OFFICE HOURS
Monday~ 3:00-4:00 p.m. (in office)
Tuesday~ 8:45-9:15 a.m. and 12:15-12:45 p.m. (in office)
Wednesday~ 8:00-10:00 a.m. (Virtual via Microsoft Teams)
Thursday~ 4:00-5:00 (Virtual via Microsoft Teams)
Other office hours by appointment

Phone: 301-687-4218
Email: jleirich@frostburg.edu

OTHER CONTACT INFORMATION:
Mr. Toby Eirich, Coordinator- Office of Field Experiences 301-687-4451
Ms. Denise Arnold, Administrative Assistant, OFE 301-687-3087

REQUIRED MATERIALS: Field Experience Candidate Handbook and Taskstream account

COURSE DESCRIPTION: Supervised practicum in teaching at secondary school level. Joint supervision by school system and university personnel. 30 days and 180 hours. Graded P/F.

COURSE PURPOSE: The intent of this course is to provide secondary teacher candidates with opportunities to learn and practice the knowledge, skills, and dispositions of a successful beginning teacher. Candidates will participate in, and complete in a satisfactory manner, a teaching internship spanning a minimum of 30 days and 180 hours. Full participation in internship is required.

NCATE/CAEP KEY ASSESSMENTS:
- Intern Performance Rating Form
- Content Addendum to IPR
- Instructional Unit Rubric
- Professional Dispositions and Responsibilities Form

ABSENCES:
All candidates are to complete a minimum of 30 days, and 180 hours, during the Internship I experience. Candidates are expected to treat the internship as a professional experience. Absences are excused only in the case of serious need and ALL missed days must be made up to the level of the expected 30 days/180 hours. Notify your mentor teacher, the school, the Office of Clinical and Field Experiences, and your supervisor when absent. Accurate time sheets are required. These requirements are explained in the handbook and at the orientation meeting at the beginning of the semester.
COURSE ACTIVITIES:
Assignments and corresponding rubrics are located in the Candidate Field Experience Handbook. This can be found on the homepage of the Canvas shell. The assignments will be discussed, in great detail, during the internship orientation. Assessments are scored by the intern, supervisor, and the mentor teacher. The assignments are listed below.

1. Observations/Evaluations by the University Supervisor
Each candidate will be assigned a university supervisor. This supervisor will conduct a minimum of 2 formal observations. The supervisor may conduct additional observations or make additional visits as needed.
   a. Candidates should expect a virtual “hello visit” from the supervisor during the first week of the internship. S/he will check the internship notebook, review time sheets, talk with the mentor teacher, and answer any questions. During this hello visit, the supervisor will establish a time for the first observation and will likely conference with the mentor teacher. The supervisor may review procedures with the intern about the post-observation conference. Before the first observation, interns need to decide with their mentor teacher a topic for their unit and begin gathering resources/materials.
   b. The first observation should be scheduled near the beginning of the Internship I experience. A Taskstream lesson plan will be expected for this lesson and ALL subsequent lessons. Supervisors will provide written comments concerning the observation either at the conclusion of the conference or shortly after. The conference often includes the mentor teacher, if s/he is available. The university supervisor will keep the intern’s lesson plan and a copy of the observation form. Both formal observations are kept as part of the intern’s permanent record. After the first observation, the supervisor will set a time for a second observation.
   c. At least one observation will be completed during the intern’s unit. After the second observation, the time for the three-way evaluation conference will be set. Note that additional observations beyond the minimum requirement may be made at the discretion of the supervisor.

2. Teaching Requirements
Interns are encouraged to teach each day after the initial observation period. During these days, interns should fulfill all of the responsibilities of their mentor teacher. It is recommended that interns observe the first week while possibly co-teaching with the mentor. By the end of week 2, interns should be teaching at least one of the classes/blocks and adding additional classes as recommended by the mentor. If interns are not teaching, they are to be observing, assisting their mentor, or working with their mentor on coursework that is tied to field work.

3. Lesson Plans
Interns must have a lesson plan for every lesson, and these must be submitted to the mentor 24 hours in advance for approval. If not signed and approved, the lesson may not be taught. It is suggested that all supporting materials also be given to the mentor for approval. Long plan format should be used initially until skills in lesson planning have been fully demonstrated. This will likely not happen until near the end of the experience.

4. Field Experience Notebook
Every intern must keep a Field Experience Notebook, which should be ready for the supervisor during each observation. This assignment will be graded by the supervisor following the final conference. A rating of “Acceptable” is required to pass EDUC 391. The notebook should have the following sections clearly labeled: Contact Information, Calendar of School Events, School Policies/Procedures/Handbook, Timesheets, Reflections (2 per week), Lesson Plans, Evaluations, and University Materials (this syllabus and the Field Experience Handbook)

5. Instructional Unit/Long Term Planning
The planning and teaching of a 5 day unit is a major requirement of SCED 391. The overall purpose of the unit assignment is to guide interns in the development of their competency in long term planning, their use of assessments to guide instruction, and to evaluate the impact of their instruction upon the students in the class. The interns will demonstrate their knowledge of students, content, curriculum, and the state standards; their use of formative assessment; and their ability to reflect on their own practices. The assignment is explained
during the orientation meeting. Unit materials are kept in a separate Unit Binder. **An interview with the Supervisor is required prior to the actual teaching of the unit to gain permission to teach the unit.** The unit is assessed by the university supervisor and mentor teacher after the completion of the teaching of the unit. The rubric is collected as part of the intern’s permanent record. A rating of developing or effective is needed to pass this course.

6. Evaluation Conference
The university supervisor will conduct an evaluation conference with the candidate and the mentor teacher at the end of the internship. Once the evaluation conference is scheduled, the intern should complete the self-evaluations of the IPR (with addendum), the Unit, and Responsibilities and Dispositions and provide his/her mentor with the form to allow for enough time for completion before the conference. This evaluation form is signed by all parties and submitted to the supervisor at the end of the internship.

7. Internship Paperwork
At the end of the semester, interns will meet with their university supervisor to turn in all required paperwork. The checklist of requirements includes the Teaching Internship Performance Rating Form with the corresponding Addendum, Time Record, Professional Dispositions and Responsibilities Rating Form, Notebook Rating Form, Record of Professional Development School Activities/Experiences, Supervisor Observations (2), and Unit Rubric. Interns are responsible for securing all the required signatures before submitting the paperwork to his/her supervisor. The completed forms will be placed in the candidate’s permanent file.

**Procedures for Teaching Performance Concerns**
When an intern is not performing at an expected level of teaching or other professional responsibilities, the following steps will be taken:

1. The mentor teacher communicates the identified concerns with the university supervisor. The mentor teacher and the intern meet to discuss the problem(s) and generate a list of concerns, evidence, and improvement actions. A short-term deadline for improvement would be identified and a review meeting would be scheduled (See Improvement Plan form). The supervisor would be present at this meeting, and all parties should sign and receive a copy of the improvement plan. This communication at this point in the process may be through email. The Clinical Coordinator and Secondary Program Coordinator are made aware of the improvement plan by the university supervisor.

2. The mentor teacher, university supervisor, and intern will meet to review the improvement plan. If sufficient improvement has been shown on all listed items, the process ends. If any of the identified concerns persist after the probationary period outlined in the plan, a formal contract delineating goals is developed and signed by the intern, supervisor, and mentor teacher. The contract language, length of term, and timeline for improvement will depend on the circumstances and the severity of the problem. Active contracts will require regular review with the mentor, supervisor, and candidate. A copy of the contract will be signed by and provided to the candidate, mentor teacher, and supervisor. The Clinical Coordinator and Secondary Program Coordinator are contacted and informed about the concerns and the stipulations of the contract. The supervisor will formally observe the intern within 5 days regarding the contract expectations. At least one other person will formally observe the intern (another supervisor, the site coordinator, another teacher, and/or the principal) within 10 days of the
contract date. These observations may be unannounced. Each observer writes a formal evaluation addressing the goals cited in the written contract. A copy of each evaluation is given to the intern, mentor, university supervisor, and Clinical Coordinator. Within 10 days of the contract date, the mentor, supervisor, and intern meet to assess the intern’s progress. If there is documented improvement at this point, a new contract may be generated and the process begins again.

3. If there is not sufficient improvement, and/or the written stipulations in the contract are not followed, the supervisor, mentor teacher, and university representatives will meet with the intern regarding the contract expectations and teaching performance. All documentation will be presented at the meeting and will be filed in the candidate’s permanent folder. The school PDS site coordinator and school principal may be involved in this meeting. Based on the judgment of the supervisor, mentor teacher, university representatives and school representatives, the intern may be removed from the internship placement or other appropriate actions will be taken. **Failure to meet contract requirements would result in a failing grade for EDUC 391 or SCED 496.**

**Professional Dispositions Performance**
A Professional Dispositions and Responsibilities evaluation is required for each field experience. The form for each experience is available in the *Field Experience Handbook*. Based on the expectations for candidate behavior in the field, this form will be completed individually by the intern, and Evaluation Council (EC) comprised of the mentor teacher and university supervisor. The completed forms will be reviewed at each three-way meeting and a final copy of the form will be submitted with the Field Experience paperwork to the Office of Clinical and Field Experience by the University Supervisor, as well as the final ratings submitted electronically via Taskstream. Evaluation must be completed at the following points for each field experience:

- Internship I – At final evaluation
- Internship II – At midpoint and final evaluation

Informal feedback on dispositions should be provided by mentors and supervisors across each field experience, using the formal evaluation form or the informal Professionalism Progress Sheet

If a student receives an Ineffective rating (I) for any dispositions criteria at the evaluation point for the field experience, the following procedures will be followed:

- **Internship I**: Criteria rated ineffective may be included in a contract to be applied to the Internship II semester or may lead to failure of the internship. More than one ineffective rating will result in removal from the field experience and failing grade in of EDUC 391.
- **Internship II**: Criteria rated ineffective at midpoint evaluation will be included in a contract. More than one ineffective rating will result in removal from the field experience and failing grade in SCED 496. Any criteria rated ineffective at the final evaluation would result in a failing grade in SCED 496.

**Procedures for Professional Behavior Concerns**
When an intern does not meet the expectations for profession behavior, the following steps will be taken:

1. The mentor teacher communicates the identified concerns with the university supervisor. The mentor teacher and the intern meet to discuss the problem(s) and generate a list of concerns, evidence and improvement action. A short- term
deadline for improvement would be identified and a review meeting would be scheduled. The supervisor could be present at this meeting and all parties should sign and receive a copy of the improvement plan. The Clinical Coordinator and Secondary Program Coordinator are contacted and informed about the concerns and the developed plan.

2. The mentor and supervisor will hold a review meeting with the candidate to review the existing evidence and documentation. If immediate and consistent improvement is shown, the improvement process can end. If the demonstrated improvement in professional dispositions is inconsistent by the stated deadlines, the mentor teacher and university supervisor will discuss the next steps in the process with the candidate. The plan may be revised based on candidate’s improved professional dispositions and continued areas of concern or a professional dispositions contract would be utilized.

3. Within 10 days of the contract date, the mentor, supervisor, intern, and university representatives would meet to review the contract and related evidence and documentation. If the contract stipulations have not been met, the supervisor, mentor teacher, university representative, and school representatives will recommend that the intern be removed from the internship placement. In this case, a failing grade for the field experience course would be applied. **Failure to meet contract requirements may result in a failing grade for EDUC 391 or SCED 496.**

The University has the authority to suspend or terminate a teacher intern’s experience for unsatisfactory teaching performance and/or professional behavior at any stage of the 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.

The school has the right to request the immediate removal of the intern immediately if teaching or professional performance expectations are not met. This decision can be made by the principal, upon recommendation of the mentor teacher or PDS site coordinator. The Secondary Program Coordinator, in collaboration with representations from the Office of Clinical and Field Experience, can also suspend or terminate the candidate’s field experience. If a candidate is removed from a placement due to school request, a committee led by the Secondary Program Coordinator, would determine the resulting grade for the field experience course.

**COURSE ASSESSMENTS:**
The following requirements must be met to pass EDUC 391.
1. “Developing” or above rating for the final evaluation in each area of the Internship Performance Rating Form.
2. Completed Record of PDS Activities and Experiences form
5. Completion of 30 days AND 180 hours in the internship as documented on time sheets
6. “Developing” or higher rating in each area of the Instructional Unit Rating Form.
7. Professional Dispositions and Responsibilities Rating Form- no “Ineffective” ratings

**GRADING:**
This is a pass/fail course. The final decision by the university supervisor is based upon assessments of the activities described above and the candidate’s successful performance in the field. Teaching performance in the field is assessed by the intern, mentor teacher, and the university supervisor on the Frostburg State University Internship Performance Rating Form.
TEACHING DISPOSITIONS:
We are guests in the local public schools. These educational professionals do not have to allow FSU students into their classrooms, and they may require that your internship be ended at any time; therefore, it is imperative that each teacher candidate maintain professional dispositions at all times. Your dispositions will be assessed at the mid-point conference, as well as at your final evaluation.

PUBLIC HEALTH STATEMENT:
Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

ACADEMIC DISHONESTY:
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 an 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 materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not in fact. Frostburg State University Policy Statements. [http://www.frostburg.edu/admin/policies/policystatements.pdf](http://www.frostburg.edu/admin/policies/policystatements.pdf)

<table>
<thead>
<tr>
<th>Outcomes: Knowledge</th>
<th>Assessments:</th>
<th>INTASC Standards</th>
</tr>
</thead>
</table>
| Concepts, tools of inquiry, and structures of the disciplines, and curricular goals for the subject(s) he/she teaches | a. content of daily lesson plans  
b. intern evaluation form | 7 |
| Developmentally appropriate instructional strategies and adaptation of strategies to learner needs | a. daily and unit lesson plans  
b. formal and informal observations by school personnel and university supervisors | 2,8 |
| Individual and group motivation and behavior | a. daily and unit lesson plans  
b. formal and informal observations by school personnel and university supervisors | 2,3 |
| How students differ in their approaches to learning | a. daily and unit lesson plans | 1, 2 |
| Assessment tools | a. daily and unit lesson plans | 6 |
Levels of questioning, intellectual hierarchy, and developmental psychology as appropriate to subject content area(s)

- a. formal and informal observations by school personnel and university supervisors
- b. intern evaluation form

Current trends and requirements in education in the U.S. and the state of Maryland

- a. lesson and unit plans

<table>
<thead>
<tr>
<th>Outcomes: Skills</th>
<th>Assessments:</th>
<th>INTASC Standards</th>
</tr>
</thead>
</table>
| Ability to plan and create learning experiences that focus on students’ needs and interests and take into account culturally valued content and potential best practices | a. formal and informal observations by school personnel and university supervisors  
  b. student products and feedback | 2, 7 |
| Ability to plan learning opportunities that support students’ intellectual, social, and personal development based on knowledge of curriculum and community | a. formal and informal observations by school personnel and university supervisors  
  b. student products and feedback | 1 |
| Ability to use a variety of instructional strategies to foster the development of critical thinking, problem solving, and performance skills | a. formal and informal observations by school personnel and university supervisors | 8 |
| Ability to use formative and summative assessment to evaluate and ensure learning | a. formal and informal observations by school personnel and university supervisors | 6 |
| Ability to use reflection as a tool to continually evaluate and improve teaching performance and evaluate effects of his/her choices on students and other professionals in the learning community | a. formal and informal observations by school personnel and university supervisors  
  b. PDS activities  
  c. student products and feedback | 9 |
<table>
<thead>
<tr>
<th>Outcomes: Dispositions</th>
<th>Assessments:</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to manage students, materials, and classroom environment</td>
<td>a. formal and informal observations by school personnel and university supervisors</td>
<td>3</td>
</tr>
<tr>
<td>Ability to use technology appropriately and effectively</td>
<td>a. formal and informal observations by school personnel and university supervisors</td>
<td>8</td>
</tr>
<tr>
<td>Ability to communicate effectively</td>
<td>a. formal and informal observations by school personnel and university supervisors</td>
<td></td>
</tr>
<tr>
<td>Supporting technology for purpose of advancing the technology base of student and the school</td>
<td>a. formal and informal observations by school personnel and university supervisors</td>
<td>10</td>
</tr>
<tr>
<td>Displaying an understanding of professional ethics, school law, and teacher certification procedures</td>
<td>a. intern evaluation form</td>
<td>10</td>
</tr>
</tbody>
</table>