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College of Education
Office of Clinical and Field Experience

Candidate Handbook

Common Field Experience Policies and Forms: Initial Certification Programs

Fall 2021 and Spring 2022

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Placement Requirements

Fingerprinting

All candidates must have a formal fingerprinting/background check completed by Maryland Livescan Fingerprinting prior to field experience. A failure to complete the fingerprinting/background check will prohibit candidates from participating in any field experience required through education coursework. Candidates must meet additional application and background check requirements based on their placement county for internships and will be informed of any additional requirements by the OCFE. For example, interns placed in Frederick, Washington, Garrett and Mineral counties are required to have additional fingerprinting/background checks and TB tests prior to placement. Interns who change county placement may require additional fingerprinting/background checks, and should contact the Office of Clinical and Field Experience for direction.

Meetings

Candidates are required to attend all mandated meetings, such as placement meetings, orientation and other events as announced. The Office of Clinical and Field Experience and/or program coordinator will provide meeting dates and times. Failure to attend required meetings may result in a delay in the start or continuation of field experience, as determined by the program coordinator.

Pre-practice Contacts

Candidates are required to make contact with their mentor teacher prior to the start of the induction or field experience. Each program will determine the method and expectations for the contact and will communicate these directions to candidates. Candidates should demonstrate professional dispositions in their pre-practice contact with school officials and mentors.

Induction

All programs require an induction experience in the Fall semester. This experience requires 3 days in the school placement, with at least 1 day before students arrive and the first days of school. Candidates will record and label induction days on the time record form. Candidates should demonstrate professional dispositions (dress, professionalism) during all induction days. Candidates who are unable to complete the required induction must complete an exception request process with the program coordinator and the Office of Clinical and Field Experience. The candidate would likely have to extend their field experience in the event of school closures upon exception approval.

Field Experience Requirement

All programs require a minimum of 100 days in the field, as mandated by the state of Maryland, completed across several field experience placements. Each program will publish an internship schedule. Candidates are to complete the required number of days for each experience and to follow the published start date and end date for each program. Candidates will follow the annual school system calendar for teacher workdays, professional development, holidays and

school closures. Program coordinators and the Office of Clinical and Field Experience reserve the right to adjust the field experience schedule as needed.

Program Placement Procedures
Placements for all field experiences are made by the Clinical Coordinator in the Office of Clinical and Field Experience. Placements are made in order to meet certification requirements for the State of Maryland.

Internship I
1. The Clinical Coordinator, in collaboration with university, district and school representatives, tentatively assigns the candidate a suitable PDS 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 the information will influence the internship placement. Candidates will be notified individually of his or her assignment prior to the Internship II semester.
2. All preliminary contacts of the schools and the mentor teachers are made by the Clinical Coordinator in the Office of Clinical and Field Experiences. Any requests for placement changes must be submitted in writing to the Clinical Coordinator.
3. Candidates wishing to secure an Internship I field experience placement in Frederick or Washington County must submit an application to the Office of Clinical and Field Experience the semester prior to the Internship. Information about the process and the application are in this handbook.
4. Candidates must follow their placement county's policies on fingerprinting and TB tests. Some counties require additional fingerprinting/background checks or TB tests beyond the program and Phase requirements. Candidates should check with the Office of Clinical and Field Experience and their PDS site coordinator regarding any additional requirements.

Internship II
1. The Clinical Coordinator, with university, district and school representatives, tentatively assigns the candidate a suitable PDS 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 the information will influence the internship placement. Candidates will be notified individually of his or her assignment prior to the Internship II semester.
2. Each candidate will continue his/her second internship within the same Professional Development School (PDS) as his/her first internship, if possible, in order to provide continuity of placement. If this is not possible, the intern will be placed in another appropriate Professional Development School in order to meet certification requirements or to gain additional experiences with diverse students. If no PDS

opening is available to meet an intern's requirements, other suitable placements will be considered.

3. All preliminary contacts of the schools and the mentor teachers are made by the Clinical Coordinator in the Office of Clinical and Field Experiences. Any requests for placement changes must be submitted in writing to the Clinical Coordinator.
4. Candidates wishing to secure an Internship II field experience placement in Frederick or Washington County must submit an application to the Office of Clinical and Field Experience the semester prior to the Internship. Information about the process and the application are in this handbook.
5. Candidates must follow their placement county's policies on fingerprinting and TB tests. Some counties require additional fingerprinting/background checks or TB tests beyond the program and Phase requirements. Candidates should check with the Office of Clinical and Field Experience and their PDS site coordinator regarding any additional requirements.

Relationships
Candidates will not be placed for a field experience in a classroom with a family member (children, parent, sibling, spouse, aunt/uncle, cousins, etc). Placement in a school where a family member is a faculty or staff member will be avoided, when possible. Candidates will be asked to disclose any family relationships in partner school districts on the Assistantship information form. Any relationship conflicts will be cross checked during Internship I and II placement procedures, but it is the responsibility of the intern to alert the Office of Clinical and Field Experience of a conflict. The program coordinator and the Clinical Coordinator will determine appropriate next steps for a change in field experience if a conflict is identified.

Addressing the Mentor, Supervisor, Parents, Educators and Staff
Candidates should use the appropriate titles when addressing or referring to a mentor, supervisor, parents or other educators during the field experience, as a sign of respect. All candidates should use the appropriate title (Mr. Miss, Ms., Mrs. or Dr.) and the individual's last name when referring to mentors, supervisors, other educators and staff members. Even if a mentor indicates that a candidate could move to a first name basis, faculty feel this would be appropriate only after the candidate has graduated and would be considered a colleague of the mentor. Appropriate titles and surnames should also be used when addressing parents, even if the candidate has a prior social relationship with the parent outside of the classroom. Any candidate questions regarding how to address individuals should be directed to the candidate's mentor or supervisor.

University and School Breaks
Internship I and II candidates will need to follow their placement district's calendar, (i.e., school start, Thanksgiving holiday, Spring Break) during the scheduled internship, in order to ensure that the scheduled number of days is met. Candidates may make special arrangements when differences exist between the university calendar and the school calendar, with permission from the Clinical Coordinator, the University Supervisor, and the Mentor Teacher. Written requests are signed by both the Mentor Teacher and the University Supervisor and submitted

to the Clinical Coordinator in the Office of Clinical and Field Experiences.

Disability Accommodations
Students with any type of recognized and confirmed disability that would require accommodations during a field experience should inform the program coordinator and Clinical Coordinator prior to a field experience, including the submission of a letter prepared by Disability Support Services. Candidates should be aware that the demands and needed accommodations of a classroom course and a field experience may differ significantly, so candidates who are in need of field-based accommodations are encouraged to develop a separate accommodation plan for the field experience. It is the candidate's responsibility to initiate that accommodation process for each field experience.

<u>**Field Experience Policies**</u>

Professional Development Days
Professional development days in Internship I will be determined by program. During the Internship II/Practicum II experience, candidates may count **3** professional development days as part of the internship. Each program may designate the use of any or all of these days, such as a program seminar or meeting, interview day, conference attendance, etc.

In order to utilize a professional development day, candidates must provide a written request to both the mentor teacher and university supervisor 48 hours prior to the request date and this request must be approved by both parties. If an intern is scheduled to teach during a requested PD day, the candidate should prepare substitute plans similar to the requirement when their mentor is absent. Following the professional development experience, candidates must provide the mentor and supervisor with tangible evidence from the PD (agenda, handouts, conference program, registration ticket, interview invitation) in order to verify completion of the requested professional development day.

Make Up Days
Any time in which an intern is absent from the classroom for personal reasons during the scheduled days for field experience are to be made up within the semester. Make-up days are completed after the conclusion of the scheduled field experience but may not be completed in lieu of scheduled class meetings or exam times. Interns should complete the Make Up Day Approval Form in this handbook in order to request necessary make up days after the final Internship date. The University Supervisor and the Clinical Coordinator in the Office of Clinical and Field Experience will address any issues with achieving the required number of days on an individual basis.

School procedures
Candidates will follow the same school regulations and fulfill the same duties and responsibilities as teachers. Candidates must request mentor approval to use school materials and should follow all school procedures for duty assignments, copying, laminating, etc. Candidates should plan to provide all consumable materials for their lessons.

Candidates are not to leave the school grounds during the teacher duty day, if students are in the building. If a candidate must leave early, due to illness or an unavoidable circumstance, candidates must have direct approval from the Mentor Teacher. Candidates must also provide notice to the university supervisor and the Office of Clinical and Field Experience, using the same contact procedures as in the case of absence or tardiness (see below).

Attendance: Absences/Tardiness/Early Departure
Candidates will adhere to the same daily schedule and routine as their mentor teacher. Candidates should also plan to attend all meetings and on-site professional development opportunities at their school. All Assistants and Interns are guests in the schools and must follow the appropriate sign-in procedures each day. Falsifying a record is a major violation and can result in termination from the placement and possibly the program. Candidates should arrive and depart the assigned school at the same time that regular members of the teaching staff arrive and depart.

If absent, tardy or needing to leave early, the intern is to notify the following people by a phone call:
1. **The Mentor Teacher and Principal /Designee**– Before the start of the school day
2. **The Office of Clinical and Field Experience–** Contact Ms. Arnold at 301-687-3087 before 9:00 a.m.
3. **The University Supervisor** – before 9:00 a.m but ASAP if the Supervisor is scheduled to conduct an observation on that day.

Candidates are strongly encouraged not to miss days during the field experiences.

If there are repeated absences, tardiness or early departures, candidates will meet with appropriate university coordinators and school representatives to resolve issues. A candidate may be removed from the internship if absence/tardiness procedures are not followed, for repeated tardiness or for unexcused absences.

In the event that a candidate becomes ill during the school day and must leave the placement prior to the end of the school day, the candidate must have Mentor Teacher consent prior to departure. The university supervisor should be informed at a later date. If substantial time is missed, the candidate must plan to make up a full day at the conclusion of the internship, using the make-up day procedures.

Substituting
If a candidate is willing to do so, he/she may be used as a substitute teacher in a critical need situation. A critical need situation is defined as a time when all other available options in the school have been considered. In a critical need situation, a candidate covering as a substitute teacher will be paid for either a half-day or a full day. The candidate will not be paid by the hour. The candidate must have completed substitute training in the county for which they interning if they are to be paid. If the candidate is not willing to serve as a substitute teacher, he/she cannot be forced to do so. The candidate

should not be scheduled as a substitute teacher. For example, if Mr. X. knows he will be out for the day, he should not schedule a candidate to substitute for him. A candidate covering as a substitute teacher will only be eligible to cover the classes that are part of his/her practicum. The cooperating professional will be the educator who has to cover for another teacher.

Professional Dispositions

One of the critical aspects of success in the field is professional dispositions for teaching. Candidates should act in a professional manner at all times, in both the university classroom and in the school environment during the field experiences. Candidates must arrive and depart the assigned school on time, following the same schedule as the regular members of the teaching staff, and complete 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 learning environment, or collaborating with others on professional agendas. Candidates should display professionally acceptable verbal and non-verbal behaviors at all times. Candidates demonstrate a commitment to the internship experience through positive attitudes and respectful interactions with administrators, school staff and personnel, parents, his/her mentor teacher and students. If a candidate's professional dispositions are deemed unacceptable by the principal, mentor or university representatives, the necessary procedures for improvement will be followed. If improvement is not shown, a candidate could be removed from the placement and would fail the field experience. The assistant/intern, mentor teacher and university supervisor will evaluate professional dispositions and responsibilities during each field experience. The forms and additional information regarding this evaluation are located in this handbook.

Dress Code

During all field experiences, candidates must dress professionally when present at school. Candidates are expected to adhere to district dress code and the program-established dress code, which may exceed the district expectations. Candidates should dress appropriately for their teaching situation, with attire that allows for easy movement, comfort and does not distract from the learning environment. Candidates should be well groomed, with no piercing beyond ears and tattoos covered. Each day is a job interview for an intern, so candidates are strongly encouraged to make a good impression with their appearance every day.

Candidates' attire should reflect a seriousness and commitment to the business of education. Gentleman should wear a shirt/tie or collared shirt and slacks. Ladies' attire could include a blouse and slacks, skirt or dress (knee length or longer). Flat or low-heeled shoes would be appropriate. Flip-flops are not allowed. In general, clothing should not be too casual, too loose/tight or revealing. Casual attire (sweatpants, yoga pants, leggings. etc) would not be appropriate for teaching.

Transportation

Transportation to and from the field experience is the responsibility of each candidate. Field experience instructors and coordinators can assist students in locating other candidates who

might be able to provide transportation. Candidates who have access to a car are encouraged to participate in carpools. Candidates who are being transported by peers should be courteous and respectful (timeliness, compensation for gas, etc). Placements close to campus may be requested by those candidates who do not have transportation, but the availability of these placements is not guaranteed.

Confidentiality

Candidates must follow accepted practices for confidentiality of student information, of both a formal and informal nature. Under the Family Educational Rights and Privacy Act (FERPA), schools and teachers are required to protect the privacy rights of students. Candidates may not be allowed to view student records and should protect any information provided to them concerning a student's educational record. Candidates are also obligated to hold information gained through their classroom and school interactions with students in confidence. They should not speak about school matters, including information about students, teachers or administrators, inside or outside of the school environment. Any discussion with parents about student performance and behavior should be confined to formal conference settings. Since sensitive information about students, faculty and staff is part of the school environment, candidates must act with discretion (exercising prudence and self-restraint in speech and behavior) and tact (skill or judgment in difficult or delicate situations).

Candidates as Mandated Reporters

As an educator working in classrooms with students, all assistants and interns are considered mandatory **reporters for child abuse** by the State of Maryland. In order to make a report, proof of abuse or neglect is not required. Incidents are to be reported to a mentor teacher and school administrators as soon as they are suspected. If a candidate suspects a case of child abuse or neglect, he or she should report the evidence to the mentor teacher and university supervisor. The next steps in the reporting process would follow school/district policies for mandatory reports. If a mandatory reporter knowingly fails to report suspected abuse of a child, this person may be subject to professional sanctions by licensing boards or in the case of an assistant/intern, difficulties in obtaining certification. Anyone that makes a "good faith" report is immune from civil liability and criminal penalty.

Release for Photos, Videos, and Student Work

Candidates are encouraged to collect classroom artifacts of their teaching, through photos, videos and student work samples. These materials would be shared in course assignments, class presentations and candidate portfolio development and interviews. While schools and districts typically require parents to provide releases for student images, candidates will also be required during each field experience to gain parent permission to use these types of materials. Only first names of students are used and other identifying information deleted in order to maintain student confidentiality. For each field experience, candidates should send home a copy of the form with each student and must maintain a record of those students for whom a release was or was not provided. The release form is located in this handbook.

Social Media
Candidates must be extremely cautious with social media use when completing field experiences. **Classroom experiences should not be described, nor should pictures from classroom experiences be posted to a candidate's social media accounts or shared with others through personal social media outlets.** Candidates are strongly encouraged to set all social media accounts to "private" during their field experiences, even though individuals should be aware that nothing on the internet is completely private. Candidates should consider outside audiences, such as students, parents and prospective employers, when posting pictures, making comments and crafting status updates even with protected settings. During field experiences, candidates should not "friend" or communicate with students, mentors or parents on social media. Candidates must also follow the placement district's policies on social media use.

Electronic Devices
Candidates should not use cell phones, tablets or other electronic communication devices during instructional time in the field, unless for a specific instructional purpose (photos, lesson videos, calculator, voice recording, remote, etc). No phone calls, texting or social media communication should occur during the instructional day. Candidates may provide the school's phone number as a contact in case of an emergency. Issues with inappropriate electronic communication device use will be treated as a professional disposition concern.

Campus/Outside Activities
In order to obtain the most benefit from the professional semester, the candidate should limit all outside activities, including participation in demanding extra-curricular activities. Ideally, candidates would minimize outside employment during the internship semester(s). Employment should not interfere with internship, coursework and other program responsibilities.

Issues/Concerns with Mentors or Supervisors
If you have an issue with your mentor or supervisor, it is important to attempt to resolve the issue through a discussion with him/her. If the issue persists, or you do not feel that you can discuss the issue with him/her, please complete the FSU Intern's Issues/Concerns form and schedule an appointment with Mr. Eirich in the Office of Clinical and Field Experiences.

Performance Evaluation and Concerns Process

Clinical and Field Experience Performance and Evaluation
Candidates teaching and professional performance will be evaluated informally and formally across each field experience.

Teaching Performance
During Internship I, evaluation of performance will be documented in the Internship

Performance Rating at the end of the experience (See OFCE handbook). The candidate will conduct a self-evaluation of their performance in the domains and relevant indicators. The Mentor Teacher and University Supervisor will also evaluate the intern on these same items and this information will be shared with the candidate at a three-way conference. The Mentor and Supervisor's consensus rating will serve as the Evaluation Council (EC) rating. This form will be used for evaluation of Internship II, at a mid-point and final evaluation conference. In both internships, an intern's progress will be rated on the following scale:

- **Highly Effective**: Candidate performed at a level well beyond that expected of a preservice candidate; reflective of exceptional strengths <u>only</u>
- **Effective:** Candidate performed commendably; reflective of successful efforts
- **Developing**: Candidate performed adequately and shows progress toward mastery; reflective of acceptable efforts
- **Ineffective**: Candidate performed at a level less than developing level during practicum experience; reflective of the need to strengthen and/or develop competency to pass the practicum experience
- **Not Observed**: Candidate performed at a level insufficient for appropriate judgment

Intern II's must receive Developing or better on each item in order to receive a Pass for the internship. If a student receives an Ineffective rating (I) for any criteria at the evaluation point for the field experience, the following procedures will be followed:

- **Internship I**: Criteria rated ineffective will be included in a contract to be applied to the Internship II semester.   Multiple ineffective ratings may result in removal from the field experience and a failing grade.
- **Internship II:** Criteria rated ineffective at the midpoint evaluation will be included in a contract. Multiple ineffective ratings may result in removal from the field experience and/or a failing grade. Any criteria rated ineffective at the final evaluation would result in a failing grade.

If a candidate receives multiple "developing" ratings on teaching performance measures, the supervisor and candidate will engage in goal-setting in an effort to identify and plan for improvement. The mentor might also be involved in this process. This will occur during a post-observation conference and will be recorded on the Intern Observation form. It is expected that improvement will be noted at the next observation (within 2 weeks). If sufficient improvement has been shown, the supervisor will document the improvement and the process ends. If any of the identified concerns are still present at the next observation, an improvement plan will be initiated.

This rating form with the required signatures, along with other required paperwork, is submitted to the Office of Clinical and Field Experiences at the end of each internship. The final EC score will also be submitted electronically to Taskstream by the University Supervisor.

Procedures for Teaching Performance Concerns

When a candidate is not performing at an expected level on 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 candidate 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 in this Appendix) . 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 Program Coordinator are made aware of the improvement plan by the university supervisor.

2. The mentor teacher, university supervisor and candidate 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 behavior goals is developed and signed by the assistant(s)/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 Program Coordinator are contacted and informed about the concerns and the stipulations of the contract. A contract template is included in this handbook. The supervisor will formally observe the candidate within 5 days regarding the contract expectations. At least one other person will formally observe the candidate (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 candidate, mentor, university supervisor and placement officer. Within 10 days of the contract date, the mentor, supervisor, and candidate would 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 candidate 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.**

Disposition Performance

A Professional Dispositions and Responsibilities evaluation is required for each field experience. Based on the expectations for candidate behavior in the field, this evaluation is completed by the candidate, Mentor Teacher and University Supervisor. The Mentor and Supervisor's consensus rating will serve as the Education Council (EC) rating. The completed forms are reviewed at each three-way meeting. Interns with any ratings of ineffective at the conclusion of Internship I/Practicum I will follow an improvement process for the next experience. **Candidates must receive Developing or better on each item in order to Pass the Internship.** A final copy of the form is included with the Field Experience paperwork submitted to the Office of Clinical and Field Experience by the University Supervisor, as well as the final ratings submitted electronically via Taskstream.

Professional Dispositions Performance

A Professional Dispositions and Responsibilities evaluation is required for each field experience. The form for each experience is available in the OFCE handbook and this appendix. Based on the expectations for candidate behavior in the field, this form will be completed individually by the candidate as well as the 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 (see this Appendix)

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 will be included in a contract to be applied to the Internship II semester. Multiple ineffective ratings may result in removal from the field experience and failing grade.
- Internship II: Criteria rated ineffective at midpoint evaluation will be included in a contract. Multiple ineffective ratings may result in removal from the field experience and failing grade. Any criteria rated ineffective at the final evaluation would result in a

failing grade.

Procedures for Professional Behavior Concerns

When a teacher candidate 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 candidate 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 (see Improvement Plan form in this handbook). 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 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.**

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 candidate 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 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 Program Coordinator, would determine the resulting grade for the field experience course.

Intern/Mentor Relationship

The professional relationship between a mentor and intern is a critical aspect of the field experience. The nature of this relationship can have a lasting impact on the intern as he/she transitions toward independence in the classroom and to assuming all the duties and responsibilities as a classroom teacher. This is also a rich experience for the mentor, as he/she guides and inducts a new colleague into the profession. It is important for both parties to realize that it takes time and effort to develop this type of meaningful working relationship. Specific practices and activities can help to establish and maintain this critical connection:

- Take time to get to know each other outside of the daily pressure of the classroom
- Set clear goals and develop a mutual understanding of expectations for everyone
- Keep lines of communication open by planning daily opportunities to talk, listen, reflect, plan, and address questions
- Work as a team to share classroom responsibilities and share a focus on student learning
- Adopt a positive attitude, as shown through words and actions
- Be respectful of each other as people and professionals
- Be flexible and open minded when receiving and providing constructive feedback

Mentor and Intern Joint Interview

During the first days of the field experience, the mentor and intern should set aside a short period of time to learn about each other, outside of the pressures of the school day. In this conversation, each person takes turns shares his/her answer to each question:

- What is your prior experience?
- How does teaching excite and challenge you?
- How would you describe your teaching style?
- What do you hope to learn or gain from the mentor/intern experience this semester?
- How would you describe your life outside of the school/classroom?
- What other things should I know about you?

Time Record

The candidate is required to keep a record of time spent in the schools. Candidates should limit time recorded to the teacher duty day and should record their time use at the end of each internship day. University supervisors sign on the date of each visit. The Mentor Teacher and University supervisor will verify the number of days completed for the experience. The signatures of both the mentor teacher and university supervisor on the time record cover page will authenticate this record. The following activities should be documents on the time record.

1. Observation: Time when the assistant/intern is watching another person who is in charge of activities for the students. For example, Observed Math lesson – 45 minutes.
2. Non-instructional time: Time when the assistant/intern is not in charge of activities with students. For example, lunch running copies, checking papers while in school. The time is described and time recorded. For example, Lunch – 30 minutes.
3. Teaching time: Time when the assistant/intern is in charge of the classroom, small groups of students, or tutoring individual students. For example, Teaching circle time – 20 minutes.

Use a number two pencil to record times on the timesheet pages or use the template available on the department web page to create a typed record. Insert a number for each completed day to aid with determining the total number of full days completed in the experience.

The time record cover sheet is a permanent record of the field experience days completed and must have the required signatures. All signatures should be in blue ink. Attach all completed time sheets to the time record

cover sheet for submission to the university supervisor at the end of the experience.

SAMPLE TIME SHEET

Day #	Date/Time	Observation	Non-instructional	Teaching	Supervisor Initials
		Description and Time	Description and Time	Description and Time	
1	1/30/10 (T) 8:00 – 3:30 450 min. (7hr. 30min.)	Observed procedure 25 min; Observed Math 35 min, SS 25 min, Lang Arts lessons 30 min; Observed dismissal procedures 20 min Total: 135 min.	Reviewed sub notes, text books, classroom set-up 35 min; checked and org. papers 75 min; lunch duty 30 min; lunch 30 min; discussed lessons and classroom schedule with substitute and aide 75 min Total: 245 min.	Assisted with desk work in math, SS, and Lang Arts 70 min Total: 70 min.	
2	1/31/10 (W) 8:00 – 3:30 450 min.	Observed: Math on and off throughout 3 lessons 40 min; swish 10 min; dismissal procedures 20 min Total: 70 min	Teacher planning 35 min; hall duty 15 min; discussed guided reading and other items with Mrs. F and reviewed guided reading info 110 min; lunch 30 min Total: 190 min	Assisted with desk work in math classes 50 min; taught Lang Arts 105 min, ADD 15 min, and Daily language 20 min Total: 190 min.	
3	2/1/10 (R) 8:00 – 3:30 450 min.	Observed: Math 30 min; dismissal 20 min Total: 50 min	Teacher planning 35 min; check assignment books 10 min; checked papers 50 min; lunch duty 30 min; lunch 30 min; talk with Mrs. R. 40 min Total: 195 min.	ADD 15 min, Daily language 15 min, guided reading 85 min, work with groups in math 75 min Total: 205 min.	M. P.
4	2/2/10 (F) 8:00 – 1:30 330 min.	Observed dismissal 20 min Total: 20 min	Teacher planning 35 min; check assignment books 10 min; supervise assembly 50 min; check papers, review texts lesson ideas 60 min; lunch 30 min;; read texts for guided reading 30 min Total: 215 min.	ADD 15 min, spelling test and checked ADD 30 min, assist individuals with quizzes during 3 math classes 50 min Total: 95 min.	
	Total: 1680 min.	Total: 275 min.	Total: 845 min.	Total: 560 min.	

Common Forms

- INTASC Model Core Teaching Standards
- Make Up Day Approval Form
- Release Form
- Lesson Plan Format
- Instructional Unit Rubric
- Intern Performance Rating Form
- PDS Activities and Experiences Form
- Professional Dispositions and Responsibilities Evaluation Form
- Improvement Plan Documentation Form
- Teaching Performance/Professional Behavior Contract
- Interns' Issues/Concerns with Field Placements

The InTASC Model Core Teaching Standards (April 2011)
at a Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Frostburg State University
Office of Clinical and Field Experience

Make-Up Day Approval

Candidate:_____   **School:** _____

Supervisor: _____   **FE:** _____

1. Days Absent   **Dates:**   _____

                                                       _____

                                                       _____

2. Proposed Make Up Dates: _____

                                                       _____

                                                       _____

Approved by:

_____
   Mentor Teacher Signature

_____
 School Principal/Designee Signature

_____
   University Supervisor Signature

Note: Must be submitted to Supervisor prior to make up days

Name: _____School: _____

Program: _____ Field Experience: _____

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 _____

14. Submit to Site Coordinator data that shows impact on student achievement _____

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 Workshop/Training	**County-sponsored Workshop/Training**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Signatures:

Intern:	Intern:
Mentor Teacher:	Mentor Teacher:
PDS Site Coordinator	PDS Site Coordinator
University Supervisor	University Supervisor

Parent/Guardian Release Form

Intern Name: _____
(please print)

Mentor Teacher: _____

Dear Parent or Guardian,

A teacher education intern from Frostburg State University will be working in your student's classroom this semester. During their experience, interns are expected to collect classroom artifacts such as video of students, photos of students, and/or samples of student work.

Videos, photos, and samples of student work are often used as instructional tools and to evaluate an intern's teaching performance. These items may be shared as part of the intern's course work and may appear on bulletin boards, in multimedia presentations, on password – protected websites and in intern portfolios. Only first names of students may be used. No videos, photos, or student work will be used for any purpose not directly related to educational activities.

❑ **Yes**, I give my permission for videos and photos containing my student's image and my student's work samples to be used for educational purposes by a teacher education intern at Frostburg State University.

❑ **No**, you may not use videos, photos, and/or work involving my student.

Student's Name: _____
(*please print*)

Parent/Guardian Signature: _____

Date: _____

Office of Clinical and Field Experience, College of Education, Frostburg State University

Frostburg State University Lesson Plan Format

GENERAL INFORMATION

Grade/Level:
Time Allotment:
Subject(s):
Topic:
Lesson Concept(s):
Essential Questions:
Prerequisite Skills and or Concepts (Identify the skills and/or concepts students would need to have prior to participating in this lesson):
Materials for Students:
Teacher Resources:

STANDARDS AND OBJECTIVES/LEARNING OUTCOMES

Lesson Objective(s)/Learning Outcomes: Audience, Behavior, Condition, Degree (ABCD):

Maryland College and Career Ready Standards and/or Content Standards:

ASSESSMENT

How will you evaluate the mastery of the objective (s)/learning outcomes?

What tools/methods will you use to assess based on the objective/learning outcome(formative/summative)?

How will you differentiate assessments for diverse learners?

PROCEDURES (with attention to UDL)

Introductory Activities (engage):

Teaching Activities (explore, explain, elaborate):

Closure Activities (evaluate):

Differentiated Instruction (meeting the needs of):

- **Special needs students:**
- **Learning styles:**
- **ELL students:**
- **Gifted/talented learners:**

REFLECTION

What was successful in the lesson? What needs improvement?

Were the lesson objective(s) met? How do you know?

What are your next steps?

EPP ASSESSMENT OF UNIT

Candidate: _____ Mentor Teacher: _____

University Supervisor: _____ Unit Title: _____ Date: _____

Standard	Match UILG INTASC SPA	Evidence Location within Unit	Ineffective (1)	Developing (2)	Effective (3)	Highly effective (4)	Score
Context							
Knowledge of the students	3 1	Context for Learning	The candidate provides a context for learning that is incomplete or the item is missing.	The candidate provides a context for learning that is partially complete. Information provided is not relevant to the teaching context or learning segment.	The candidate provides a complete context for learning. Relevant information is provided to support planning for the class as a whole.	The candidate provides a complete context for learning, with detailed responses to each prompt. Relevant information is provided to support planning for the whole class and the individual learning needs.	
Knowledge of the subject content	3 4	Unit Overview	The candidate demonstrates a lack of knowledge of the subject content by identifying inaccurate concepts AND a lack of logical progression throughout the learning segment.	The candidate demonstrates partial knowledge of the subject content by identifying accurate concepts. A logical progression throughout the learning segment is not evident.	The candidate demonstrates acceptable knowledge of the subject content by identifying accurate concepts AND addressing them in an appropriate progression throughout the learning segment	The candidate demonstrates comprehensive knowledge of the subject content by identifying accurate, relevant concepts and addressing them in a highly appropriate progression throughout the learning segment.	

Knowledge of curriculum standards	3 7	Unit Overview	The candidate does not identify MD College & Career Ready Standards, High School Learning Goals and/or content standards applicable to the learning segment.	The candidate identifies MD College & Career Ready Standards, High School Learning Goals and/or content standards applicable to the learning segment. Appropriate primary standard(s) is not clearly identified.	The candidate identifies appropriate primary and secondary MD College & Career Ready Standards, High School Learning Goals and/or content standards applicable to the learning segment.	The candidate identifies appropriate primary and secondary MD College & Career Ready Standards, High School Learning Goals and/or content standards applicable to the learning segment. All identified standards support progression of learning within the segment.	
Pre-assessment data and analysis	3 6	Pre-assess tool Unit Overview Lesson Plans	The candidate does not select or develop a pre-assessment tool. The candidate does not analyze the data and does not apply the results to the design of instruction.	The candidate selects or develops an inappropriate pre-assessment tool. The candidate partially analyzes the data and/or the results are not clearly related to the design of instruction.	The candidate is able to select or develop an appropriate pre-assessment tool. The candidate analyzes the data for the class and applies the results to the design of instruction, to address the strengths and needs of the **class**.	The candidate is able to select or develop an appropriate pre-assessment tool. The candidate analyzes the data for individual students and applies the interpreted results to the design of instruction, to address identified strengths and needs of **individual learners.**	

Alignment of standards and objectives	3 7	Unit Overview	Objectives are not linked to selected standards	Most objectives are linked to selected standards.	All objectives are clearly linked to the selected standards and address audience, behavior, and conditions.	All objectives are clearly linked to the selected standards, address audience, behavior, conditions and are measurable.	
Planning							
Using knowledge of students	3 1	Lesson Plans	The candidate's planning reflects a lack of knowledge about students and best teaching practices in the learning segment.	The candidate's planning reflects limited knowledge about students and inconsistent use of best teaching practices in the learning segment.	The candidate's planning reflects general knowledge about students and includes best teaching practices in the learning segment.	The candidate's planning reflects a depth of knowledge about specific students and best teaching practices across the learning segment.	
Alignment of learning experiences to standards and objectives	3 7	Lesson Plans	The candidate develops learning experiences that are not aligned to appropriate standards and objectives.	The candidate develops learning experiences that are inconsistently aligned to appropriate standards and objectives.	The candidate develops learning experiences that are aligned to appropriate standards and objectives.	The candidate develops meaningful learning experiences that are consistently aligned to appropriate standards and objectives across the learning segment.	
Using assessments to monitor learning	3 6	Lesson Plans

Assess Materials | The candidate does not use of assessments to gather evidence of student learning. There is a lack of alignment between standards, objectives, and assessment | The candidate uses assessments during the learning segment that would provide limited evidence of student learning. There is inconsistent alignment between standards, objectives, and assessment. | The candidate uses appropriate formative and summative assessments throughout the learning segment, to collect evidence of student learning. There is consistent alignment between | The candidate uses a variety of appropriate formative and summative assessments throughout the learning segment, to collect multiple forms of evidence of student learning. There is consistent | |

					standards, objectives, and assessment.	alignment between standards, objectives, and assessment.	
Using teaching strategies to support learning	3 8 	Lesson Plans	The candidate uses teaching strategies that do not support the central focus or learning goals.	The candidate uses teaching strategies that are not consistently related to the central focus, learning goals, or students' developmental level.	The candidate uses teaching strategies that are related to the central focus and learning goals. The strategies are appropriate for students' developmental level.	The candidate uses a variety of teaching strategies that directly address the central focus and learning goals. The strategies are appropriate for students' developmental level and make content accessible for all learners.	
Encouraging critical thinking, problem-solving, and creativity	3 5 	Lesson Plans	The candidate does not plan learning experiences that engage students in critical thinking, problem-solving, or creativity.	The candidate plans minimal learning experiences that engage students in critical thinking, problem-solving, and/or creativity. These experiences may not directly support the unit's standards and objectives.	The candidate plans multiple learning experiences that engage students in critical thinking, problem-solving, and/or creativity. These experiences directly support the unit's standards and objectives.	The candidate plans multiple learning experiences that engage students in critical thinking, problem-solving, and creativity. These experiences are integrated throughout the unit and directly support the unit's standards and objectives.	
Adapting for diverse students	3 2 	Lesson Plans	The candidate does not adapt learning experiences or assessment for	The candidate attempts to use strategies to adapt learning experiences	The candidate uses appropriate strategies to adapt learning experiences and	The candidate uses multiple appropriate strategies to adapt learning experiences	

Criteria	Score	Component					
			specific student learning needs in the class.	or assessments for specific learning needs in the class.	assessments for specific student learning needs identified in the class.	and assessments for the specific student learning needs identified in the class.	
Instructional materials	3 7	Lesson plans Instruct Materials	The candidate does not select materials/resources that are matched to the central focus or suitable for the students. Teacher resources are missing or incomplete.	The candidate selects materials/resources which are not consistently matched to the central focus or are suitable for the students. Teacher resources are identified.	The candidate selects appropriate materials/resources which are matched to the central focus and are suitable for the students and will enhance the learning experiences. Teacher resources are relevant, appropriate and clearly identified with URL or resource cited.	The candidate selects high-quality, appropriate materials/resources which are matched to the central focus and are suitable for the students and will enhance the learning experiences. A variety of teacher resources are relevant, appropriate, and clearly identified with URL or resource cited.	
Reflection							
Unit assessment data and analysis	3 6	Post-assess tool Post-assess data Reflection questions	The candidate fails to select unit post-assessment for analysis. AND/OR The candidate fails to analyze the assessment data.	The candidate selects an inappropriate unit assessment for analysis OR The candidate attempts to analyze the assessment data in relation to achievement of the	The candidate selects an appropriate unit assessment for analysis. The candidate analyzes the assessment data to determine achievement of the unit standard(s) and objectives. Data is used to determine	The candidate selects an appropriate unit assessment for analysis. The candidate analyzes the assessment data to determine achievement of the unit standard(s) and objectives. Data is used to determine	

				unit standards(s) and objectives but is not able to use data to determine next steps for instruction.	next steps for instruction for the class.	next steps for instruction for the class, groups, and individual students.	
Unit Reflection	3 9	Reflection questions	The candidate fails to engage in reflection on the learning segment. Responses are missing.	The candidate engages in reflection on the learning segment by providing a limited response to each question. The candidate draws conclusions about student learning and/or future instructional decisions.	The candidate engages in critical reflection on the learning segment by providing a response to each question. The candidate draws conclusions about student learning and future instructional decisions, using evidence for support.	The candidate engages in critical reflection on the learning segment by providing a detailed response to each question. The candidate draws conclusions about student learning and future instructional decisions, using relevant evidence for support.	

Score: _____ out of possible 56 points Passing score is 39 (70%) with no 'Ineffective' ratings. Candidates may revise work under the supervision of the university supervisor and the mentor teacher in order to receive passing score.
Signatures:

University Supervisor: _____ Mentor Teacher: _____

Candidate: _____ Date: _____

Revised: June 2021

![Frostburg State University logo] **FROSTBURG** STATE UNIVERSITY
One University. A World of Experiences.

<div style="text-align:center; border:1px solid black;">

INTERN PERFORMANCE RATING FORM

</div>

Indicate Internship/Practicum Experience: _____   **Mid-Point   Final**

ELED 494   ELED 495   EDUC 497   HPED 497   EDUC 391   SCED 496   EDUC 696   EDUC 697   SCED 696   SCED 697

Candidate Name_____   Student ID Number _____

Major/Specialization_____   School_____

Mentor_____   Grade (Subjects) _____

Practicum Dates_____   Hours of Teaching_____   Observation_____   Other_____   Total hours _____

Supervisor_____   Dates of Supervisor Observations _____

Date of Midpoint Conference_____   Date of Final Conference_____   **RECOMMENDED FINAL GRADE (PASS/FAIL)**_____
(If applicable)

This performance rating has been mutually agreed upon by (signatures):

_____   _____
Candidate   Mentor Teacher

_____   _____
University Supervisor   Clinical Faculty

Directions: Rate the candidate's level of progression on each competency using the scale below. In the final evaluation for Internship II/Practicum II, the candidate must be evaluated as **developing or better on each competency to receive a final grade of Pass.** The midpoint and final evaluations will be finalized collaboratively in a three-way evaluation conference. The candidate will evaluate him/herself on each competency prior to the three-way conference with the mentor teacher and the university supervisor.

Rating Scale:
H – Highly Effective: Candidate performed at a level well beyond that expected of a preservice candidate; reflective of exceptional strengths <u>only</u>
E – Effective: Candidate performed commendably; reflective of successful efforts
D – Developing: Candidate performed adequately and shows progress toward mastery; reflective of acceptable efforts
I – Ineffective: Candidate performed at a level less than developing level during practicum experience; reflective of the need to strengthen and/or develop competency to pass the practicum experience
NO – Not Observed: Candidate performed at a level insufficient for appropriate judgment

Evaluators:
EC – Evaluation Council includes the consensus of the Mentor's rating **(M)** and Supervisor's rating **(S),** with a separate column for the intern/practicum student's self-assessment **(I/P)**

Domain 1: Designing Coherent Instruction
The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

Competency	Standard INTASC Institutional Learning Goal SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
Knowledge of Students	1 3	Intern demonstrates a lack of knowledge regarding major concepts, theories and research related to the development of students AND does not plan developmentally appropriate instruction.	Intern demonstrates partial knowledge of the major concepts, theories and research related to the development of students AND inconsistently plans developmentally appropriate instruction.	Intern demonstrates adequate knowledge of the major concepts, theories and research related to the development of students AND plans developmentally appropriate instruction.	Intern demonstrates comprehensive knowledge of the major concepts, theories and research related to the development of students AND consistently plans developmentally appropriate instruction.						
Content knowledge	4 **3**	Intern demonstrates lack of knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates partial knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates adequate knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates comprehensive knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.						
Knowledge of Curriculum and Objectives	7 3	Intern demonstrates lack of knowledge of Maryland College and Career Ready Standards and/or content standards AND Standards are not aligned to	Intern demonstrates partial knowledge of Maryland College and Career Ready Standards and/or content standards AND Standards are partially aligned to	Intern demonstrates adequate knowledge of Maryland College and Career Ready Standards and/or content standards AND Standards are adequately aligned	Intern demonstrates comprehensive knowledge of Maryland College and Career Ready Standards and/or content standards AND						

						Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
		objectives/learning outcomes.	objectives/learning outcomes.	to objectives/learning outcomes.	standards are fully aligned to objectives/learning outcomes.						
Prerequisite skills and concepts	5 3	Intern demonstrates a lack of knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates partial knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates adequate knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates comprehensive knowledge of prerequisite skills and concepts relevant to instructional planning.						

Competency	Standard INTASC Institutional Learning Goal SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
Assessment	6 3	Intern lacks the ability to align assessments to standards, objectives/learning outcomes, developmental levels and instruction AND assessments fail to monitor student learning during instruction.	Intern partially demonstrates the ability to align varied assessments to standards, objectives/learning outcomes, developmental levels and instruction AND Assessments partially measure student learning during instruction.	Intern adequately demonstrates the ability to align varied assessments to standards, objectives/learning outcomes, developmental levels and instruction AND assessments measure monitor student learning at multiple points throughout instruction.	Intern demonstrates the ability to align multiple and varied assessments to standards, objectives/learning outcomes, developmental levels and instruction AND assessments measure student learning at multiple points throughout instruction and utilize pre- and post-assessment analysis.						

| Instructional strategies | 8 | Intern demonstrates the inability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s)

AND

Intern lacks the ability to align teaching strategies to standards, objectives, developmental levels and assessment

AND

Intern does not plan learning opportunities to engage students in promoting critical thinking and problem-solving, and creativity. | Intern partially demonstrates the ability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s)

AND

Intern partially aligns multiple teaching strategies to standards, objectives, developmental levels and assessment

AND

Intern irregularly plans learning opportunities to engage students in critical thinking and problem-solving, and creativity. | Intern adequately demonstrates the ability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s)

AND

Intern aligns multiple teaching strategies to standards, objectives, developmental levels and assessment

AND

Intern plans learning opportunities to engage students in promoting critical thinking and problem-solving, and creativity. | Intern demonstrates the ability to develop varied and multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s)

AND

Intern fully aligns varied and multiple teaching strategies to standards, objectives, developmental levels and assessment

AND

Intern consistently plans learning opportunities to engage students in promoting critical thinking and problem-solving, and creativity. | | | | | | |
| | 3 | | | | | | | | | | |

Competency		Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
Analyst in Technology		Intern does not demonstrate the ability to plan ways for students to demonstrate content knowledge using	Intern demonstrates the ability to plan multiple ways for students to demonstrate content knowledge using	Intern demonstrates the ability to plan multiple ways for students to demonstrate content knowledge using	Intern demonstrates the ability to plan multiple, varied ways for students to demonstrate content knowledge using						

| | | digital tools. | digital tools.

AND

The intern attempts to create opportunities for students to use digital tools to reflect on their own learning processes. | digital tools.

AND the candidate demonstrates one of the following:

The intern also creates opportunities for students to use digital tools to reflect on their own learning processes.

OR

The intern also plans opportunities for student choice in choosing digital tools to demonstrate understanding. | digital tools.

AND

The intern creates opportunities for students to use digital tools to reflect on their own learning processes.

AND

The intern plans opportunities for student choice in choosing digital tools to demonstrate understanding. | | | | | | |

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal										
	SPA										
Differentiated instruction	2 5	Intern does not plan or develop learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern partially plans and develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern adequately plans and develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern plans and develops multiple learning opportunities that effectively differentiate for the specific student learning needs.						

Selection of curriculum materials and resources	7	Intern selects inappropriate materials/resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning AND/OR Materials are not prepared for instruction in advance.	Intern selects materials/resources partially suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning AND/OR Materials are prepared for instruction in advance.	Intern selects appropriate materials/resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning AND Materials are prepared for instruction in advance.	Intern selects highly effective materials/ resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning AND Materials are prepared in advance and well-organized for instruction.						
	3										
Long- and short-range planning	7	Planning lacks organization and is poorly sequenced to impact student learning AND planning lacks relationships among concepts within and across disciplines.	Planning is partially organized and sequenced to impact student learning AND planning partially shows relationships among concepts within and across disciplines.	Planning is adequately organized and sequenced to impact student learning AND planning shows relationships among concepts within and across disciplines.	Planning is well-organized and sequenced to maximize student learning AND planning shows a comprehensive understanding of the relationships among concepts within and across disciplines.						
	3										

Comments/Recommendations:

Domain 2: Creating a Powerful Learning Environment
The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.

Competency	Standard INTASC Institutional Learning Goals SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	M/S EC Final	I/P Final
Communication of student expectations	3 / 3	Intern does not communicate high expectations for student achievement academically and behaviorally.	Intern inconsistently communicates high expectations for student achievement academically and behaviorally.	Intern communicates high expectations for student achievement both academically and behaviorally.	Intern constantly and consistently communicates high expectations for student achievement both academically and behaviorally.						
Classroom climate	3 / 3 / 3	Intern does not promote positive social interactions with students and among peers AND does not provide equitable opportunities for all students to learn and be successful.	Intern inconsistently promotes positive social interactions with students and among peers AND inconsistently provides equitable opportunities for all students to learn and be successful.	Intern promotes positive social interactions with students and among peers AND adequately provides equitable opportunities for all students to learn and be successful.	Intern promotes and models positive social interactions with students and among peers AND Intern consistently provides equitable opportunities for all students to learn and be successful.						
Managing behavior	3 / 3	Intern does not respond to student behavior in a consistent, appropriate and/or respectful manner.	Intern inconsistently responds to student behavior in an appropriate and respectful manner.	Intern responds to student behavior in an appropriate and respectful manner.	Intern proactively and consistently responds to student behavior in an appropriate and respectful manner and shows sensitivity to student needs.						

Competency	Standard / INTASC / Institutional Learning Goal / SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
Maintaining classroom procedures	3 / 3 /	Intern does not maintain established routines to promote efficient, productive, safe, and equally accessible learning environment.	Intern inconsistently maintains established routines to promote efficient, productive, safe, and accessible learning environment.	Intern maintains established routines to promote efficient, productive, safe, and an equally accessible learning environment.	Intern consistently maintains established routines to promote efficient, productive, safe, and an equally accessible learning environment.						

Comments/Recommendations:

Domain 3: Implementing Effective Teaching for High Quality Learning
The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.

Competency	Standard / INTASC / Institutional Learning Goals / SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S EC Final
Communication	8 / 2	Intern uses inappropriate oral and written communication	Intern inconsistently uses appropriate oral and written communication	Intern uses appropriate oral and written communication	Intern consistently models and promotes appropriate oral						

		AND Directions/proc edures are not clearly presented and appropriate for the students.	AND Directions/procedur es are inconsistently presented in a clear and appropriate way for the students.	AND Directions/proced ures are clearly presented and appropriate for the students.	and written communication AND Directions/proc edures are well developed, clearly presented, and appropriate for all students.						
Active learning	8 3	Activities and assignments are inappropriate for students AND Students are not engaged in exploration of the content or skills.	Activities and assignments are inconsistently appropriate for students AND Few students are engaged in exploration of the content or skills.	Activities and assignments are appropriate for students AND Most students are engaged in exploration of the content or skills.	Activities and assignments are appropriate for all students AND All students are fully engaged in exploration of the content or skills.						
Instructional decisions based on assessment results	6 3	Intern does not demonstrate flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results AND Intern does not	Intern inconsistently demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results AND Intern does not uses assessment results to adjust instruction.	Intern demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results AND Intern uses assessment results to adjust instruction.	Intern consistently demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results AND						

						Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S Final
		uses assessment results to adjust instruction.			Intern consistently uses assessment results to adjust instruction.						

Competency	Standard / INTASC / Institutional Learning Goal / SPA	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S Final
Instructional strategies	8 / 3	Intern does not use teaching strategies that are appropriate to age, ability level and learning styles AND Questioning strategies reflect only lower levels of Bloom's taxonomy that do not stimulate critical thinking, problem-solving and active inquiry for all learners.	Intern uses teaching strategies that are inconsistently appropriate to age, ability level and learning styles AND Questioning strategies reflect the different levels of Bloom's taxonomy that inconsistently stimulate critical thinking, problem-solving and active inquiry for all learners.	Intern uses multiple teaching strategies that are adequately appropriate to age, ability levels and learning styles AND Questioning strategies reflect the different levels of Bloom's taxonomy that stimulates critical thinking, problem-solving and active inquiry for all learners.	Intern consistently uses varied and multiple teaching strategies that are appropriate to age, ability levels and learning styles AND Questioning strategies reflect the highest levels of Bloom's taxonomy that stimulates critical thinking, problem-solving and active inquiry for all learners.						
Differentiated instruction	2 / 5	Intern fails to incorporate learning opportunities that differentiate for the varied need of the students through the	Intern inconsistently incorporates learning opportunities that differentiate for the varied need of the students through the	Intern adequately incorporates learning opportunities that differentiate for the varied need of the	Intern consistently incorporates learning opportunities that differentiate for						

		tiering of content, processes, and student products.	tiering of content, processes, and student products.	students through the tiering of content, processes, and student products.	the varied need of the students through the tiering of content, processes, and student products.					
Analyst in Technology-	**ISTE 7a**	Intern does not provide ways for students to demonstrate content knowledge using digital tools	Intern provides multiple ways for students to demonstrate content knowledge using digital tools AND Intern attempts to create opportunities for students to use digital tools to reflect on their own learning processes.	Intern provides multiple ways for students to demonstrate content knowledge using digital tools AND Intern demonstrates one of the following: Intern creates opportunities for students to use digital tools to reflect on their own learning processes. OR Intern provides opportunities for student choice in choosing digital tools to demonstrate understanding.	Intern consistently provides multiple, varied ways for students to demonstrate content knowledge using digital tools AND Intern provides opportunities for students to use digital tools to reflect on their own learning processes AND Intern provides opportunities for student choice in choosing digital tools to demonstrate understanding.					

Comments/Recommendations:

Domain 4: Assuming Professional Responsibilities
   The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Lrng. Goal										
	SPA										
Leader in Technology ISTE 2b	9 3	Intern does not advocate nor provide equitable access to learning opportunities that meets the diverse needs of students. This includes the use of digital content that is culturally relevant and accessible AND There is no evidence that the intern demonstrates the ability to plan, select and utilize a variety of digital content to meet the diverse needs of students.	Intern inconsistently provides equitable access to learning opportunities that meets the diverse needs of students. This includes the use of digital content that is culturally relevant and accessible AND There is evidence that the intern demonstrates the ability to plan, select and utilize digital content to meet the diverse needs of students, but this content may not have variety and may not fully meet the needs of the students.	Intern provides equitable access to learning opportunities that meet the diverse needs of students. This includes the use of digital content that is culturally relevant and accessible AND There is evidence that the intern demonstrates the ability to plan, select and utilize digital content to meet the diverse needs of students. This content can include OER, digital media, culturally relevant curriculum, news Websites, virtual field trips, VR software and historical resources.	Intern consistently advocates and provides equitable access to learning opportunities that meet the diverse needs of students. This includes the use of digital content that is culturally relevant and accessible AND There is strong evidence that the intern demonstrates the ability to plan, select and utilize a variety of digital content to meet the diverse needs of students. This content can include OER, digital media, culturally relevant curriculum, news Websites, virtual field trips, VR software and						

				historical resources.							
Leadership in Technology ISTE 2c	9	Intern does not model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources for learning.	Intern inconsistently models for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources for learning.	Intern models for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources for learning.	Intern consistently models for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources for learning.						
	4										
Collaborator in Technology ISTE 4b	10	Intern does not collaborate and co-learn with students to discover and use new digital resources AND Intern does not attempt to diagnose and troubleshoot technology issues.	Intern inconsistently collaborates and co-learns with students to discover and use new digital resources AND Intern attempts to diagnose and troubleshoot technology issues.	Intern adequately collaborates and co-learns with students to discover and use new digital resources AND Intern diagnoses and troubleshoots technology issues.	Intern consistently collaborates and co-learns with students to discover and use new digital resources AND Intern diagnoses and troubleshoots technology issues.						
	4										
Collaborator in Technology ISTE 4c	9	Intern does not use collaborative tools to expand students' authentic real world learning experience AND does not engage virtually with: experts, teams and students locally or globally.	Intern inconsistently use collaborative tools to expand students' authentic real world learning experience by engaging virtually with one of the following: experts, teams and students locally and/or globally.	Intern adequately uses collaborative tools to expand students' authentic real world learning experience by engaging virtually with most of the following: experts, teams and students locally and globally.	Intern consistently uses collaborative tools to expand students' authentic real world learning experience by engaging virtually with all of the following: experts, teams and students locally and globally.						
	3										

Comments/Recommendations:

PROFESSIONAL DISPOSITIONS AND RESPONSIBILITIES RATING FORM

Candidate Name_____ Date of Assessment _____ Field Experience: **Internship I   Internship II**

Evaluation Period: Mid-point   Final

Dispositions are defined as those professional attitudes, values, and beliefs expected of an education professional.
Responsibilities are defined as obligations and duties required of an education professional.

Professional Dispositions – *Candidates are expected to:*	*INTASC*	Ineffective	Developing	Effective	Intern Mid Point	M/S EC Mid Point	Intern Final	M/S EC Final
Show sensitivity to and respect differences of all individuals	2,3	Candidate behaves in a manner that is narrow- or close-minded toward diverse perspectives.	Candidate usually models respect for all people and treats others with courtesy; candidate occasionally participates in efforts to advocate for consideration of diverse perspectives.	Candidate consistently models respect for all people and treats others with courtesy and open-mindedness; candidate seeks or leads efforts to advocate for inclusion and consideration of diverse perspectives.				
Demonstrate commitment to reflection, self-assessment of one's practice, and responsibility for one's own actions	9	Candidate does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive changes; candidate assigns blame to others for negative results or takes no responsibility for emotional reactions.	Candidate usually evaluates own performances with a critical lens, generates partial improvements or revisions, and applies them to future performances; candidate generally accepts responsibility for his/her own actions and emotions.	Candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances; candidate accepts responsibility for his/her own actions and emotions.				
Accept and act upon reasonable critical evaluation	9	Candidate rejects suggestions from others directly or fails to act on suggestions.	Candidate is open-minded and positive when receiving feedback from others; candidate demonstrates the ability to act on suggestions.	Candidate actively seeks information and perspectives from others to evaluate own performance, demonstrates in-depth analysis and synthesis				

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				of viewpoints, and incorporates them into future performances.				
Demonstrate flexibility	*7*	Candidate is rigid and cannot adapt to changing Circumstances.	Candidate usually demonstrates ability to act spontaneously and adapt according to circumstances for the good/benefit of the classroom practice.	Candidate consistently demonstrates ability to act spontaneously and adapt according to circumstances for the good/benefit of the practice; candidate demonstrates ability to think outside the box when seeking alternative actions.				
Establish positive professional relationships	*10*	Candidate is disrespectful in interactions with peers, colleagues, parents, students, or authority figures; candidate disregards or rejects diverse perspectives.	Candidate usually displays appropriate and courteous professional interactions with and gains respect from peers, colleagues, parents, students, or authority figures; candidate communicates respect and understanding of diverse perspectives.	Candidate consistently displays appropriate and courteous professional interactions with and gains respect and trust from peers, colleagues, parents, students, or authority figures; candidate communicates respect and understanding of diverse perspectives and listens to and shows interest in the ideas and opinions of others.				
Treat all individuals respectfully and appropriately	*2, 10*	Candidate does not display either equitable or respectful behavior and/or attitudes within the professional community; candidate demonstrates the belief that not all individuals can achieve at high levels.	Candidate generally displays an equitable and respectful behavior and attitudes within the professional community; candidate generally demonstrates the belief that all individuals can achieve at high levels.	Candidate consistently displays positive, equitable and respectful behavior and attitudes within the professional community; candidate consistently demonstrates the belief that all individuals can achieve at high levels.				

		Ineffective	Effective (1 col)	Effective (2 col)				
Demonstrate energy and commitment to professional practice	_9_	Candidate displays little or no interest or excitement about his/her profession; candidate lacks commitment to performing his/her professional responsibilities.	Candidate models interest and eagerness about his/her profession; candidate is dedicated to performing his/her professional responsibilities.	Candidate consistently models a passionate interest in his/her professional practice; candidate is highly dedicated and eager to perform at high levels in professional practice.				
Demonstrate commitment to Continuous learning	_9_	Candidate fails to seek out new research and practices that advance his/her professional competence.	Candidate seeks out new research and practices that advance his/her professional competence and intellectual vitality as a continuous learner.	Candidate takes a leadership role in seeking out new research practices and learning opportunities that advance his/her professional competence and intellectual vitality as a continuous learner.				
Work collaboratively with others, e.g., students, teachers, parents, administrators, and peers	_10_	Candidate does not consistently interact with others in ways that communicate respect; candidate repeatedly waits for others to take the lead or hinders progress and only considers personal perspectives.	Candidate interacts with other in ways that communicate respect; candidate engages with others on a limited scale, with attention to some stakeholder perspectives.	Candidate consistently interacts with others in ways that communicate respect; candidate engages in open dialogue and effective action to accomplish goals as part of a larger group and considers perspectives from all stakeholders.				

Professional Responsibilities: *Candidates Must:*	_INTASC_	Ineffective	Effective	Intern Mid Point	M/S EC Mid Point	Intern Final	M/S EC Final
Dress appropriately for one's professional contexts	_9_	Candidate's choice of dress indicates that the candidate needs to be more mindful of expectations regarding professional appearance and places personal expression before professionalism.	Candidate's choice of dress shows good professional judgment, reflects a balance between personal expression and professionalism, and indicates a high level of self-respect and respect to others.				

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Be punctual for all responsibilities and duties	_9_	Candidate does not consistently arrive to class, appointments, meetings at the time designated; changes in schedule/absences are not reported in a timely manner. Candidate does not consistently demonstrate sound time management and misses deadlines.	Candidate arrives to class, appointments, meetings prepared at the time designated; necessary changes in schedule/absences are reported prior to scheduled obligation. Candidate's actions reflect sound time management, in meeting deadlines.				
Respect the privacy of individuals and the confidentiality of information	_9_	Candidate does not maintain confidentiality of records; candidate does not respect confidentiality of professional correspondence or conversations.	Candidate maintains confidentiality of P-12 student records and of professional correspondence and conversations; candidate does not tolerate gossiping or abuses of confidentiality by others.				
Behave with professional integrity	_9_	Candidate does not consistently honor the needs and best interests of students, the work setting, or the profession.	Candidate consistently and appropriately honors the needs and best interests of students, the work setting, and the profession including a pattern of professional behavior such as academic honesty and separation of personal and professional domains.				
Assume all responsibilities considered to be an integral part of the professional's duties	_9_	Candidate is not accountable for satisfactorily fulfilling all professional duties.	Candidate always takes the professional role very seriously and satisfactorily fulfills all professional duties.				

Comments:

Signatures: _____   _____   _____
(Intern)   (Mentor)   (Supervisor)

Date: _____

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EC – Evaluation Council includes the consensus of the Mentor's rating **(M)** and Supervisor's rating **(S),** with a separate column for the intern's self-assessment

Frostburg State University   College of Education   Office of Clinical and Field Experiences

Teaching Performance /Professional Behavior Concerns

Improvement Plan Documentation Form

Candidate: _____   Date:_____

Mentor Teacher: _____   School/Grade: _____

University Supervisor: _____

Concern	Evidence	Action for Improvement	Deadline

Review meeting date: _____

Candidate: _____   Date: _____

Mentor: _____   Supervisor:_____

Office of Clinical and Field Experiences
Teaching Performance/Professional Behaviors Contract

Candidate: _____

Field Experience: _____Date of Contract Meeting: _____

As a developing teacher, candidates are expected to demonstrate the appropriate level of teaching performance and professional dispositions during all field experiences. Based on the performance and behaviors of the above-named candidate, the following stipulations must be met in order to continue the field experience placement.

The candidate will:

•
•
•
•
•

By acknowledging this contract, the candidate understands and agrees to meet the stated expectations for teaching performance and/or professional dispositions. The process for teaching performance /dispositions contracts outlined in the Field Experience Handbook will be followed.   If the candidate fails to meet the expectations, the process for addressing teaching performance or disposition concerns, as stated in the Field Experience Handbook, will be followed. The school principal has the right to request the removal of the candidate immediately if any concerns are not resolved. A failing grade for a field experience will be assigned upon placement removal.

Candidate: _____Date: _____

University Supervisor: _____Date: _____

Other: _____Role: _____Date: _____

- *If you do not have any issues or concerns, do NOT submit this form.*
- *You do NOT need to put your name on this form.*
- *At the conclusion of your internship, please submit this form to the Office of Field Experience (Framptom 215)*

I have issues/concerns about:

☐ Clinical School Based Educator (Mentor)

☐ Clinical University Based Supervisor

List issues/concerns- Clinical School Based Educator (Mentor)

Name of Mentor: _____

1. _____
    _____

2. _____
    _____

3. _____
    _____

List issues/concerns- Clinical University Based Supervisor

Name of Supervisor: _____

1. _____
    _____

2. _____
    _____

3. _____
    _____