Dear Intern, Mentor Teacher, and University Supervisor,

This *Handbook* is designed as a resource and policy document for the year-long internship component of the UMBC teacher certification program. It provides an overview of the internship experience, information about the policies and procedures related to the internship, and a summary of resources for those involved in it. Administrators, classroom teachers, university supervisors, and interns are asked to read the *Handbook* carefully; it should be beneficial in answering questions concerning general requirements and procedures for the entire internship program.

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

It is extremely important that the teacher intern and all individuals working with the intern function as a team. The key to this team approach is communication. Communication does not happen automatically; most difficulties involving teacher interns are a result of a breakdown in communication within the team. The *Handbook* should provide team members with the starting point for communication about expectations and responsibilities, about commitment and assessment, and about what is involved in a successful internship experience.

As programs evolve and our understanding of what makes for a positive and valuable internship, the *Handbook* also needs to evolve. As you use the *Handbook*, please make a conscious effort to critique it and make suggestions for improvement. Please send your suggestions to the Department of Education’s Director of Professional Development Schools at 410-455-1218.

Without the assistance and cooperation of the school-based personnel that work with our internship program, UMBC could not prepare the quality beginning teachers that our students deserve. The Department of Education greatly appreciates all the classroom teachers, supervisory personnel, and administrators who provide this important contribution to the teachers of tomorrow. Our partnership is a source of pride to all of us, and we thank you for your collaboration in the important endeavor of teacher education.

Sincerely,

Dr. Gene Schaffer  
Chair and Professor
VISION
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.

MISSION
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, and to be developing the dispositions that will ensure they can become leaders in their schools, and advocates for democracy and social justice.

Tenet One: 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.

Tenet Two: 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.

Tenet Three: 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.
II. The Professional Teaching Experience

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. The internship covers two semesters – Phase I during the first semester and Phase II during the second. Depending upon the candidate’s program and schedule, the experience may run from August to May or from January to December with a summer break. It may take place completely in one school or in two schools. All interns spend the week prior to the first week of school as arranged through their mentor teachers. Ideally, this experience takes place in a Professional Development School (PDS). A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of faculty.

Phase I: During the first semester, interns will visit their schools one or two days per week. During this time they will be assigned to a mentor teacher at their schools. Students attending two schools will have a mentor teacher at each school. Interns should compile a total of 20 days in their schools during this phase. The Phase I experience is linked to specific methods courses.

Phase II: During the second semester, interns will return to the same schools five days per week working with the same mentors as in Phase I. They must spend a total of 80 days in their schools. Interns assigned to two schools should continue with at least same schools and spend approximately 40 days in each school.

Note: Phase II of the internship experience is a full-time commitment. Interns are expected to spend a full teaching day in their schools. In addition, time is needed for lesson planning, grading and evaluating instruction and performance. Other commitments such as employment and additional coursework are strongly discouraged.

The internships are collaboratively planned, conducted and evaluated by the university faculty and the site schools. They are designed to provide the intern with a rich, practical teacher training experience, while providing continued instruction for the students in the schools. The intended objectives of the internship are for the interns make positive contributions to the operation of the school, while at the same time utilizing the opportunity to put into practice what they have learned/are learning in their university courses. To facilitate the process, each intern will have a team consisting of the mentor teacher, a university assigned supervisor and the intern seminar instructor. A PDS liaison and an array of faculty and administrators from the school and the university education faculty are also part of the team.

Benefits to the PK-12 Internship

Ideally, the internship experience benefits the interns, the partner school, and the university faculty. The intern benefits from an extensive real-life teaching experience with an array of services designed to assist the transition into teaching. They benefit, not only from their own hands-on experience, but through the seminars, in which they share their experiences and learn from the experiences of their fellow interns. The school benefits from the interns' preparation and hard work as well as access to the university's staff as they work with the interns and the in-service teachers in the school. University faculty members stay current with teaching practices and school policies and situations through multi-layers connections with PK-12 schools.

Schools can also provide authentic learning environments in which faculty can conduct research.
What the Interns Can Expect
Most UMBC candidates arrive at their internship with multiple field experiences in diverse settings behind them. All students will have done some field work in connection with their methods and other classes, many of which require students to observe and interact with students, as well as plan and conduct lessons and/or units of study in a classroom. While it is hoped that this early fieldwork better prepares teacher-candidates for the intern experience, each intern will still need to be oriented to the specific school and classroom, receive clear guidelines and expectations, and be allowed to ease into the practice teaching experience. (A more specific list of internship expectations is presented below.)

Interns will meet their mentor teachers and university supervisors at an intern orientation session prior to the first day of the internship experience. During this orientation, the teacher candidates will learn about their schools and their teaching situations. They should also meet other members of the university internship team. They will gain insight into expectations for their experience and an overview of what they can expect in the coming academic year.

Through the internship experience, the teacher candidate will work regularly with the mentor teacher, observing classroom procedures and gradually taking over class instruction at the direction of the mentor teacher. The university supervisor will visit the teacher candidate in class to make observations of the intern’s progress.

What the Mentor Teachers and Supervisors Can Expect
The internship program involves the mentors and supervisors as well as the interns. An orientation session is provided to establish guidelines, requirements and expectations for all parties involved. Following the initial orientation, additional training for mentors and supervisors is provided through department meetings and workshops held at UMBC and at many partner schools. The supervisors establish three-way communications among the intern, mentor and supervisor. They visit the interns in their schools and maintain contact with school officials, departmental internship coordinators and the instructional program coordinators (Early Childhood, Elementary, Secondary, and ESOL). The mentors receive the interns in their classes and direct their efforts through the professional development process. Mentors should develop guidelines and schedules for the interns to follow as they observe classroom activities and slowly become more involved with the instructional process.

Professional Development Schools (PDSs)
Professional Development Schools (PDSs) are collaboratively planned and implemented partnerships mandated by the State of Maryland, for the academic and clinical preparation of interns and the continuous professional development of both the school system and the university faculty. A PDS may involve a single or multiple schools, school systems, and institutions of higher education (IHEs). PDS activities take many forms in order to reflect specific partnership objectives to improve both the teacher-candidate education and the school’s operations. Through PDS programs, PK-12 teachers may be recruited to teach/coteach a university course or collaborate with university faculty in school-based research, writing for publication, workshop delivery, or conference attendance. 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, and PK-12 teachers prove knowledgeable and credible collaborators in that research. 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.

PDS schools typically have five or more teacher candidates assigned to them concurrently. A PDS Site Coordinator and a PDS University Liaison work together to facilitate the internship placement and experience, and also to develop additional activities from which the school and
the university education department can benefit. UMBC’s teacher candidates will be placed in PDSs for their internship experience whenever possible.

UMBC’s Current Professional Development Schools

Anne Arundel County Public Schools
• Van Bokkelen Elementary School
• Meade Middle School
• Meade High School

Baltimore City Public Schools
• Digital Harbor High School
• Baltimore Polytechnic Institute High School

Baltimore County Public Schools
• Relay Elementary School
• Arbutus Middle school

Howard County Public Schools
• Guilford Elementary School
• Laurel Woods Elementary School
• Thunder Hill Elementary School
• Mt. Hebron High School

Partnership Schools with specific programs are found in the respective program descriptions.

III. Internship Procedures and Placements

The UMBC Department of Education’s Office of Teaching Experience is responsible for arranging all clinical experiences for teacher candidates including field placements and internship placements. Teacher candidates must apply for field placements and the internship via the Office of Teaching Experiences according to established deadlines and procedures. A record of all clinical experiences is maintained for each teacher candidate.

Admission to Internship

In order to qualify for the internship, teacher candidates must apply and be admitted to the professional teaching year. The Application for Teaching Internship must be submitted by the established deadline in the semester prior to the beginning of the yearlong experience. Applications and supporting documentation are submitted to the UMBC Department of Education’s Office of Teaching Experiences. Admission to the professional teaching year requires that a teacher candidate:

• Successfully complete all prerequisite course requirements with a grade of “C” or better;
• Have a 3.0 cumulative grade point average at the time of admission to the internship;
• Pass Praxis I according to the minimum score established by the state;
• Complete and apply for the State and FBI Criminal Background Check Results;
• Submit the Tuberculosis Test Results form confirming that the teacher candidate tested negative on a recent tuberculosis test; and,
• Register for courses required for Phase I and Phase II of the internship.

Any exceptions to these criteria must be approved by the Program Coordinator.

The Application for Teaching Internship, State and FBI Criminal Background Check including
Fingerprinting by the Criminal Justice Information System (CJIS), and Tuberculosis Test Results form can be found on the Department’s website.

**Internship Placements and Orientation**

Upon acceptance to the professional teaching year, teacher candidates will receive an internship placement in a PDS. Teacher candidates should not attempt to make their own arrangements for internship placement. Information provided on the Application for Teaching Internship will be shared with school districts where the teacher candidate may be placed. In signing the application, the teacher candidate grants permission for the sharing of this information.

**Placement Considerations**

It is the goal of the UMBC teacher education program to place all interns in a PDS. Within this construct, a teacher candidate’s preference for placement will be considered along with several other factors. These include:

- Establishing a cohort of interns in each PDS;
- Availability of mentor teachers;
- Prior clinical experiences and what is needed for a diverse range of clinical experiences;
- Content area requirements; and,
- Grade level preferences.

We cannot guarantee that placements will be in line with intern’s preferences. The teacher candidate is obligated to accept the placement that is arranged. Please note that UMBC does not recognize clinical experiences arranged directly by the teacher candidate. All field experiences and internship placements must be approved in advance by the Program Coordinator in order to ensure that the experience meets all standards and fulfills the expectations of the teacher certification program.

**Diverse Clinical Experiences**

In keeping with the Department’s Conceptual Framework, as well as with state and national standards, all teacher candidates are expected to have a diverse range of clinical experiences. The Department developed a Diversity Plan to ensure that all teacher candidates have diverse experiences in order to “achieve systematic linkages of diverse field experiences to specific courses in each program, teacher candidates are expected to have at least one field experience in two different color categories prior to the internship. PDS and partnership schools are classified as Blue, Green, and Yellow based on the race/ethnicity and socioeconomic status (as represented by Free and Reduced Meals—F.A.R.M. percentage) of their students:

- Blue Schools—Greater than 40% minority population and greater than 40% F.A.R.M.;
- Green Schools—Greater than 40% minority population and less than 40% F.A.R.M.;
- Yellow Schools—Less than 40% minority population.” (Accepted by the UMBC Department of Education, 10/06/2004).

Internship placements take into consideration the teacher candidate’s prior clinical experiences so that the internship placement complements previous fieldwork in meeting the program’s diversity standards.

**Final Approval of Internship Placement**

Final approval for the internship is granted immediately prior to the beginning of the school year. If this final 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. 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 to enter the internship as scheduled, the Program Coordinator should be notified immediately.

**Internship Course Registration and Related Fees**
Approval of the Application for Teaching Internship does not constitute registration for the required internship courses. University course registration must be completed in the regular manner during the registration periods.

A fee (see university catalog for details) is charged for Phase II of the internship. This fee appears on the UMBC statement of charges and covers the additional costs associated with the internship experiences, e.g., stipends for mentor teachers.

**Internship Orientation**
Interns should plan to attend an internship orientation program prior to each phase of the professional teaching year. These programs provide important information about the internship experience and requirements. Subsequent orientation programs may be required by the PDS and/or school districts where interns are assigned. Participation in these and other professional development activities scheduled throughout the year is highly recommended. Some districts hold their own orientations for new teachers or specifically for interns, which interns are required to attend.

**IV. Internship Policies, Legalities, and Ethical Issues**
Teacher candidates are responsible for adhering to all policies and procedures outlined in the Internship Handbook, the Department of Education website, the Application for Teaching Internship, and the Internship Placement Agreement. Signing the Application for Teaching Internship and the Internship Placement Agreement indicates the teacher candidate understands and accepts the policies and procedures outlined. If it is discovered at any point during the application process or during the internship that a teacher candidate has not adhered to these polices and procedures, the teacher candidate may be removed from the internship.

**Academic Load During Internship**
During Phase II of the professional teaching year, the internship and related seminar courses are considered a full time academic load. Interns may not register for additional coursework at UMBC or at another institution of higher education unless an exception has been authorized by the Program Coordinator.

**Approval of Written Communications**
Interns are expected to proofread and obtain approval from their mentor teacher and/or site principal for any and all communications, including email, created to be distributed to students, parents, or the community.

**Attendance, Punctuality, Absences**
Interns are required to have a minimum 100 days in 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 must maintain an attendance record that is reviewed for approval by the mentor teacher.

A school day is a full school day beginning and ending at those times established 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. Up to three unplanned school closings days, e.g., weather related closings, may apply toward the 100-day minimum. Any day that is missed from the assigned days for the internship must be made up. Mentor teachers may not excuse a teacher candidate from any assignments required by the
program or from the minimum of a 100-day internship experience. **The internship attendance sheet is submitted to the Program Coordinator upon completion of the internship.** A copy of the Attendance Tracking Sheet is included in the Appendices.

**Contact Information and Communication**

It is important that interns notify the Office of Teaching Experiences of any changes to their contact information. Accurate records are required for legal and security reasons. Any change of address, telephone number, or other information related to the internship experience must be reported to the Office of Teaching Experiences. UMBC must provide school districts with contact information for each intern for emergency purposes.

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 forwarded to another email account if desired. To set up a forwarding address, see http://www.umbc.edu/oit/sans/helpdesk/acctforward.html.

**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 our children 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 information is available at the CJIS website shown here: www.dpscs.state.md.us

**Employment During Internship Experience**

The professional teaching year places heavy responsibility and time demands on teacher candidates far beyond what is typically experienced in a 15 semester-hour course load. Employment often interferes with successful performance. Internship responsibilities at school or on campus are neither waived nor modified to accommodate the demands of employment; therefore, employment during the internship is strongly discouraged. Teacher candidates who must work are advised to limit their hours and to keep the mentor teacher and university supervisor fully informed of the arrangements. Interns who have a full-time teaching position in their content area and want to use that employment to meet internship requirements must secure approval from the Program Coordinator prior to the internship.

**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.

**Intern Notebook**

Interns are responsible for maintaining an Internship Notebook, which will serve as a record of the internship experience. It should include, but not be limited to, copies of all lesson plans, unit plans, samples of student work, reflections (which are also submitted to the seminar leader), notes from collaborative conferences with the mentor teacher and supervisor, a copy of the CPPA, and copies of the supervisor’s observation comments.

**Nepotism**
UMBC does not allow an internship placement in a school where a son/daughter is a student, or where a parent, spouse, or other close relative is employed.

**Professional Behavior and Attire**
Interns are expected to act in a professional capacity in all clinical and field experiences including the professional teaching year. Regulations governing regular teachers in the school district where the intern is assigned apply to the teacher candidate during his/her assignment in that school. Interns are expected to dress professionally during 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 should adhere to school policies regarding communications with parents and the community. Interns will need to be informed of and comply with policies involving data collection, recording of student information and the taking of photographs or videos in a school.

**Substitute Teaching**
Teacher candidates should not serve as substitute teachers in the internship classroom or the school. Interns are not employed by the school district; they are placed in schools for educational purposes. Teacher candidates who are requested by school districts to serve as substitutes in their content areas must obtain approval of the Program Coordinator.

**V. Internship Experiences and Expectations**
Teacher candidates, mentor teachers, faculty, and university supervisors work as a team to support the intern’s professional development and to document the experience in an iterative and collaborative way.

**Methods Course(s)**
Phase I of the internship is linked to a designated methods course within each program. This provides an opportunity for interns to use their internship placement in fulfilling the requirements of the methods course. In some instances, the methods course may meet on-site at a PDS. Course requirements will guide the Phase I experience. Observations, reflections, lesson and unit plans, and other course outcomes should be included in the *Internship Notebook*. In instances where an intern has completed the designated methods courses prior to the internship, his/her university supervisor will guide the Phase I internship experience.

**Seminar**
During Phase II of the internship, interns register for and attend the internship seminar course (course numbers vary by certification area). 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 a required professional portfolio and prepare interns for the final review. 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.

**ProcessFolio and TeachingFolio**
Beginning in fall 2007 the Education Department is instituting a new data gathering system within the Education Accountability System (EAS) called EAS via TK20. It includes the ProcessFolio which will be used to document experiences and competencies throughout the teacher education program. It also includes a TeachingFolio, as a part of the ProcessFolio, which is expected to be 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. Whenever possible, a final review of each intern’s TeachingFolio will be held in the school or PDS where the internship was completed with mentors and UMBC faculty serving as evaluators.

**ProcessFolio and TeachingFolio Assignments via EAS-TK20**
Interns will be expected to include their Key Benchmark Assignments in the UMBC TK-20 ProcessFolio. Support and ongoing direction will be provided through the Department’s Portfolio Place. The ProcessFolio will be used to document experiences and competencies throughout the teacher education program. A TeachingFolio, as a part of the ProcessFolio, is expected to be completed during the internship based on Specialized Professional Association (SPA) standards.

**Internship Notebook**
Each intern is responsible for maintaining an *Internship Notebook*, which will serve as a record of the internship experience as required by the internship seminar instructor. It may include copies of all lesson plans, unit plans, samples of student work, reflections (which are also submitted to the seminar leader), notes from collaborative conferences with the mentor teacher and supervisor, a copy of the CPPA, and copies of the supervisor’s observation comments.

- **Lesson Plans**: Interns are expected to create lesson plans whenever they are the primary instructor. As a rule, these plans are to follow the format in use wherever they are serving their internship. In the absence of a formal lesson plan format, the following should be included: lesson objective from the school system’s curriculum, student outcomes, appropriate standards (NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, or TESOL), modifications for special needs students, materials and procedures, and an assessment with specific criteria for mastery.

- **Unit Plan**: Each intern is expected to submit a unit plan to his/her seminar leader that includes assessment data, student outcomes, lesson plans, samples of student work, a scoring rubric, and a final reflection. This unit can serve as an example or component of action research.

- **Student Work**: Interns should maintain records of student work samples from lessons they’ve planned or led. Each sample should contain the lesson’s objective and three student work examples, each of which is representative of one of the three levels of achievement. Aggregated results for the group of students also are expected.

- **Reflection**: A series of regular reflections is intended to document the intern as a reflective practitioner. Each reflection may identify a specific activity and discuss what went well, what should be improved, and possible alternative strategies.

- **Collaborative Notes**: This is intended to serve as a record of the progress discussions between the intern and mentor. This dialogue journal should include evidence of performance as identified by both the intern and mentor and suggest future modifications. Notes should also be taken at the conclusion of post observation conferences between the university supervisor and the intern and, whenever possible, the mentor.

- **CPPA**: Each intern is expected to complete a self-assessment using the CPPA three
times during the Phase II experience. This self-assessment should occur at the same
time the mentor is completing the CPPA with the results being compared for similarities
and differences. Intern will complete the CPPA online in the Education Accountability
System (EAS).

- **Supervisor Comments**: When the university supervisor conducts a formal observation,
he or she will give a copy of the observation form to the intern for inclusion in the
*Notebook.*

Teacher candidates will be able to pull materials from the *Internship Notebook* as they build
their professional portfolio. 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.

**VI. Program Completion and Certification**

**Eligibility for Certification**
To be recommended for certification by the Department of Education, the following
requirements must be met:

- Successful completion of all content and professional courses in the program;
- Passing grades on the appropriate Praxis I and Praxis II tests;
- Successful completion of the student teaching or internship experiences;
- Completion of all assessment forms;
- Successful completion of the TeachingFolio; and,
- Attendance at a final assessment meeting following completion of the student teaching
or internship experience.

NOTE: Notice of eligibility for certification will not be sent to the Registrar’s Office for
the certification stamp to be affixed until all of the preceding requirements are met.

**Praxis Requirements**

All teacher candidates must pass the Praxis I and Praxis II tests as specified by the MSDE in
order to be certified. By taking the following steps, you will be able to preview each of the
Praxis II tests that you are required to take.

NOTE: To be recommended for certification, passing scores on both Praxis I and Praxis
II are required.

Go to “teachingandlearning.org”.
Click on the Praxis series.
Go to State-by-State Requirements.
Click on Maryland.
Click on “Tests at a Glance.”
Click on “Tests and Test Dates.”
View sample questions.
Click on “Praxis II” Subject Assessments and Specialty Area Tests that are applicable.

**Applying for MSDE Certification**
The MSDE recently changed its procedures for obtaining a teaching certificate. The steps that
must now be followed can be viewed on the MSDE web site. Directions on how to access the
web site are shown below.
Go to the MSDE web site. ([http://www.msde.state.md.us/](http://www.msde.state.md.us/))
Go to MSDE Divisions.
Go to Accreditation.
Go to Certification Branch.
Click on “Certification.”
Click on “Apply.”
Click on “1.”
Follow the steps.
Be sure that you send the “complete” packet to MSDE.
OR Go directly to the following site and follow the steps outlined:
https://certification.msde.state.md.us/certification/CertObtainProfile1.html/

VII. Program Descriptions and Requirements

Early Childhood Education

The Early Childhood Education (ECE) program at UMBC, like the other programs in the Department, is a state-approved certification program. Undergraduate and graduate teacher candidates complete a course of study that can lead to certification as a teacher of children from preschool through grade 3. While many ECE teacher candidates plan to teach young children in public schools, others are preparing for careers in private schools or childcare centers where they hope to take on leadership positions in addition to teaching.

During the first two semesters of the program, candidates take courses and participate in field experiences. The third semester incorporates a reading and writing course offered in the spring (EDUC 447/656). The field placement is in a primary grade classroom. As in previous placements, the study group and field experience are linked, and teacher candidates complete observation and activity assignments in the field. During their primary placement, teacher candidates observe children learning to read and write, reflect on their understandings of the acquisition of literacy, and plan, implement, and evaluate a series of reading and writing activities with groups of children. By this point, teacher candidates are working with larger groups of children and considering issues of inclusion, management, and guidance. Teacher candidates’ experiences in the field are also the basis for many discussions in the weekly study group as teacher candidates share their impressions and experiences. This placement contributes to the required 100 day internship.

During the fourth and final semester of the program, teacher candidates complete the 100-day internship (EDUC 450/792E) in a PDS. Part of the internship is spent in a kindergarten or pre-kindergarten, the other part in a primary grade. Teacher candidates work full time in their placement classrooms, participate in all professional development activities at their school site, and return to the university for a related Internship Seminar (EDUC 451/424/782) one afternoon a week. A weekly assignment in the seminar is a written reflection on experiences in the field and the documentation of growth as a teacher through the development of an electronic professional portfolio, which chronicles their internship experiences in particular depth.

Teacher candidates are visited by a university supervisor three times during Phase I and six times during Phase II. The Clinical Practice Professional Assessment (CPPA – see Appendix) is typically completed after these visits by the supervisor and conferences with the supervisor, mentor teacher and intern.

Finally, all teacher candidates must pass the Praxis I test as they enter the program and the Praxis II test to complete the program. The required Praxis II tests are Early Childhood and Elementary Content. Additionally, teacher candidates are responsible for developing a TeachingFolio based on NAEYC standards during the program.
Faculty

Pat Scully, Ph.D., Early Childhood Program Co - Coordinator
Mary Rivkin, Ph.D., Early Childhood Program Co-Coordinator
Debbie Bell, PDS Coordinator
Sue Small, Ed.D., Clinical Assistant Professor
Peg Costello, PT Instructor
Judy Cheek, Intern Supervisor
Millie Ferris, Intern Supervisor

Seminar Summary

Course Titles: EDUC451/782
INTERNSHIP SEMINAR AND ISSUES IN EARLY CHILDHOOD EDUCATION

EDUC 451/782 Course Description: A professional content course complementing the intensive clinical experience in which teacher candidates analyze the total instructional program and its context. Content includes assigned readings related to the curriculum and teacher candidates’ own planning and evaluation of their teaching. Teacher candidates will complete electronic professional portfolios consistent with NAEYC standards.

EDUC 424 Course Description: In this seminar, teacher candidates in their intensive clinical experience will critically examine current issues in early childhood curriculum as they relate to the social, intellectual, physical, and personal development of young children. The range of issues addressed in the seminar will include those related to the contexts of family, school, and community as well as race, gender, sexual orientation, culture, economics, and abilities and disabilities. Other issues identified by teacher candidates may be addressed.

Course Overview: The ECE Internship Seminar is designed to provide support and guidance as students complete their internships. Throughout the course, students will have the opportunity to reflect on their student teaching/intern experiences as they develop a deeper understanding of the knowledge, skills, and dispositions involved in the teaching/learning process. Experiences will emphasize the use of technology as an instrument for self-evaluation and reflection, as well as communication of skills and attitudes. Through readings, writing, class discussion, reflection and portfolio development (including electronic portfolios), students will explore their knowledge of the theoretical foundations of ECE and the relationship between assessment and effective instruction as they develop a personal philosophy of teaching and a plan for their continued growth as caring and thoughtful professional teachers and advocates for democracy and social justice.

Course Outcomes (Referenced to NAEYC or MTTS Standards):
1. Demonstrate ongoing inquiry into one’s own development as a teacher in Key Assignment (Video tape and Analysis) (NAEYC Standard #4.2, 5).
2. Develop and articulate a personal philosophy of early childhood education (NAEYC Standard #5).
3. Identify principles of developmentally appropriate practice in programs serving children up to age eight in Key Assignment (Two-week Plans) (NAEYC Standard #1, 4.2, 4.3, 4.4, 5).
4. Create and assess the development of classroom community through fostering caring relationships, teaching humane values, honoring intrinsic motivation, and learning for understanding (NAEYC Standard #1, 4b).
5. Investigate the issues inherent in inclusion of children with disabilities into early childhood classrooms and develop strategies for meeting diverse needs in Key Assignment (integrated unit on ECE Theme) (NAEYC Standard #1, 3, 4.1, 4.2, 4.3, 4.4).
6. Demonstrate sensitivity to children's social, economic, cultural, and linguistic diversity and record in reflection journal (NAEYC Standard # 1, 2).

7. Identify and demonstrate attentiveness to the concerns of parents and communicate effectively with parents through use of appropriate means including technology (NAEYC Standard #3).

8. Identify options to foster parent and community involvement in early childhood classrooms through the Key Assignment Integrated Unit on ECE Theme (NAEYC Standard # 2).

9. Demonstrate knowledge of the relationship and integration of standards of technology in classrooms (MTTS #1, #5, #7).

10. Demonstrate becoming a professional throughout the internship experience in a personal TeachingFolio (NAEYC #5)

Matrix of Outcomes/Standards for Key Assignment
Course Assignments Standards Met (see P.23)

Assignment #1
Two-week lesson plan for 1st placement
(Due: October 25th)
Course Objective 3
NAEYC – 1, 4.1, 4.2, 4.3, 4.4
MTTS - #1, 2
CF Tenet – Collaboration (with mentor teacher)

Assignment #2
Video Tape and Analysis of Instruction
(Due: November)
Course Objectives 1, 10
NAEYC – 4.2, 5
MTTS - #1, 2
CF Tenet – Inclusive pedagogy Professional Development continuum.

Assignment #3
Integrated Unit On ECE Theme
(Due: December)
Course Objectives 5, 8
NAEYC – 1, 3, 4.1, 4.2, 4.3, 4.4
MTTS – Standards 1, 5
CF Tenet – Inclusive pedagogy; academic strength

Course Requirements and Potential Assignments:

1. ATTENDANCE is required at all seminar meetings unless prior arrangements are made.
2. READ the assignments and be prepared to discuss them weekly.
3. NOTEBOOK: This notebook will be a container for information you will need for the semester. It will also serve as a source from which you will choose appropriate artifacts for the Key Assignments in the Unit’s ProcessFolio. The notebook may include:

A. REFLECTIONS: You will be asked to write a bi-weekly REFLECTION JOURNAL. The purpose of this assignment is to foster a systematic examination of your own teaching practices as you reflect on your interactions with children, the lessons you plan and carry out, and your experiences as a developing professional. Select one or more significant episodes in your internship on which to elaborate. In other words, write a description of the particular episode and, after describing what happened, write your analysis or reflection on what occurred asking yourself: What did the
children (child) learn from this? Why did this happen? What was my role? What beliefs did my actions reflect? Did my actions reflect beliefs and assumptions about which I was not aware? Did the consequences of my actions raise doubts about, or reinforce my beliefs? How should I want to act in the future based on what happened? Think through all of these questions for your reflection. These papers will be returned to you to be entered in your TeachingFolio, where appropriate.

B. READING RESPONSES: You will also be asked to respond in writing to some assigned readings.

C. TWO-WEEK INSTRUCTIONAL PLAN (KEY ASSIGNMENT #1):
The purposes of this assignment are:
1) to document your competence to design, implement, and evaluate experiences for the positive development and learning for children. This planning instrument will demonstrate your proficiency with NAEYC Standards 4: Teaching and Learning with examples of: each sub-standard.
2) to provide a log of your experiences as a basis for on-going inquiry into your own development as a teacher as evidence of NAEYC standard 5: Becoming a Professional.
A rubric will be provided.

D. VIDEO TAPE AND ANALYSIS OF INSTRUCTION (KEY ASSIGNMENT #2):
Self-assessment is a valuable tool for the intern who is a reflective practitioner. One of the best ways to use self-assessment is through the medium of audio or video taping. It provides a record of teacher and student behaviors and interactions that can be analyzed after the lesson or event. In order to use the tool to your best advantage, please follow the steps outlined below:

1. Identify a lesson to be video taped in which you feel confident about what you are doing, ideally related to your two-week or integrated unit plan.

2. Develop the lesson plan to include the objective(s), content standards, relation to NAEYC standards, materials needed, procedures, and assessment. Be sure to indicate modifications, if needed. Attach lesson plan.

3. Using a video recorder, make a videotape of your teaching. (A guideline of a segment of 15 minutes in length is about right, although you can tape the entire lesson or session and just concentrate on 15 minutes at the beginning, middle, or end of the lesson. This might be just the introduction and motivation, whole group work, small group work, assessment, closure.)

4. Arrange for your mentor teacher or university supervisor to video-tape the lesson. The sample here targets NAEYC Standard 4.2 – Using Developmentally Effective Approaches and the CPPA 2. Instructional Presentation indicators. You may select and use specific indicators to request feedback.

5. View the video and reflect on the lesson using questions on the attached form.

6. Target two areas for your professional growth. List one goal and three action steps for each targeted area.
A rubric will be provided.

E. PLAN FOR INTEGRATED UNIT ON ECE THEME (KEY ASSIGNMENT #3):
The purpose of the integrated theme unit assignment is to demonstrate your ability to integrate your understanding of and relationships with children and families, your understanding of developmentally appropriate approaches to teaching and learning and your knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children (NAEYC Standard 4).

You will choose a developmentally appropriate theme as a focus for your unit and do a search of the curriculum content for your grade level placement in your school/system and in the relevant literature. The search will include locating the VSC content goals as well as information from any library or internet sources to determine the content you will cover and possible teaching strategies you will use. Compile all information in a brief outline or paper to identify the main ideas for the topic that young children need to learn, some of the ideas for communicating these ideas to a) the children, considering their various needs for differentiated learning and b) their parents/caregivers for information and involvement, and possible ways to assess student learning. This outline or paper will demonstrate your knowledge of the content, use of developmentally appropriate activities and will set the foundation for you to design an integrative unit into a weeklong schedule of activities over several content areas.

A five-day schedule for teaching the integrated unit will be developed in a block plan format. This will show objectives, procedures and assessments for each day’s activities.

Lesson plans for each activity on the theme in a variety of subject areas will be included.

Upon completion of the unit, student work will be attached with an analysis of the students’ learning on the theme topic.

A rubric will be provided.

F. PRESENTATION TO CLASS: Each student will choose a topic on the theme of Teaching and Learning in a diverse world. The themes will be identified in the course text. In addition, each GRADUATE STUDENT will include research an aspect of teaching and learning using technology resources as well as an interview with a school administrator or expert in the field.

G. TEACHINGFOLIO: Each student will continue to develop his/her TeachingFolio throughout the internship. The TeachingFolio will reflect growth as a teacher during the ECE program and will guide self-assessment and goal setting.

- Based on NAEYC standards, the TeachingFolio, if a paper container, should be organized for easy access with a table of contents, tabs, and plastic sheaths. Materials that you include should be dated. All student names must be removed.

- Required and suggested materials are listed below.

The TeachingFolio must have:
- Introduction
- Revised Philosophy
- Demographics of Placement
- Two artifacts for each NAEYC standard and substandard
- Key Assignments
- One artifact for each Technology standard
- A resume

- The new teaching philosophy will be revised during the internship. The
description of your internship placement school(s), classroom and community will include detailed demographic information.
• Other sections also may be required. There will be ample room for creativity.

**TeachingFolio Based on NAEYC Standards**

**ProcessFolio and TeachingFolios**

The ProcessFolio will be used to document experiences and competencies for the Department’s teacher education program. A TeachingFolio, as a part of the ProcessFolio, is expected to be completed during the internship. Portfolios can contain artifacts from the interns’ pre-program experience, program course work and the internship experience. The development of the TeachingFolio is accomplished systematically and step-by-step through the internship seminar. The TeachingFolio can be published electronically or as hard copies. The TeachingFolio will be evaluated at the end of the Phase II seminar and presented to the seminar classes. The focus of the ECE program is to help teacher candidates meet the professional standards established by the National Association for the Education of Young Children (NAEYC, 2001). The summary of these standards is shown below (the full text is at [www.naeyc.org](http://www.naeyc.org)).

1. Promoting Child Development and Learning.
2. Building Family and Community Relationships.
3. Observing, Documenting, and Assessing to Support Young Children and Families.
4. Teaching and Learning:
   • Connecting With Children and Families;
   • Using Developmentally Effective Approaches;
   • Understanding Content Knowledge in Early Childhood Education; and,
   • Building a Meaningful Curriculum.
5. Becoming a Professional.

In addition, the State of Maryland and UMBC also require that teacher candidates meet the Maryland Teacher Technology Standards (MTTS). The seven MTTS standards required can be found in the Appendices.

**UMBC’s Current Partnership Schools for ECE**

Anne Arundel County Public Schools
• West Annapolis Elementary School
• Germantown Elementary School

Baltimore County Public Schools
• Lansdowne Elementary School
• Catonsville Elementary School
CLINICAL PRACTICE/ INTERNSHIP EXIT CHECKLIST
UMBC Department of Education
Fall 2010

TEACHER CANDIDATE

☐ Internship/Clinical Application

☐ Internship/Clinical Practice Attendance Record

☐ Clinical Practice Performance Assessment (CPPA) – *Initial Certification Programs*

**ECE and ESOL**
- Clinical Practice Performance Assessment (CPPA) – Formative 1
- Clinical Practice Performance Assessment (CPPA) – Formative 2
- Clinical Practice Performance Assessment (CPPA) – Formative 3
- Clinical Practice Performance Assessment (CPPA) – Summative

**ELEM, SEC, Music, Arts, Dance and Theatre**
- Clinical Practice Performance Assessment (CPPA) – Formative 1
- Clinical Practice Performance Assessment (CPPA) – Formative 2
- Clinical Practice Performance Assessment (CPPA) – Formative 3
- Clinical Practice Performance Assessment (CPPA) – Summative

☐ Teacher Candidate’s Evaluation of the UMBC Teacher Education Program

☐ Completion of *ProcessFolio* Presentation with Review and, if Required, Revision

☐ Program Completion (Requires that teacher candidates pass PRAXIS II, complete all course requirements, and apply for graduation and certification.)

MENTOR TEACHER/CLINICAL INSTRUCTOR

☐ Clinical Practice Performance Assessment (CPPA) – *Initial Certification Programs*

**ECE and ESOL**
- Clinical Practice Performance Assessment (CPPA) – Formative 1
- Clinical Practice Performance Assessment (CPPA) – Formative 2
- Clinical Practice Performance Assessment (CPPA) – Formative 3
- Clinical Practice Performance Assessment (CPPA) – Summative

**ELEM, SEC, Music, Arts, Dance and Theatre**
- Clinical Practice Performance Assessment (CPPA) – Formative 1
- Clinical Practice Performance Assessment (CPPA) – Formative 2
- Clinical Practice Performance Assessment (CPPA) – Summative

☐ Narrative on Candidate Clinical Practice Performance

☐ Mentor Teacher Evaluation of the UMBC Teacher Education Program & the University Supervisor

UNIVERSITY SUPERVISOR

☐ Clinical Practice Performance Assessment (CPPA) – *Initial Certification Programs*

- Clinical Practice Performance Assessment (CPPA) - Formative 1
- Clinical Practice Performance Assessment (CPPA) - Formative 2
- Clinical Practice Performance Assessment (CPPA) - Formative 3
- Clinical Practice Performance Assessment (CPPA) - Formative 4
- Clinical Practice Performance Assessment (CPPA) - Formative 5
- Clinical Practice Performance Assessment (CPPA) - Formative 6
- Clinical Practice Performance Assessment (CPPA) - Summative

☐ Narrative on Candidate Clinical Practice Performance

☐ *ProcessFolio* Review Results and Process Feedback Form

IMPORTANT NOTICES

- **Teacher Candidate**: Assessments must be completed online at [http://umbc.tk20.com](http://umbc.tk20.com)
- **Mentor and Supervisor**: Assessments may be completed online or via paper-based instruments.
- **SUBMIT ALL ASSESSMENT RELATED MATERIALS TO THE DIRECTOR OF ASSESSMENT**

education@umbc.edu
To: All UMBC interns

From: UMBC PDS Office of Teaching Experiences

As you are about to enter your Fall 2010 Internship, there is some information about each county that we need to pass on at this time. There may be additional information that we receive and will pass on as well. Please continue to check your UMBC email address, or any other email address that we may have on file. Interns, please take note of when you are to report to your schools. You are to report the same day the practicing teachers for the county are due back. Make sure you make contact with your mentor at least one week prior to that date.

Anne Arundel County:
You may contact your mentor teacher over the summer by calling the particular school that you are assigned to and leaving a message or try emailing them in the following format: 1st initial – last name. For example, Joe Jones would be jjones@aacps.org.

Baltimore County:
You may contact your mentor over the summer as well by calling the school and leaving a message, or emailing them with 1st initial and last name. Joe Jones would be jjones@bcps.org.

Baltimore City:
You may contact your mentor over the summer as well by calling the school and leaving a message, or emailing them with 1st initial and last name. Joe Jones would be jjones@bcps.k12.md.us.

Howard County:
Howard County has instituted a new policy for obtaining ID badges. You are to obtain this badge from your site liaison in August. Interns are to wear this badge as well as your university student ID at all times while in HCPSS buildings. For those interns that are assigned to Guilford ES, you are to contact Tanya Holland at Tanya_holland@hcpss.org. All other interns are to email your mentor teacher using their first name_last name@hcpss.org.

If you have any questions at all, please email Debbie Bell at debbell5@hotmail.com
Policy
Teacher interns are required to have a minimum 100 days in their internship placement school(s).

Definition of a School Day
A school day is a full school day beginning and ending at those times established for the teachers at the school where the intern is placed.

What counts as a School Day?
- Interns may not count those days where the school has a planned school closing unless teachers are required to work that day, e.g. spring break, MLK Holiday.
- Interns may apply hours spent on school sanctioned professional development activities as hours toward a school day.
- Up to three unplanned school closings days, e.g. weather related closings, may apply toward the 100 day minimum.
- A maximum of two documented* sick days are allowed and can be counted toward the 100 day minimum.

* A physician’s noted required.

How to Track School Days
Interns will be given a tracking sheet to record each day of their internship. The mentor teacher verifies this information. The tracking sheet should be submitted to the Office of Teaching Experiences upon completion of the internship experience.
### Attendance Tracking Sheet
#### Fall 2010

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<th>Week Beginnings and Ending Dates</th>
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Teacher Candidate: _________________  Mentor: ______________________

Placement School: _____________________________

Total Days Completed in Phase I/ II ______________

I certify that the information on this form is completed and accurate.

Teacher Candidate Signature _________________  Date _______________

Mentor Signature ____________________________  Date _______________

Send completed form to Your Program Coordinator
Department of Education, 1000 Hilltop Circle Baltimore, MD 21250
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Teacher Candidate: ____________________ Mentor: ____________________

Placement School: _____________________________

Total Days Completed in Phase I/ II ______________

I certify that the information on this form is completed and accurate.

Teacher Candidate Signature ____________________ Date ______________

Mentor Signature ______________________________ Date ______________

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### Attendance Tracking Sheet
#### Fall 2011

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<td>November 14-18</td>
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<td>November 21-25</td>
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<td>November 28 – December 2</td>
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<td>December 5-9</td>
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<td>December 12-16</td>
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<tr>
<td>December 19-23</td>
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</tbody>
</table>

Teacher Candidate: ____________________ Mentor: ____________________

Placement School: _____________________________

Total Days Completed in Phase I/II ______________

I certify that the information on this form is completed and accurate.

Teacher Candidate Signature ____________________ Date ______________

Mentor Signature _____________________________ Date ______________

Send completed form to Your Program Coordinator
Department of Education, 1000 Hilltop Circle Baltimore, MD 21250
# Appendix F

## CLINICAL PRACTICE PERFORMANCE ASSESSMENT INDICATORS

<table>
<thead>
<tr>
<th>1. Professional Dispositions</th>
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</thead>
<tbody>
<tr>
<td>- Attends consistently</td>
</tr>
<tr>
<td>- Is punctual</td>
</tr>
<tr>
<td>- Dresses appropriately</td>
</tr>
<tr>
<td>- Uses standard oral and written English</td>
</tr>
<tr>
<td>- Demonstrates caring, thoughtful, and responsive behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Formulates objectives that are stated behaviorally</td>
</tr>
<tr>
<td>- Sequences the objectives in a logical manner</td>
</tr>
<tr>
<td>- Creates varied learning activities that develop the objectives</td>
</tr>
<tr>
<td>- Uses technology to enhance lesson development</td>
</tr>
<tr>
<td>- Provides a homework activity to reinforce learning</td>
</tr>
<tr>
<td>- Considers differentiation of instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Instruction</th>
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</thead>
<tbody>
<tr>
<td>- Provides situations that gain student attention</td>
</tr>
<tr>
<td>- Develops purpose of learning task</td>
</tr>
<tr>
<td>- Uses students’ past experiences and knowledge</td>
</tr>
<tr>
<td>- Employs varied instructional activities and assessments</td>
</tr>
<tr>
<td>- Encourages questions and comments</td>
</tr>
<tr>
<td>- Asks divergent questions that encourage critical thinking</td>
</tr>
<tr>
<td>- Employs media enhancements</td>
</tr>
<tr>
<td>- Uses strategies to enhance listening skills of students</td>
</tr>
<tr>
<td>- Gives directions clearly</td>
</tr>
<tr>
<td>- Uses appropriate vocabulary</td>
</tr>
<tr>
<td>- Manages instructional time</td>
</tr>
<tr>
<td>- Encourages participation by students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Classroom Interaction and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides constructive feedback regarding academic progress</td>
</tr>
<tr>
<td>- Provides a positive classroom climate</td>
</tr>
<tr>
<td>- Solicits students ideas and feelings</td>
</tr>
<tr>
<td>- Provides constructive feedback about social behavior</td>
</tr>
<tr>
<td>- Displays appropriate responses (sensitivity, humor, patience, etc.)</td>
</tr>
<tr>
<td>- Demonstrates awareness and respect for diversity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Exhibits content knowledge of the subject matter</td>
</tr>
<tr>
<td>- Presents information in an accurate and meaningful way</td>
</tr>
<tr>
<td>- Integrates subject matter from other areas when appropriate</td>
</tr>
<tr>
<td>- Extends lesson beyond basic content when appropriate</td>
</tr>
</tbody>
</table>
### 6. Assessment
- Designs tests that are reliable and valid
- Keeps accurate records of student progress
- Returns tests and other students work promptly
- Uses formative and summative assessment measures
- Engages students in on-going performance assessment
- Uses student data to modify instruction

### 7. Reflective Activities
- Solicits feedback about teaching competencies
- Analyzes feedback to develop alternative strategies
- Solicits help when needed
- Implements needed changes

### 8. Fosters Professional Relationships with the Community
- Identifies potential instructional resources in the community
- Identifies characteristics of the community that affect instruction
- Utilizes strategies that consider community resources
- Utilizes strategies that consider community characteristics
- Collaborates with families
Appendix G

CLINICAL PRACTICE PERFORMANCE ASSESSMENT
ELEMENTARY EDUCATION

Mentor Teacher Evaluation of Teacher Candidate
Spring 2010

Candidate Last Name ________________________________________________
Candidate First Name ________________________________________________
Mentor Teacher _____________________________________________________
University Supervisor ________________________________________________
Current Semester □ Spring □ Summer □ Fall □ Winter Year
School of Placement _________________________________________________
Evaluator Signature _________________________________________________
Date of Evaluation _________________________________________________

<table>
<thead>
<tr>
<th>Stage of Evaluation:</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
<th>Summative Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative 3</td>
<td></td>
</tr>
<tr>
<td>End of Phase I</td>
<td>Middle of Phase II</td>
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</table>

INSTITUTIONAL STANDARDS

Directions:
Please rate the candidate’s competencies in each area using the scale of 1-4. Please provide feedback and recommendations for the teacher candidate in the text box provided. Please note that proficient is the target rating, and the rating of exemplary is the exception.

4 = Exemplary. Demonstrates an in-depth and perceptive understanding; exhibits excellent evidence of attainment in concepts and practice.
3 = Proficient. Demonstrates an understanding; exhibits evidence of attainment in concepts and practice.
2 = Developing. Demonstrates some understanding; exhibits some evidence of attainment in concepts and practice.
1 = Limited. Demonstrates beginning understanding; exhibits minimal evidence of attainment in concepts and practice.

1. Professional Dispositions

2. Planning

3. Instruction
4. Classroom Interaction and Management

5. Content Knowledge

6. Assessment

7. Reflective Activities

8. Fosters Professional Relationship with the Community

Comments:

Areas of Strength:

Areas for Improvement:
PROFESSIONAL STANDARDS: NAEYC

Directions:
Please rate the candidate’s competencies in each area using the scale of 1-4. Please provide feedback and recommendations for the teacher candidate in the text box provided. Please note that proficient is the target rating, and the rating of exemplary is the exception.
4 = Exemplary. Demonstrates an in-depth and perceptive understanding; exhibits excellent evidence of attainment in concepts and practice.
3 = Proficient. Demonstrates an understanding; exhibits evidence of attainment in concepts and practice.
2 = Developing. Demonstrates some understanding; exhibits some evidence of attainment in concepts and practice.
1 = Limited. Demonstrates beginning understanding; exhibits minimal evidence of attainment in concepts and practice.
N/A = Not applicable at the time of observation.

DEVELOPMENT, LEARNING, AND MOTIVATION

1. Constructs Meaningful Learning Opportunities
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities.

2.1-2.7 CURRICULUM
Candidates know, understand, and use the major concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health education, and physical education.

☐ English Language Arts (2.1) ☐ Science (2.2) ☐ Mathematics (2.3) ☐ Social Studies (2.4)
☐ The Arts (2.5) ☐ Health Education (2.6) ☐ Physical Education (2.7)

INSTRUCTION

3.1. Integrating and Applying Knowledge for Instruction
Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2. Adaptation to Diverse Students
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

3.3. Development of Critical Thinking and Problem Solving
Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
3.4. Active Engagement in Learning
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5. Communication to Foster Collaboration
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4. Assessment for Instruction
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1. Professional growth, reflection, and evaluation
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2. Collaboration with families, colleagues, and community agencies
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
Maryland Teacher Technology Standards
Maryland State Department of Education
Program Approval and Assessment Branch
SEVEN STANDARDS AND OUTCOMES INDICATORS

I. Information Access, Evaluation, Processing and Application

Access, evaluate, process and apply information efficiently and effectively.

1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.
2. Evaluate information critically and competently for a specific purpose.
3. Organize, categorize and store information for efficient retrieval.
4. Apply information accurately in order to solve a problem or answer a question.

II. Communication

A. Use technology effectively and appropriately to interact electronically
1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.

B. Use technology to communicate information in a variety of formats.
1. Select appropriate technologies for a particular communication goal.
2. Use productivity tools to publish information.
3. Use multiple digital sources to communicate information online.

III. Legal, Social and Ethical Issues

Demonstrate an understanding of the legal, social and ethical issues related to technology use.

1. Identify ethical and legal issues using technology.
2. Analyze issues related to the uses of technology in educational settings.
3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.
4. Use classroom procedures to manage an equitable, safe and healthy environment for students.

IV. Assessment for Administration and Instruction

Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

1. Research and analyze data related to student and school performance.
2. Apply findings and solutions to establish instructional and school improvement goals.
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.

V. Integrating Technology into the Curriculum and Instruction

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.

1. Assess students’ learning/ instructional needs to identify the appropriate technology
for instruction.
2. Evaluate technology materials and media to determine their most appropriate instructional use.
3. Select and apply research-based practices for integrating technology into instruction.
4. Use appropriate instructional strategies for integrating technology into instruction.
5. Select and use appropriate technology to support content-specific student learning outcomes.
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.
7. Manage a technology-enhanced environment to maximize student learning.

VI. Assistive Technology

Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

1. Identify and analyze assistive technology resources that accommodate individual student learning needs.
2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

VII. Professional Growth

Develop professional practices that support continual learning and professional growth in technology.

1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.
2. Use resources of professional organizations and groups that support the integration of technology into instruction.
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.
4. Identify local, state and national standards and use them to improve teaching and learning.

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/.

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 H

MENTOR TEACHER EVALUATION OF
THE UMBC TEACHER EDUCATION PROGRAM
SAMPLE

Fall 2010

Candidate Last Name ______________ First Name ______________  Candidate SSN____________________________

Program ___________ Early Childhood Education ___________ Elementary Education ___________

Cooperating/ Mentor Teacher ____________________________ University Supervisor ________________________

Certification Area ________________________________ School System ________________________________

School of Placement __________________________ Date of Placement (semester/year) __________________

Subject Area Taught _______________ Grade Level _______________ Current Semester _______________ Year _______________

Evaluator Signature_________________________ Date of Evaluation (MM/DD/YYYY) __________________

Directions: Please evaluate using a ranking of low (1) to high (5). If not observed by you, please indicate this by marking NA next to the appropriate survey question.

5 = Exemplary. Demonstrates an in-depth and perceptive understanding; exhibits excellent evidence of attainment in concepts and practice.

4 = Proficient. Demonstrates a thorough understanding; exhibits clear evidence of attainment in concepts and practice.

3 = At Standard. Demonstrates an understanding; exhibits some evidence of attainment in concepts and practice.

2 = Developing. Demonstrates some understanding; exhibits limited evidence of attainment in concepts and practice.

1 = Novice. Demonstrates beginning understanding; exhibits minimal evidence of attainment in concepts and practice.

EVALUATION OF THE UNIVERSITY TEACHER EDUCATION PROGRAM in terms of your
teacher candidate’s skills and readiness at the beginning of the clinical experience in the following areas:

1. Creating learning experiences that made content meaningful to students ______

2. Providing learning opportunities that supported children’s development ______

3. Creating instructional opportunities that were adapted to diverse learners ______

4. Using varied instructional strategies to encourage critical thinking ______

5. Managing classrooms to promote social interaction, active learning, and self-motivation ______

6. Using effective verbal, non-verbal, and technological communication strategies ______

7. Planning instruction based on knowledge of subject matter, students, and the INTASC standards ______

8. Using formal and informal assessment, aggregated and disaggregated student data, to guide instruction and evaluate learning ______

9. Developing professionally by using external feedback and self-reflection ______

10. Developing relationships with colleagues, parents, and community ______

11. Creating curriculum appropriate to the content, best practice, and student needs ______

12. Effectively preparing and implementing instruction procedures in a professional manner ______

13. Consistently self-evaluating and reflecting on the teaching-learning process ______

14. Communicating responsively to students, peers, colleagues, parents ______

15. Displaying positive dispositions conducive to successful learning ______

16. Valuing diversity in the classroom with respect to gender, race, ethnicity, religion, and culture ______

17. Creating technology-enhanced learning communities ______
Please provide feedback and recommendations for the UMBC Teacher Education Program and the University Supervisor.