end. Therefore, on such a basis, each candidate will need a minimum of 65 "un-impeded" days in Practicum II.  Note: Dependent upon the County of assignment, there are approximately nine (9) days available, by which to build up additional Practicum time. Such additional time needs to be approved by the mentor teacher, PDS principal and the supervisor with coordinator sign-off.
<b>Tuesday, December 13</b>		9-11 AM 11- Noon 1-3 PM	<b>REED 532 Orientation Day</b> <b>Faculty Course Evaluations</b> <b>End of Semester Wrap-Up Seminar</b>

## FSU Master of Arts in Teaching - Elementary - USMH Schedule Interession and Spring 2012

<b>Dates</b>	<b>Days</b>	<b>Times</b>	<b>Classes and Notes</b>
January 2 through January 13	Monday-Friday	8:30 AM - 3:30 PM	<b>EDUC 665:</b> <i>The Arts: Contrast and Connections</i> TBD January 2-6 (Music) Dr. Rhodes January 9-13 (Art)
January 2 through January 20	Monday-Friday	<i>online</i>	<b>REED 532: Reading Materials, J. Welsch.</b> <i>online</i> Note: M: January 16, <i>Martin Luther King, Jr. Day Observance</i>
<b>Group A</b> January 2-5  <b>Group B</b> January 9-12	Monday - Thursday	4:00 - 7:00 PM	<b>PHEC 604: Human Movement and Physical Activities for the Elementary Classroom</b> Note: make-up days, Jan 17-20 are possible
January 17- 24	Tuesday through Friday ; Monday and Tuesday	The WCPS Work Day	<b>The Diversity and Skill-Building Exchange</b> Note: Students' three (3) Day experience in a WCPS school other than current assignment locations.
January 27, February 17, March 2, 16, April 13, May 4	6 Fridays	8:30 AM - 3:30 PM	<b>REED 533 - Reading Assessment, J. Welsch, Web-enhanced</b>
January 25, 26, 30; February 1, 2, 6-8   March 7, 21, & 28	Individuals' Wednesday Appointments	5:00 - 9:00 PM and online   4:00 PM - 7:00 PM	<b>EDUC 603- Principles and Practices of Research</b>  Develop and Implement Action Research Help Sessions can be held on a "by-appointment" basis, as needed. However, one (1) such session is required for one of the three (3) dates listed.  Note also: Steps I - V in the course syllabus must be completed before March 29.  Note: Research Submission is due May 3

<p><b>EDUC 697 Practicum II</b> February 9 through May 11</p> <p><i>Reminder: There is a State of Maryland requirement of 100 days - minimum practicum experience.</i></p>	<p>Monday through Friday:</p> <p>unless specified otherwise</p>	<p>County's Teachers' Workdays</p> <p>Refine your schedule with the help of your particular county system's calendar</p> <p>Notes: Spring Breaks: April 2-9 Presidents' Day, Monday, Feb 20 Memorial Day, Monday, May 28</p>	<p><b>EDUC 697 Practicum II</b></p> <p>With a Friday, May 11 end to the semester, technically the teaching internship experience may be concluded. Note, however! Such an end time will be a challenge! Only 60 days are schedulable to semester's end.</p> <p>Additional available make-up days: Allegany and Garrett: 14 (74 total possible) Washington: 22 (82 total possible) Frederick: 23 (83 total possible)</p> <p>Note: Regarding Non-Session Days</p> <ul style="list-style-type: none"> <li>• Snow Days must be made up</li> <li>• Personal and Sick leave must be made up</li> <li>• Post-Semester-end's days must be approved jointly by the mentor, principal, and supervisor.</li> <li>• Coordinator sign-off is also a requirement.</li> <li>• Make-up process <i>must</i> begin at first available day.</li> </ul>
<p>May 3</p>	<p>Thursday</p>		<p>Research Projects: Research submission due</p>
<p>May 9</p>	<p>Wednesday</p>	<p>4:00 PM – 8:00 PM</p>	<p>Faculty Walk-Through and <i>Action Research Social</i>, 4:00 PM-6:00 PM; Buffet Dinner to follow.</p>
<p>May 10 and May 14 (Monday – make-up)</p>	<p>Thursday</p>	<p>4:00 PM – 8:00 PM</p>	<p>Exit Interviews: Thursday, May 10 and Monday, May 14 (make-up).</p>
<p>May 10</p>	<p>Thursday</p>		<p>Graduation check-off of paper submission responsibilities for the intern</p>
<p>May 11</p>	<p>Friday</p>		<p>MAT Coordinator approves graduation candidacies as based upon check-off lists and document submissions.</p> <p>Note: Approval signifies that, with documented approval of post-semester end's teaching days, students are permitted to participate in FSU graduation ceremonies</p>

## Practicum I

### October through December, 2011

Recommended Date for Submission	A Product from the Mentor Teacher	Comments
<b>Weekly: October 21 through December 2</b>	<b>Mentor Teacher Check-Off Sheets</b>	<b>If necessary: Weeks ending Oct. 21 and 28, Nov. 4, 11, and 18, and Dec. 2</b>
<b>@December 1</b>	<b>Assessment of Candidate Dispositions</b>	
<b>@ December 1</b>	<b>Maryland Technology Assessment</b>	
<b>At two-to-four week intervals</b>	<b>Mentor Observation Form</b>	<b>Please use FSU Lesson Plan Format Informal assessments encouraged during interim periods to these dates</b>
<b>December 2011</b>	<b>Intern Timesheets</b>	<b>Weeks ending Oct. 21 and 28, Nov. 4, 11, and 18, and Dec. 2 and December 9, 16, and/or 23<sup>rd</sup> as applicable. Mentors: Please review and initial each sheet. Please sign off on the 'Timesheet' cover page</b>
<b>Recommended @ December 1 through December 6</b>	<b>Teaching Internship Performance Rating</b>	<b>A document resulting from the Three Way Conference at semester' end at a mutually-agreed-upon time as initiated by the University supervisor</b>

## Practicum II

February 9 through May 11, 2012

Date for Submission	A Product from the Mentor Teacher	Comments
<b>Weekly</b>	<b>Mentor Teacher Check-Off Sheets</b>	<b>If necessary: Weeks ending Feb. 10, 17, 24, March 2, 9</b>
<b>@March 30</b>	<b>Assessment of Candidate Dispositions</b>	
<b>@March 30</b>	<b>Maryland Technology Assessment</b>	
<b>@March 30</b>	<b>Teaching Internship Performance Rating</b>	<b>A document resulting from the Three Way Conference at semester's mid-point at a mutually-agreed-upon time as initiated by the University Supervisor</b>
<b>At two-to-four week intervals</b>	<b>Mentor Observation Form</b>	<b>Please use FSU Lesson Plan Format Informal assessments encouraged during Interim periods to these dates</b>
<b>May 11</b>	<b>Intern Timesheets</b>	<b>Weeks ending Feb. ending Feb. 10, 17, 24, March 2, 9,16, 23, 30, Apr. 6, 13, 20, 27, May 4, May 11, and May 18, 25, and/or June 1 and/or 8, if applicable: Intern's responsibility; Mentors: Please review and initial each sheet. Please sign off on the 'Timesheet' cover page</b>
<b>@May 1 - 11</b>	<b>Teaching Internship Performance Rating</b>	<b>A document resulting from the Three Way Conference at semester' end at a mutually-agreed-upon time as initiated by the University Supervisor</b>

**SAMPLE** (One form used for interns remaining in the same PDS all year. Those interns who will be in a new PDS for the Practicum II experience will be given a new form to use at that time.)

**NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

Circle one: *Internship I Internship II Pre-practicum Practicum I Practicum II*

**Record of Professional Development School Activities/Experiences**

**Directions:** Get signature of person acknowledging your participation/completion and date on space below.

1. Dialogue/Reflect with mentor teacher daily \_\_\_\_\_  
about effective instruction/educational decision-making
2. Meet with PDS Site Coordinator \_\_\_\_\_  
(minimum of entry and exit meetings)
3. Attend/participate in team/department planning \_\_\_\_\_
4. Attend/participate in all faculty/staff development meetings \_\_\_\_\_
5. Engage in instructional intervention with one or more students \_\_\_\_\_  
(other than regular classwork with students)
6. Create a bulletin board displaying student work \_\_\_\_\_
7. Attend a school-sponsored event \_\_\_\_\_  
(dance, sporting event, fair, PTA meeting)
8. Attend/assist after-school assistance/intervention program \_\_\_\_\_
9. Meet with the following:  
School counselor \_\_\_\_\_  
Special educator \_\_\_\_\_  
Media specialist \_\_\_\_\_  
Academic support staff \_\_\_\_\_  
Other \_\_\_\_\_
10. Participate in parent conference \_\_\_\_\_
11. Use student assessment data to plan instruction \_\_\_\_\_
12. Observe a teacher other than your mentor teacher \_\_\_\_\_
13. Request an observation by an administrator \_\_\_\_\_

**List all workshops and training you attended (school and countywide). Be specific about the topic covered by the workshop. Add date of workshop/training.**

**Local School**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**County**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

Signatures: Intern \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

PDS Site Coordinator \_\_\_\_\_

University Supervisor \_\_\_\_\_



**MARYLAND TEACHER TECHNOLOGY STANDARDS**

**MAT Elementary**

Name \_\_\_\_\_

Dates in the Program \_\_\_\_\_

<b>Standard</b> List standard number and indicator(s)	<b>Description of Performance</b> (how did you use technology and with whom)	<b>Documentation</b> (application/product, lesson plan, etc.) List and attach	<b>Student work</b> (examples) List and attach

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Checked by supervisor \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Position:	<b>Mentor Teacher for Professional Development School (PDS)</b>
-----------	-----------------------------------------------------------------

*ROLE*

The Mentor Teacher for PDS is an instructional teacher leader who provides opportunities for interns to experience the blending of theory and practice as interns learn to become competent teachers. The Mentor Teacher serves as a coach to interns in the areas of instruction and assessment, classroom management, communication with parents, and building collegiate relationships. The Mentor Teacher promotes the team collaboration process with the intern and the college/university supervisor.

**ESSENTIAL FUNCTIONS**

**Provides instructional support and encouragement to interns through the use of effective mentoring and coaching techniques.**

- Ensures intern access to the essential curriculum and state standards as appropriate
- Ensures intern access to school’s instructional materials, teacher guides, and available resources (including technology) as appropriate
- Shares students’ needs with the intern (i.e. learning styles, behavioral patterns, academic strengths and areas in need of improvement, etc.)
- Conferences with the intern concerning IEPs, 504 plans, and/or special needs as applicable to those students the intern will be teaching
- Models effective instructional strategies and classroom practices through co-planning and co-teaching
- Assists intern with analyzing assessment data, lesson planning, and curriculum implementation
- Reviews and approves each intern lesson plan prior to the lesson being taught
- Provides intern with the opportunity to plan and teach using a variety of grouping structures (whole group instruction, small group instruction and practice, one-on-one teacher/student conferences, etc.)
- Provides regular feedback to intern regarding his/her teaching and professional strengths and areas in need of improvement and guides intern in developing reflective teaching practices

**Provides interns with knowledge of school policies and professional responsibilities.**

- Shares the school system’s required assessments, process for data collection, and timeline for completion
- Informs intern of school’s expectations for instructional staff (i.e. professional dress, supervision of students, professional behavior, confidentiality, communicating with parents, etc.)
- Informs interns of the school’s calendar and activities that require teacher participation (i.e. Back-to-School Night, parent-teacher conferences, faculty meetings, professional development meetings, etc.)
- Shares the school system’s grading and homework policies
- Shares the school system’s procedure for sharing student concerns with the school’s resource personnel and student support team

**Collaborates/communicates regularly with the school's Site Coordinator and college/university supervisor in order to ensure a positive learning experience for interns.**

- Becomes knowledgeable about the university's or college's conceptual framework and programs (i.e. Early Childhood Education, Elementary Education/Secondary Education, special education, etc.)
- Works with the Site Coordinator to ensure that the intern has a total school experience (i.e. meeting with resource personnel, observing a special education teacher, participating in a parent conference, participating in a student support team meeting, etc.)
- Collaborates with the college/university supervisor and the intern to prioritize intern's needs and assist with intern goal setting
- Participates in the intern evaluation process and completes necessary paperwork as required by the college/university
- Provides input for program innovations and improvements to the school's PDS Site Coordinator

**Attends required meetings and engages in professional development opportunities.**

- Attends Mentor Teacher training provided by the Department of Curriculum and Professional Development and the PDS university or college PDS coordinator(s) designed to increase the Mentor Teacher's mentoring and coaching skills
- Becomes knowledgeable about the framework for teaching that underlies the teacher observation and evaluation system (the four domains of teaching responsibility) and utilizes the components of these domains when coaching interns
- Participates in college/university PDS functions
- Ensures that interns participate in as many professional development opportunities as possible

**Performs other duties as assigned by the Director of Curriculum and Professional Development, in coordination with university or college PDS coordinator and building level administrators.**

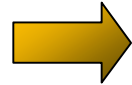
*MINIMUM REQUIREMENTS*

- Two years of recent, successful teaching experience
- Demonstrated leadership, interpersonal, and organizational skills
- Demonstrated knowledge, skill, and experience with curriculum and instructional strategies, a policies, and procedures
- Capable of performing the essential functions of the position with or without reasonable accommodations
- Approval by the school principal/administrator

*PREFERRED REQUIREMENTS*

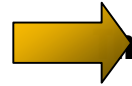
- Four years of recent, successful teaching experience
- Demonstrated knowledge, skills and experience with technology applications as they relate to instructional strategies
- Knowledgeable about adult learning theory and effective mentoring techniques
- Experience with peer coaching

**Building Principal**



**The University Supervisor and the University Coordinator**

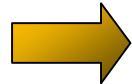
**Site Coordinator**



**the Building Principal**

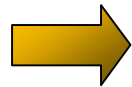
??“What if it seems as if a problem is developing”??

**Mentor Teacher**



**The Building Principal and the University Supervisor**

**The Intern**



**The University Supervisor and the University Coordinator**

# Intern Development Plan

Field Experience: \_\_\_\_\_

Candidate: \_\_\_\_\_

Semester: \_\_\_\_\_

**The following information was determined following a four-way conference with the intern, mentor teacher, university supervisor, and program coordinator on \_\_\_\_\_.**

**Positive Attributes:**

**Plan for Improvement with Timeline:**

**Teacher Comments:**

**Supervisor's Plan for Evaluation:**

*Signatures of participants are on file with the Program Coordinator.*

# Frostburg State University State of Maryland

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*Please return this form by the first week of classes in the fall:*

## Acknowledgement of Contents (Interns)

I, \_\_\_\_\_, have read the MAT Handbook and understand its contents.  
(Printed Name)

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

