

# **Intern Handbook**

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**UMBC  
Department of Education**

**Initial Teacher Certification  
Secondary Education Program  
2009-2010**





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Dear Interns,

This *Intern Handbook* is designed as a resource and policy document for the year-long internship of the UMBC secondary teacher certification program. It provides an overview of the internship experience and information about policies and procedures. The Handbook should be beneficial in answering questions concerning general requirements and procedures for the entire internship program.

The teacher preparation program culminates in the internship, which helps beginning teachers make the transition from being students to teaching professionals. Research has consistently shown that the internship experience is the most significant component in preparing new teachers to be in the classroom. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge and teaching skills.

A successful internship experience requires that the teacher intern and all individuals working with the intern function as a team. The key to this team approach is on-going communication. This *Handbook* provides starting points for communication about expectations and responsibilities; commitment and assessment; and what is involved in a successful internship experience.

I wish you the best as you embark on this exciting experience of becoming an educational professional.

Sincerely,

*Eugene Schaffer*

Dr. Eugene Schaffer  
Interim Chair and Professor

The UMBC Department of Education mission is to research teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.

*INTERN HANDBOOK*  
**CONTENTS**

Overview of Secondary Internship.....	1
Conceptual Framework of UMBC’s Department of Education.....	2
Secondary Education Program.....	3
Professional Development Schools (PDS).....	4
Professional Teaching Year Internship.....	5
Internship Policies.....	6
Attendance, punctuality, and absences.....	6
Contact information and Communication.....	7
Exceptions to Policy and Procedures.....	7
Approval of internship placement.....	7
Internship course registration and related fees.....	7
Nepotism.....	7
Phase II seminar.....	8
Professional behavior and attire.....	8
State and FBI criminal background check.....	8
School System Policies and expectations.....	8
Substitute Teaching.....	8
Tk20 Assessment system.....	9
Guidelines for Supervising and Supporting UMBC Interns.....	10
Intern Checklist.....	14
Appendices.....	18
Code of Ethics of the Education Profession.....	19
Student Letters.....	21
Attendance Tracking Sheets.....	23
Maryland Teacher Technology Standards.....	25
Standards for Maryland Professional Development Schools.....	27

University of Maryland Baltimore County  
Department of Education

**2009-2010 Secondary Education Internship Overview**

The internship experience is the most important part of the professional preparation of teachers. Mentors, supervisors, and university faculty members work as a team to support the professional growth of interns. Our year-long internship is scheduled in two phases. Phase I occurs during the Fall semester and interns come to their placements one full day a week or two half days a week. Phase I is a time for learning about the curriculum, the school, the students, and the professional life of a teacher. Interns complete 20 full days in their placement during Phase I. The schedule and tasks of Phase I are negotiated between the intern and the mentor teacher. While in Phase I, interns are typically finishing up their coursework, including an instructional methods course and the Reading in the Content Area – Part II course. Interns develop a unit plan in their methods course for a topic that they will teach during Phase II and begin an Action Research project.

Phase II is the full-time internship during the Spring semester. Interns start Phase II in early January when placement schools return from the holiday break. Interns engage in all aspects of life in the school and follow the same schedule as their mentor teachers. Interns assume progressive responsibility for providing instruction and should provide full instruction for a period of at least six weeks. Mentor teachers complete a series of assessments on interns' growth as well as provide comprehensive informal support and feedback throughout the internship. A web-based environment is used for assessments. User names and passwords will be established for interns, mentors, and supervisors to access the system. Interns complete a Teaching Folio and collect evidence of their mastery of professional standards. University supervisors will observe interns five times during Phase II. Regular communication among mentors, administrators, supervisors, and university faculty ensure a strong support system for the interns.

# ***THE UMBC TEACHER EDUCATION PROGRAM***

## **Conceptual Framework**

Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and the learning process. Mastery of the teaching process demands the development of a broad intellectual perspective on academic, policy, and pedagogical issues, coupled with extensive and diverse experiences in the classroom. The UMBC Department of Education seeks to advance teaching and learning through our integration of research and collaboration with others for the benefit of our diverse society. The Department offers both graduate and undergraduate programs leading to certification in a variety of content areas. Faculty members are committed to preparing future educators by sharing their varied backgrounds and experiences in policy, practice, and major content disciplines.

The mission of the UMBC Teacher Education Unit is to research teaching and learning and to develop educators who are caring, thoughtful, knowledgeable, skilled, and responsive. We expect our graduates to respect diversity, to be leaders in their schools, and advocates for democracy and social justice. This mission is embedded in three tenets:

### **Academic Strength.**

Initial certification candidates demonstrate academic strength by completing both a disciplinary major and a program of professional courses. Advanced program candidates demonstrate knowledge and skills by completing a program focused on content, pedagogy, leadership, and research.

### **Professional Development Continuum**

Initial certification candidates develop professional teaching competencies through sequenced academic and pedagogical experiences in various learning and field-based contexts. Advanced program candidates increase their mastery of content, pedagogy, leadership, and clinical research in their respective professional contexts.

### **Diversity**

Candidates in initial and advanced programs demonstrate and apply proficiencies related to diversity and equity in teaching and learning. Candidates provide learning experiences that engage students of varying backgrounds and abilities, and practice inclusive pedagogy accommodating students' strengths and needs.

## THE SECONDARY EDUCATION PROGRAM

The secondary education program provides learning experiences to prepare both undergraduate and graduate students to earn teaching certification for grades 7-12. In cooperation with other departments, specific tracks have been developed to ensure that teacher candidates' content background is rigorous and current. Secondary certification programs include:

- Art
- Dance
- English
- Foreign Language
- Mathematics
- Music
- Science
- Social Studies
- Technology Education
- Theatre

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## **Professional Development Schools**

Professional Development Schools (PDSs) are collaboratively planned and implemented partnerships between an institution of higher education and a local school system and/or an individual school. Mandated by the State of Maryland, PDS provide for the academic and clinical preparation of interns and the continuous professional development of both the school system and the university faculty.

PDS activities take many forms in order to reflect specific partnership objectives for improving both the teacher-candidate preparation and the school's operations. University faculty members stay current with teaching practices and school policies through multi-layered connections with PK-12 schools. Schools provide authentic learning environments in which faculty can conduct research. PK-12 teachers participate in regularly scheduled professional development workshops. And, PK-12 students benefit from extra hands in the classrooms as well as the enthusiasm and new techniques that interns bring to their internship experience.

Through PDS programs, PK-12 teachers may be recruited to:

- Teach/co-teach a university course
- Collaborate with university faculty on school-based research
- Write for publication
- Deliver a professional development workshop
- Attend conferences

Teacher candidates are placed in a UMBC PDS for their internship experience whenever possible. An individual PDS typically receives five or more teacher candidates per year. A PDS School-based Liaison and a PDS University Liaison work together to facilitate the internship experience. In addition, they develop activities beneficial to both the school and UMBC's education department.

## **UMBC's Secondary Professional Development Schools:**

### **Anne Arundel County Public Schools**

Meade Middle School

Meade High School

### **Baltimore City Public Schools**

Digital Harbor High School

Baltimore Polytechnic Institute High School

### **Baltimore County Public Schools**

Windsor Mill Middle School

### **Howard County Public Schools**

Mt. Hebron High School

## **Professional Teaching Year Internship**

The professional teaching year is the culminating experience for UMBC teacher candidates. Candidates are engaged in an extensive internship experience and related professional education courses. Most UMBC candidates arrive at their internship with multiple field experiences in diverse settings, many of which require students to interact with students and plan and conduct lessons.

UMBC designs the internships to provide the intern with a rich, practical teacher-training experience, with multiple opportunities for support and feedback. The intended objectives of the internship are for the interns to put into practice what they have learned/are learning in their university courses, while making positive contributions to the operation of the school. Each intern has a team consisting of a **mentor teacher**, a university assigned **supervisor** and the program coordinator. An array of faculty and administrators from the school and the university are also part of the interns' support team.

The internship covers two semesters, with **Phase I** occurring in the fall semester and **Phase II** in the spring. Ideally, this experience takes place in a Professional Development School (PDS). A PDS is a collaboratively planned and implemented partnership between an institute for higher learning and a local education agency. The PDS offers academic and clinical preparation of interns, as well as the continuous professional development of on-site faculty.

**Phase I:** Interns are oriented to their school and classroom where they receive clear guidelines and expectations of their eventual primary teaching role. Interns visit their school one or two days per week to observe and prepare to assume teaching responsibilities. Interns complete a minimum of 20 days within their schools during this phase. The Phase I experience is linked to the content area methods courses and Reading in the Content Area II course.

**Phase II:** Interns return to the same school full-time, typically working with the same mentors as in Phase I. Interns must follow the county specified start date for when classes resume after winter break. Phase II ends no sooner than Thursday, May 13, 2010.

**Note:** Phase II of the internship experience is a full-time commitment. Interns are required to follow a full-time teacher's schedule at their schools. Interns can miss up to three days when there are weather related county school closings. Interns are also granted a maximum of two (2) personal or sick leave days. Any days missed beyond the three snow days or two leave days **MUST** be made up after the May 13, 2010 end date. In addition, mentors and interns need to allow for additional time for lesson planning, grading, and evaluating instruction and performance. Employment and additional coursework are strongly discouraged for interns during Phase II. Internship responsibilities at school or on campus cannot be waived nor modified to accommodate the demands of employment or other commitments.

## UMBC INTERNSHIP POLICIES

Teacher candidates are responsible for adhering to all policies and procedures outlined in the *Internship Handbook*, the UMBC Department of Education website, the *Application for Teaching Internship*, and the *Internship Placement Confirmation*. If a teacher candidate does not adhere to these policies and procedures, the teacher candidate may be suspended or terminated from the internship. Updates and revisions to policies are made by consensus of university faculty.

### **Attendance, Punctuality, and Absences**

Interns are required to adhere to the specified attendance schedule for full-time teachers within their internship placement school(s). Attendance and punctuality are mandatory for all daily school activities and for all on-campus events, including intern orientation and seminar meetings. Interns follow the holiday schedule for their assigned school placement. Interns must maintain a record of their attendance that is confirmed by the mentor teacher. The internship tracking sheet is submitted to the Program Coordinator upon completion of each phase of the internship. A copy of the *Phase I and II Attendance Tracking Sheets* are included in the Appendices.

A school day is defined as beginning and ending at those times established by the county for the teachers at the school where the intern is placed. Interns may apply hours spent on school-sanctioned professional development activities as hours toward a school day. During Phase I, interns coordinate with their mentor teacher to be present for twenty (20) full-days or forty (40) half-days of instructional time. A half-day is defined as at least three and half consecutive hours at a school.

During Phase II, interns must attend school full-time from Monday, January 3, 2010 – Thursday, May 13, 2010. Mentor teachers and/or school administrators may not excuse an intern from the required attendance schedule.

### **Clinical Practice Performance Assessment**

Each intern is required to complete a self-assessment using the Clinical Practice Performance Assessment (CPPA) three times during the internship. Interns will complete the CPPA online in the TK20 - Education Accountability System (EAS).

#### **CPPA Schedule**

Formative I – completed by December 9, 2009

Formative II – completed by March 11, 2010

Summative – completed by May 13, 2010

The mentors will also assess the intern's performance using the CPPA on the same schedule. The supervisors will complete one CPPA during Phase I and five CPPAs during Phase II.

## **Contact Information and Communication**

It is important that interns notify the Program Director of any changes to their contact information. Please use only your UMBC email address to send emails to the Program Coordinator. Any change of address, telephone number, or other information related to the internship experience must be reported to Program Coordinator.

*In keeping with the university's policy on email communications, teacher candidates are expected to read mail sent to their UMBC email account on a regular basis, as important announcements and information will be communicated to teacher candidates in this fashion. UMBC email may be forward to another email account if desired. To set up a forwarding address, see <http://www.umbc.edu/oit/sans/helpdesk/acctforward.html>*

## **Exceptions to Policy and Procedures**

The UMBC Department of Education's policies and procedures have been established according to the academic and performance standards set by the program faculty, its accrediting agencies, and the university. Any exceptions to policy and established procedures must be reviewed and approved by the Department's designated committee, the Chair's Advisory Council. Teacher candidates may request an exception to a policy and/or procedure by submitting such a request in writing to the Program Coordinator.

## **Approval of Internship Placement**

Approval for the internship is granted immediately prior to the beginning of each phase. If this screening reveals that the applicant has become ineligible, the student will be required to cancel his/her registration, and school system personnel will be notified that the internship is terminated. If the teacher candidate becomes aware at any time prior to the internship that he/she is likely to become ineligible, or if the teacher candidate decides not remain in the internship as scheduled, the Program Coordinator should be notified immediately.

## **Internship Course Registration and Related Fees**

University course registration must be completed in the regular manner during the registration periods. A fee is charged for Phase II of the internship (see university catalog for details). This fee appears on the UMBC statement of charges and covers the additional costs associated with the internship experiences, e.g., honorariums for mentor teachers and supervisors. Interns are also responsible for other fees associated with their internship, including the cost of their criminal background check and registering for their TK20 account.

## **Nepotism**

UMBC does not allow an internship placement in a school where a son, daughter, or sibling of the intern is a student; or where a parent, spouse, or other close relative is employed. It is the responsibility of the intern to notify their program coordinator if they are assigned in a school where these conditions exist.

## **Phase II Seminar**

During Phase II of the internship, interns register for and attend the internship seminar course. This credit-bearing academic course meets on a weekly basis and serves two main purposes. The first purpose is to provide support as the internship progresses. Interns receive instruction on topics such as classroom organization and management, parent conferencing, lesson plans, assessments, and modifications for students with special needs. The second purpose is to assist with the development of the required Teaching Folio. The seminar meets on Tuesday afternoons.

Interns will have the opportunity to share their experiences through regular reflections and discussions with their peers. Guest speakers will be brought in to acquaint class members with the interview process in various school systems as well as career development and related issues. Some sessions of the seminar may be held at PDS.

## **Professional Behavior and Attire**

Interns are expected to dress and act in a professional manner. Regulations governing regular teachers in the school district apply to the teacher candidate during his/her assignment in that school. Interns are expected to adhere to the district's professional dress code throughout the internship experience. The UMBC Department of Education affirms the National Education Association Code of Ethics of the Education Profession found in the Appendix.

## **School System Policies and Expectations**

Interns must comply with the policies, procedures, and expectations for teachers of the school system to which they are assigned, including attendance, work hours, dress, and personal conduct. Interns follow the holiday calendar of the school system, rather than that of UMBC. In addition, interns must adhere to school policies regarding communications with parents and the community. Interns must comply with policies involving data collection, recording of student information, confidentiality, and the taking of photographs or videos in a school.

## **State and FBI Criminal Background Check**

Interns and teacher candidates must have completed and submitted a Criminal Background Check result, including fingerprinting by the Criminal Justice Information System (CJIS) before placement in any school. UMBC complies with these requirements to insure the safety of all students and to continue the partnerships we have developed with PDS schools and school systems. Criminal Background Check information may be shared with schools or other entities in which a placement is being considered. Any record of criminal activity must be reviewed and approved for placement by the Department of Education. Teacher candidates are required to update this form as needed. The CJIS website is at [www.dpsscs.state.md.us](http://www.dpsscs.state.md.us)

## **Substitute Teaching**

Teacher candidates may not serve as substitute teachers in the internship classroom or at the school during Phase II.

### **TK20 Assessment System**

The Education Department has instituted a data gathering system within the Education Accountability System (EAS) called EAS via Tk20. It includes the Process Folio which will be used to document experiences and competencies throughout the teacher education program. It also includes a Teaching Folio, as a part of the Process Folio, which is completed during the internship based on Specialized Professional Association (SPA) standards. An assessment of the portfolio is conducted by a team of reviewers in the final stage of the internship experience. Successful completion of the Teaching Folio is a requirement of the seminar. The UMBC Department of Education's Portfolio Place computer lab makes digital and video cameras, document scanning equipment, and computers available to teacher candidates for the purpose of building their electronic portfolio and including Key Assignments in the Education Assessment System (EAS) via Tk20.

## Guidelines for Supervising and Supporting UMBC Interns

### Clinical Observation Model

The clinical supervision model is a sequence of pre-conference, classroom observation, analysis of the observation, and post-conference. It is this sequence that UMBC has adopted to provide guidance for supervising and coaching the intern during the supervisory process.

In addition to the clinical supervision sequence, a developmental supervision approach guides the mentor teacher and university supervisor in the adoption of interpersonal supervisory approaches based on the readiness of the intern to participate in the instructional problem-solving and decision making process. This developmental approach suggests three phases of supervisory behavior: non-directive, collaborative, or directive. The goal is to develop self-directed, competent new teachers.

**Phase I:** Observing and discussing lessons taught by the mentor teacher during Phase I of the internship will be valuable for the intern. It will be particularly important for interns to observe in a focused way. This is a time for the mentor teacher to begin to model the clinical supervision process using a simplified organizer\*.

<b>Before</b> the observation (pre-conference)	Share the lesson objective and strategies	Provide a focus for the observation Choose and discuss a data gathering tool*
<b>During</b> the observation	Highlight aspects of the lesson as you go along	Ask the observer to gather the data and jot down questions to ask after the observation
<b>After</b> the observation (post-conference)	Meet to discuss the lesson	Review the data Answer questions Reflect on the lesson

\*Adopted from the Howard County Mentoring Program

The primary function of observing is to collect information. The intern observes to see good instructional practice, and to become familiar with the subject matter, curricula, classes, students' names, and behavior management techniques. During Phase I, it would also be beneficial for the intern to observe special area classes (Art, Music, Physical Education, etc), follow or "shadow" a student for a day, and observe other teachers to see specific teaching methods.

After the middle of the Phase I experience, the intern is expected to arrange with the university supervisor to observe a lesson that will be used to set goals for Phase II planning. While the mentor teacher has been giving focused feedback to the intern for the procedures or learning experiences he/she has been leading, thus far most of the feedback has been informal. Before the end of Phase I, both the mentor teacher and the university supervisor will use the standards-based Clinical Practice Performance Assessment instrument to give formative feedback using the indicators included in the instrument.

<b>Ways to Provide Feedback</b>	<i>Verbal</i>	<i>Written</i>	<i>Other</i>
Informal (frequently)	Talking after a lesson	A short handwritten note or “Positive Postcard” for praise	Audio-taping and letting intern listen and talk about his/her impressions
Informal (regular)	Weekly meetings to talk about lessons and issues	Writing entries in a journal	A dialogue journal that is shared among supervisor, intern, and mentor teacher
Formal (at least three times)	Pre-conference and post-conference discussions	Data from observation given to intern	Video-taping of lesson and discussing together

\*Adapted from Pelletier, C.M. (2000). *A handbook of techniques and strategies for coaching student teachers, 2nd Edition*. Boston: Allyn and Bacon.

### Clinical Supervision Cycle

The clinical supervision cycle is used for the more formal observations and includes the pre-conference, the observation, analysis of the classroom, and the post observation conference.

Beginning with the **pre-conference** before the observation, preparation and planning are brought together. It is also important to clarify that the primary purpose of the observation is to collect data that will assist the intern to improve teaching and learning. Examination of student work may be one of the parameters of the observation identified for discussion in the post-conference.

### ***Points to be considered during the pre-conference include:***

- Clarify that the primary purpose of the observation is to improve teaching and learning;
- Discuss the goals and objectives of the lesson in student terms (include context);
- Review or clarify expectations for the format and amount of detail in the lesson plan;
- Discuss how the teacher will assess student learning;
- Examine what could be learned from student work in the post-conference;
- Discuss intern concerns for which they would like feedback (use of time, particular students, directions etc.);
- Describe what the intern would like to learn about the class;
- Permit the intern to change the lesson based on the discussion;
- Describe the entire process from pre-observation through post-observation conference; and,
- Collaborate on the time and parameters of the observation, observation tools, and the post conference.

The **observation** looks for evidence that the intern is progressing and documents the intern's basic teaching competencies. The mentor documents teaching instruction by recording specific observable behaviors through a variety of observation techniques. These include, but are not limited to, informal observing, scripting, recording movement around the room, noting verbal feedback, noting questioning, timing parts of the lessons, and audio-taping and videotaping. These specific data may then apply to standards-based assessment documents used by UMBC.

### ***Behaviors for observing interns***

- Arrive before class begins;
- Locate yourself to have a clear view of intern and students ;
- Collect data not impressions;
- Write log notes on significant events; and,
- Don't give opinions about the class at the end of the observation.

In **post-observation analysis**, review all observation data looking for patterns and relationships.

### ***Strategies for analysis***

- Summarize data;
- Examine notes or logs you have kept;
- Refer to teacher requests and assure the observer can respond;
- Determine essential positive and limiting elements of the class; and,
- Write out suggestions for improvement of the class.

Feedback during a **post-observation conference** to discuss intern's progress is of importance for his/her improvement. Guidance provided supports the intern and assures that the instructional program proceeds smoothly. Whenever possible, these feedback conferences should include the mentor teacher, university supervisor and the intern.

### ***Creating a feedback system***

- Ask the teacher if this class was average or if there were any special unusual elements or behaviors in the class;
- Ask the teacher what were the high points of the lesson;
- Ask if he/she would change any thing;
- Present data to the teacher and ask for her/his analysis;
- Add to the data analysis or offer a different interpretation;
- Ask if he/she would change anything and what might he/she do differently;
- Make suggestions or offer resources; and,
- Establish follow-up meeting or observation if appropriate.

## **Roles and Responsibilities**

The intern is expected to be a significant member of the learning community, participating as a professional within the university, classroom, school, and community. The roles and responsibilities include:

- Attend all required meetings prior to, during, and following internship experience.
- Maintain regular attendance during internship.
- Demonstrate punctuality, dependability, and professional decorum.
- Be prepared to assume assigned tasks as determined by the mentor.
- Interact positively with students, mentor, parents, and professional staff.
- Communicate with mentor and college/content supervisor on a regular basis to ensure the completion of all requirements within the internship experience.
- Be willing to receive constructive criticism and engage in feedback discussions with the mentor and university supervisor.
- Prepare and submit required Teaching Folio contents and assessment materials.

## **Intern Checklist**

The following Checklist offers guidelines for the intern to assure a successful internship experience. As with all learning experiences, it should be adapted according to the intern's progress from week to week.

Take time early in the internship experience to have a series of conversations with your mentor regarding goals for the classroom and the internship experience. Discuss daily, weekly, and long-term objectives, as well as instructional goals, classroom management, parent involvement, and student evaluation. These early conversations are a good time to outline the progression of your responsibilities over the internship and to plan a schedule of observations and reviews with your mentor and supervisor.

This Checklist parallels the Mentor Checklist and Supervisor Checklist, as appropriate, and cross-references the Clinical Practice Exit Checklist. It spans the full school year of engagement in the school community learning to teach and having experiences with students of diverse backgrounds and abilities.

## Intern Checklist – Phase I

### Teacher Orientation Week (prior to school opening)

Attend the orientation sponsored by UMBC for interns, mentors, and supervisors.

Meet with your supervisor and mentor prior to school opening. Discuss expectations for the coming year.

Attend an orientation sponsored by the county of the school in which you will be assigned, if applicable.

Meet with your mentor and review or complete the following items:

- Where to **park**.
- Where to work (i.e., a **workstation**).
- Tour the school** building(s).
- A **map of the school** highlighting key places.
- Your **classroom**.
- Timeline and lists** of things that must be done to set up a room (e.g., texts, manuals, furniture arrangement, bulletin boards, class lists, student supply lists, permanent records, schedules, audiovisuals, resources, classroom library and supplementary materials, etc.).
- Text books, curriculum guides, and other relevant materials**.
- Performance outcomes and **Maryland’s tests** (MSA and HSL) and their importance to day-to-day teaching activities.
- The **faculty roster**.
- Meet administrative staff, other colleagues, specialists, secretaries, cafeteria, and custodial staff.
- Meeting procedures** and expectations for interns (When are meetings? Where are meetings? Who’s in charge? What’s expected?).
- School’s policies and procedures** (e.g., fire drill, plan book, sign in and sign out sheets, etc.).
- Supplies and equipment** – their availability and how to get them.
- Plan the first week**.
- Classroom **environment, procedures, and goals** in the room.
- Effective **class rules**.
- Administrative tasks**.
- Procedures for requesting **AV equipment**.
- Student attendance** procedures. Explain how important it is to always be accurate when taking attendance.
- Systems that work** (e.g., organizing grade book, keeping track of homework, tracking down tardies, orchestrating first day/week, working through administrative procedures, etc.).
- Health clinic** procedures (i.e., When is the school nurse available?).
- School issues** and “unwritten” **policies** as well as the school improve plan and school philosophy.
- The “**must follow**” **rules** (professionalism) of the school (e.g., lunch hour time on workdays, arrival time on workdays, dress codes, parent contacts, etc.).
- School calendar** of activities (e.g., holidays, standardized test dates, mentor’s lesson plan book, schedule of field trips, etc.).
- Legal matters** associated with teaching, including confidentiality, child abuse reporting, I.E.P.
- With your mentor’s assistance, construct a **letter to the students’ parents** describing your role in the class.

## **Intern Checklist – Phase I**

### **Beginning: Weeks 1-5**

During this part of Phase I, the intern is expected to complete the checklist items below:

- Set goals with your mentor for Phase I.
- Observe the **classroom**.
- Plan introductory letters to students, parents, and colleagues with your mentor.
- Interview the teacher and shadow a student if possible.
- Plan** a classroom activity.
- Lead an activity or procedure in the class.
- Discuss the class with the mentor.
- Reflect on the classroom and students, the expectations you have for the students, the planning of a lesson, and the activity you led. You should reflect on classroom attitudes, belief systems, and your values as well as the students'.
- Analyze the school and classroom demographics as the beginning steps of your Contextual Analysis.
- Review curriculum and resources.
- Complete your Teaching Philosophy assignment.

### **Middle: Weeks 6-10**

- Write a lesson for a small group or individual.
- Teach the lesson you design and critique its effectiveness.
- Attend parent conferences, school open house, or community activities.
- Reflect on the community and its contribution to the school and impediments faced by the community to assist the school and its mission. Include observations and reflections in your Contextual Analysis.
- Complete your Contextual Analysis and your Description of your Content Expertise
- Meet with your supervisor and mentor. Date: \_\_\_\_\_
- Set goals with your mentor for Phase II (including selection of unit plan).
- Review contents of the CPPA to understand how you will be assessed during the internship.

### **End: Weeks 11-15**

- Observe the **school's** activities in non-classroom settings, such as the lunchroom, hallways, after school activities, homework or detention settings as well as dismissal or beginning of the day activities.
- Reflect on the degree to which non-classroom activities influence learning and student behavior.
- Plan and teach a class for your mentor and supervisor.
- Participate in a three-way communication with your mentor, supervisor, and yourself.
- Set tentative dates for your next observations.
- Complete your first CPPA Formative self-assessment(s) as a baseline for Phase II.
- Apply for graduation, if applicable.
- Submit both a hard copy and electronic copy of your completed and signed Phase I Tracking Attendance Sheet.

## Intern Checklist – Phase II

### 1<sup>st</sup> Month: JANUARY

- Work with your mentor concerning formal and informal observation procedures.
- Review/revise goals for Phase II (including unit plan.)
- With your mentor, begin to identify and develop your assessment plan, as well as student pre- and post-assessments for your unit.
- Continue to co-plan lesson plans for the first few weeks.
- Expect the mentor to regularly observe your teaching.
- Assist with Back to School Night and/or the school's Open House.
- Establish set meetings/interaction times between intern and mentor.
- Establish or review a substitute folder.
- Learn how to set up students' work files use the school's computerized grading system.
- Discuss confidentiality between mentor and intern.
- Learn procedures for conferencing with administrators.
- Prioritize your workload.
- Discuss how to work successfully with parents.
- Starting identifying possible enacted lessons for TeachingFolio.
- Discuss and review policies and procedures for the following:
  - Student makeup work.
  - Grading rationale and policies for your school.
  - "Unwritten" or written county policies.
  - Religious holidays, delayed opening and snow day policies.
  - Referral process for special education.
  - Procedures for field trips.
  - Classroom management and discipline strategies.
  - Keeping up with grading, evaluating and recording data.
  - The status of the objectives and goals you wrote together.
- Meet with your mentor and UMBC supervisor. Date: \_\_\_\_\_
- Participate in a three-way communication with the mentor, supervisor, and yourself.
- Work on your Action Research Initial Proposal.

### 2<sup>nd</sup> Month: FEBRUARY

- See your mentor for assistance with your first interim and grading period (e.g., how to write report card comments, how to get grades, share grading system notes, all aspects of the grading system for your school, etc.).
- Discuss and review the following topics:
  - Classroom management and discipline strategies.
  - Keeping up with grading, evaluating and recording data. Show records to your mentor.
  - Organizational and recordkeeping skills.
  - Sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
  - The status of the Phase II objectives and goals you wrote together.
  - Reflect and ask questions.
- Meet with your mentor and supervisor from UMBC. Date(s): \_\_\_\_\_
  - Discuss your communication patterns, unit plan, and observations.
- Work on your TeachingFolio, including gathering data for your Action Research project.
- Identify potential enacted lessons to include in Teaching Folio.
- Finalize plans for your unit plan, including pre- and post-assessments. Start teaching unit.

3<sup>rd</sup> Month: MARCH

- Continue teaching and assessing the unit plan.
- Seek guidance from your mentor as you begin the second interim or grading period. Review what worked first quarter and what didn't.
- Meet with your mentor and supervisor from UMBC. Date(s): \_\_\_\_\_
- Work on your TeachingFolio, including submitting your Action Research Initial Findings.
- Pass Praxis II.

4<sup>th</sup> Month: APRIL

- Seek guidance from your mentor as you teach through the second grading period.
- Seek assistance in writing a semester exam, if applicable.
  - Discuss exam policies and look at sample tests.
- Seek suggestions for keeping momentum and interest at the end of the semester or year.
- Review plans for end of school or semester activities.
- Review policies and issues that relate to retention and failure of students.
- Talk with mentor about setting up observations with department head, principal, and county curriculum leaders.
- Continue positive parental contact.
- Review the status of the Phase II objectives and goals you wrote together.
- Reflect and ask questions.
- Develop remaining enacted lessons.
- Meet with your supervisor from UMBC for a final observation. Date: \_\_\_\_\_
- Complete 2<sup>nd</sup> Formative CPPA

5<sup>th</sup> Month: MAY

- Conduct final self assessments:
  - CPPA Summative Assessment Date: \_\_\_\_\_
- Prepare and present Action Research Poster Panel
- Complete your TeachingFolio.
- Sign and turn in your Phase II Tracking Attendance Sheet.
- Complete Evaluation of the UMBC Teacher Education Program.
- Complete Evaluation of UMBC University Supervisor and Mentor Teacher.
- Attend a final internship celebration/assessment meeting.

## **List of Appendices**

- A. Code of Ethics of the Education Profession
- B. Student Letters
- C. Attendance Tracking Sheets
- D. Maryland Teacher Technology Standards
- E. Professional Development School Standards

## Appendix A

### Code of Ethics of the Education Profession

National Education Association

#### Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals are the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for respect and confidence of one's colleagues, of students, or parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the National Educational Association (NEA) and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

#### Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student, or grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by law.

**Principle II: Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligations to the profession, the educator:

- Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualities.
- Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or to other relevant attributes.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might appear to influence professional decisions or actions.

## Appendix B

### Sample Letter to Students

Interns should take the time to introduce himself/herself to your classroom students and parents, as well as colleagues. The introduction and letter style will vary depending on the age and language proficiency of your students and families. This introduction can take the form of a PowerPoint or letter. Students should understand that the intern, while a pre-service teacher, needs to be afforded the same respect as the mentor teacher. Providing students with background information regarding the intern helps the intern to not feel like a stranger. Formal introductions with staff and parents also helps the intern develop a professional demeanor.

Date

Dear Students,

My name is \_\_\_\_\_ and I will be observing and student teaching in \_\_\_\_\_ classroom. I will be in the classroom, off and on, for a year-long internship while I complete my teaching certification at UMBC.

(Include information about yourself - your major, hobbies and interests, any recent vacations or conferences that would be of interest to the students. Be sure to stay generic and not become too detailed or personal.) I decided to become a teacher because... (brief sentence or two about why you want to be a teacher).

(Mentor's name) and I will be working together to make this a positive learning experience for all of you. I look forward to working with and teaching you this year.

Sincerely,

(Your Name Here)

*Adapted from A Handbook of Techniques and Strategies for Coaching Student Teachers, (2nd Ed.), Pelletier (2000).*

## Sample Letter to Parents

Date

Dear Parents,

Our class is very fortunate to have Mr./Ms. \_\_\_\_\_ from UMBC join us as she/he begins her/his year long internship. In partnership with UMBC, we welcome the opportunity to experience the enthusiasm of a beginning, professional teacher. Mr./Ms \_\_\_\_\_ will be working closely with me in all aspects of our class routine. This will provide our classroom with two teachers, so more individual attention may be given to our students. Many lessons will be co-taught with me. Please be assured that I will be working cooperatively with Mr./Ms. \_\_\_\_\_ and I will supervise all activities and lessons. If you have any questions, do not hesitate to call or email me.

Please join me in welcoming Mr./Ms. \_\_\_\_\_ to our class and school community.

Sincerely,

\_\_\_\_\_

*Adapted from A Handbook of Techniques and Strategies for Coaching Student Teachers, (2nd Ed.), Pelletier (2000).*

**University of Maryland Baltimore County**  
**Secondary Education Program**  
**Attendance Tracking Sheet**  
**Fall 2009 Phase I**

Teacher Candidate: \_\_\_\_\_ Mentor: \_\_\_\_\_

Placement School: \_\_\_\_\_

<b>Week Beginnings and Ending Dates</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total Days</b>
August 17– 22						
August 24 – 28						
August 31 – September 4						
September 7 – 11						
September 14 – 18						
September 21 – 25						
September 28 – October 2						
October 5 – 9						
October 12 – 16						
October 19 – 23						
October 26 – 30						
November 2 – 6						
November 9 – 13						
November 16 – 20						
November 23 – 27						
November 30 - December 4						
December 7 – 11						
December 14 – 18						

*Total Days Completed in Phase I* \_\_\_\_\_

**I certify that the dates tracked on this form are an accurate record of attendance.**

Teacher Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

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

*Submit completed forms to Dr. Linda Oliva, Department of Education, 1000 Hilltop Circle,  
 Baltimore, MD 21250*

**University of Maryland Baltimore County**  
**Secondary Education Program**  
**Attendance Tracking Sheet**  
**Spring 2010 Phase II**

Teacher Candidate: \_\_\_\_\_ Mentor: \_\_\_\_\_

Placement School: \_\_\_\_\_

<b>Week Beginnings and Ending Dates</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total Days</b>
January 4 – 8						
January 11 – 15						
January 18 – 22						
January 25 – 29						
February 1 – 5						
February 8 – 12						
February 15 – 19						
February 22 – 26						
March 1 – 5						
March 8 – 12						
March 15 – 19						
March 22 – 26						
March 29 – April 2						
April 5 – 9						
April 12 – 16						
April 19 – 23						
April 26 – 30						
May 3 – 7						
May 10 – 14						

Use the following symbols to note your attendance:

√ - Attended full day of internship

H – County Holiday

S – County Weather Related School Closing

Any weather related school closing days over three (3) MUST be made up by the intern.

P – Personal Day for illness or other reason

Any missed days over two (2) MUST be made up by the intern

*Total Days Completed in Phase II* \_\_\_\_

**I certify that the dates tracked on this form are an accurate record of attendance.**

Teacher Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

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

*Submit completed forms to Dr. Linda Oliva, Department of Education, 1000 Hilltop Circle, Baltimore, MD 21250*

Appendix D

*Maryland Teacher Technology Standards*  
**Maryland State Department of Education**  
**Program Approval and Assessment Branch**

<b>SEVEN STANDARDS AND OUTCOMES</b>	<b>INDICATORS</b>
<p><b>I. Information Access, Evaluation, Processing and Application</b></p> <p>Access, evaluate, process and apply information efficiently and effectively.</p>	<ol style="list-style-type: none"> <li>1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.</li> <li>2. Evaluate information critically and competently for a specific purpose.</li> <li>3. Organize, categorize and store information for efficient retrieval.</li> <li>4. Apply information accurately in order to solve a problem or answer a question.</li> </ol>
<p><b>II. Communication</b></p> <p>A. Use technology effectively and appropriately to interact electronically</p> <hr/> <p>B. Use technology to communicate information in a variety of formats.</p>	<ol style="list-style-type: none"> <li>1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.</li> <li>1. Select appropriate technologies for a particular communication goal.</li> <li>2. Use productivity tools to publish information.</li> <li>3. Use multiple digital sources to communicate information online.</li> </ol>
<p><b>III. Legal, Social and Ethical Issues</b></p> <p>Demonstrate an understanding of the legal, social and ethical issues related to technology use.</p>	<ol style="list-style-type: none"> <li>1. Identify ethical and legal issues using technology.</li> <li>2. Analyze issues related to the uses of technology in educational settings.</li> <li>3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online protection.</li> <li>4. Use classroom procedures to manage an equitable, safe and healthy environment for students.</li> </ol>
<p><b>IV. Assessment for Administration and Instruction</b></p> <p>Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.</p>	<ol style="list-style-type: none"> <li>1. Research and analyze data related to student and school performance.</li> <li>2. Apply findings and solutions to establish instructional and school improvement goals.</li> <li>3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.</li> </ol>

<b>SEVEN STANDARDS AND OUTCOMES</b>	<b>INDICATORS</b>
<p><b>V. Integrating Technology into the Curriculum and Instruction</b></p> <p>Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.</p>	<ol style="list-style-type: none"> <li>1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction.</li> <li>2. Evaluate technology materials and media to determine their most appropriate instructional use.</li> <li>3. Select and apply research-based practices for integrating technology into instruction.</li> <li>4. Use appropriate instructional strategies for integrating technology into instruction.</li> <li>5. Select and use appropriate technology to support content-specific student learning outcomes.</li> <li>6. Develop an appropriate assessment for measuring student outcomes through the use of technology.</li> <li>7. Manage a technology-enhanced environment to maximize student learning.</li> </ol>
<p><b>VI. Assistive Technology</b></p> <p>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</p>	<ol style="list-style-type: none"> <li>1. Identify and analyze assistive technology resources that accommodate individual student learning needs.</li> <li>2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.</li> </ol>
<p><b>VII. Professional Growth</b></p> <p>Develop professional practices that support continual learning and professional growth in technology.</p>	<ol style="list-style-type: none"> <li>1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.</li> <li>2. Use resources of professional organizations and groups that support the integration of technology into instruction.</li> <li>3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.</li> <li>4. Identify local, state and national standards and use them to improve teaching and learning.</li> </ol>

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: [www.smcm.edu/msde-pt3/](http://www.smcm.edu/msde-pt3/).

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.

For additional information, please contact Dr. Louise A. Tanney, PT3 Director, 410-767-0416.

**Appendix E**

**Standards for Maryland Professional Development Schools**

Adapted from: Draft Standards for Identifying and Supporting Quality Professional Development Schools (NCATE), and Common Understandings about Professional Development Schools

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

<b>Standards</b>	<b>Components</b>			
<b>V. Diversity and Equity</b> <i>The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.</i>	a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS; b. Interns demonstrate skill in working with diverse student, parent and staff populations; c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.	a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities; b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues; c. PDS partners represent diverse backgrounds.	a. PDS partners plan and conduct action research/inquiry with attention to issues of equity; b. PDS partners disseminate research findings related to student equity and use these for program improvement.	a. PDS partners work with parents and community members in support of student learning; b. PDS partners collaborate to ensure that all education is multicultural; c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.

