UMBC
Department of Education

Mentor's Handbook

Initial Teacher Certification Programs
Early Childhood Program Edition
2011
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. Patricia Scully
ECE Program Chair
MENTOR'S HANDBOOK

CONTENT

- INTRODUCTION TO MENTORING
- THE Early Childhood Education Program
- BUILDING RELATIONSHIPS
- CREATING OPPORTUNITIES FOR QUALITY CONVERSATIONS
- ASSESSING TEACHING AND LEARNING
- INTERNSHIP PROCEDURES, LEGALITIES & ETHICAL ISSUES

INTRODUCTION TO MENTORING

Mentoring is an important component of teacher preparation and induction into the profession. It requires time and communication in order to promote the intern's self-reliance. (Pelletier, 2006)

A. The Goals of High Quality Mentoring Include:
   - developing a collaborative relationship with the intern
   - fostering a tradition of cooperation, collaboration, and co-teaching among colleagues
   - helping interns document their work based on the ACEI professional standards for elementary education
   - helping interns develop into self-directed, reflective teachers

B. What Does It Mean To Be a Mentor?

As a tenured, professionally certified teacher, you are responsible for collaborating with UMBC's supervisor and program coordinator to provide individualized support to your intern.

Effective mentors are teachers who:
   - maintain and regularly reflect and reevaluate their own goals
   - maintain best practices of teaching while attending to district requirements
   - relate content knowledge to actual instructional practice
   - promote equity and social justice
   - place student learning as the first priority of teaching
   - become a professional, confidential colleague
   - demonstrate teaching excellence
   - respect others’ viewpoints
   - display social and public relations skills
C. Roles of the Mentor
UMBC and the various school districts have job descriptions for mentors that are based on their respective mandates for mentoring. UMBC’s identified roles and responsibilities for the mentor are the following:

- Acknowledge who you are
- Build relationships
- Create opportunities for quality conversations
- Participate in on-going reflection
- Maintain a professional community
- Provide the intern with varied teaching experiences (bit teaching, small group teaching, team teaching, and total class instruction).
- Coach the intern in classroom management, instructional processes, and assessment techniques
- Reflect with the intern
- Observe the intern and provide daily formative and/or summative feedback
- Advise the intern on his or her portfolio development
- Assist the intern with the planning and design of lesson and unit plans
- Maintain ongoing communications with the university supervisor
- Contribute to the final evaluation of the intern
- Complete and submit appropriate evaluation forms

In addition, mentors may have opportunities to:

- problem solve with other stakeholders on such issues as delineating intern responsibilities, resolving scheduling conflicts, etc.
- communicate information to and from the UMBC Education Department and the school community.
- participate in pre-service mentor training.
- present at conferences, institutes, and other forums to disseminate best mentoring practices.

D. Expectations in Your Classroom/School:
As you begin the mentoring process, be sure to plan your schedule and clarify expectations for the intern. Completing the Mentor-Intern-Mentor Expectations form (attached) with your intern should be done during the first week and re-evaluated as needed throughout the semester. This will provide an opportunity to develop and reassess realistic expectations for the intern's role in your classroom, discuss evolving goals and priorities, and inform interns of upcoming meetings and events.

BUILDING RELATIONSHIPS

A. Preparing for the Intern
First impressions often have a lasting effect. Therefore, it is important that the first impression the mentor presents as he or she welcomes the intern be a positive one. It is recommended that the mentor teacher collect and prepare materials and a space for the intern to “belong” in the classroom. An example of a Resource Kit for the intern can be found in the Appendix.
Some teachers choose to include the intern’s name on the classroom door along with the teacher’s name to symbolize a joint relationship in the classroom. Another way to prepare for the intern should be to write a note to colleagues in the school/department to inform them of the intern’s presence and to request opportunities for varied observations.

B. Guidelines for Supervising and Supporting Interns
UMBC has adopted a clinical supervision model that is a sequence of pre-conference, classroom observation, analysis of the observation, and post-conference. The model is intended to be a collaborative effort among the mentor, the supervisor, and the intern.

As part of the clinical supervision sequence, a developmental supervision approach (Glickman, Gordon, and Ross-Gordon, 1998) guides the mentor teacher and university supervisor to adopt an interpersonal supervisory approach based on the readiness of the intern.

During Phase I
During the Phase I experience, the intern is oriented to the school’s procedures and policies of teaching. A primary task of the intern is to collect information, observe, and discuss the mentor’s lessons and practices. The intern observes instructional practices modeled and becomes familiar with the subject matter, curricula, classes, students’ names, and behavior management techniques.

During the intern's Phase I experience, the university supervisor will observe three lessons planned and taught by the intern. The meeting that follows the observation will be used to set goals for Phase II planning. It is helpful for the mentor to be a part of this meeting. The supervisor will then complete an observation report based on the intern’s performance. Performance items are aligned with the Education Department’s and NAEYC standards.

During Phase I, the mentor is also required to make one observation report on the intern's student teaching. These reports are made using a document entitled the Clinical Practice Performance Assessment, or CPPA. The CPPA ultimately is turned into UMBC's Education Department through a computerized education accountability system known as Tk20. CPPAs are further discussed on pages 8-9 in this document. (A copy of the CPPA can be found in the Appendix of this document.)

During Phase II
During Phase II the intern co-teaches and gradually assumes all of the roles and responsibilities of the classroom teacher. This progression is directed by the mentor with the advice and consent of the supervisor. Through this process, the mentor and intern need to hold pre-lesson and observation conferences and post-lesson and observation conferences. These conferences are opportunities to create quality conversations and can be both formal and informal. They are necessary to ensure communication and support between the mentor and intern. The intern should be able to plan and implement a lesson, create and use both formative and summative assessments, and manage the classroom.
The mentor teacher also needs to inform the intern of any parent conferences, meetings and events that the intern will be responsible for attending, allowing the intern to be an active participant in the school community.

During Phase II, the Early Childhood intern will be required to complete two grade-level internships, a Kindergarten or Pre-K as well as a primary grade (1-3). The mentor for each rotation is required to make two observation reports on the intern's student teaching. (The university's supervisor will make six observation reports during this period.) These reports are made using a document entitled the Clinical Practice Performance Assessment, or CPPA. The CPPA ultimately is turned into UMBC's Education Department through a computerized education accountability system known as TK20. (A copy of the CPPA can be found in the Appendix of this document.)

C. Orientation to School and Community
Interns will need help from mentors to acquire an understanding of the socioeconomic conditions, the available resources, and the unique characteristics of the school community. It is important that the intern is introduced to the school faculty, staff, and community. During the first week, the mentor should provide the intern with a tour of the school and information about the community. Introduce the intern to the administration, office personnel, and other teachers on your team, department, grade level and hallway. It is recommended that the intern and mentor draft letters to be sent to the parents and students introducing the intern and the intern’s role in the classroom. Suggestions for these letters have been included in the Appendix.

Other ways to orient interns to the students and their families in the school community include:

• interviewing students
• interviewing parents
• touring the community
• visiting community agencies
• reviewing the website of the school/community

D. Creating a Learning Community in the Classroom
The internship experience should be collaboratively planned and implemented within the school and classroom environments. Mentors can assist interns in the process of creating an effective learning community by involving the intern in organizing the classroom, establishing routines, developing classroom rules and rationales, planning and discussing coming school days, locating materials needed for teaching, reviewing lesson plans and reviewing school system policies.

E. Setting Expectations and Planning the Work
The internship experience should be guided by goals established by the mentor and intern. These goals will need to be developed through on-going communication regarding the personal goals, expectations, personalities and abilities of both the mentor and the intern to identify the outcomes that can be measured as a result of the internship experience. To ensure these goals, consider the following:
1. Create or brainstorm a list of the outcomes the intern will set and be able to do.
2. Select priority areas and develop target dates for reaching goals in these areas.
3. List ways you and your intern will recognize and celebrate success in the internship.

Planning times for the internship experience will need to be on-going. The goals of the internship experience and the work will be adjusted as the intern progresses toward gradual independence in the classroom. The role of the mentor also will be adjusted as the internship continues, with the intern accepting more responsibilities and initiative in the co-teaching relationship. The mentor will guide this shift in responsibility to strike a balance between supporting and challenging as the intern assumes the responsibility for the majority of the classroom instruction.

**CREATING OPPORTUNITIES FOR QUALITY CONVERSATIONS**

**A. Regularly scheduled meetings.**
Regular conversations keep lines of communication open between mentor and intern, often addressing issues before or as they develop rather than after they have become a problem. Try to schedule a time during the day, or several times during the week, when you are able to sit down with the intern to discuss progress and set goals. By modeling active listening skills for your intern, you can help him or her become better listeners themselves and you build a relationship of trust and caring that will aid the intern’s motivation to learn and sense of belonging in the classroom.

**B. Planning Lessons and the Intern’s Instructional Unit**
The intern will have experience with a variety of lesson planning methods from their UMBC courses. However, it is important to help your intern become skilled in using the lesson plan format appropriate for your school setting. As the intern begins to produce lesson plans, you may have him or her reflect on the following questions.

Pre-observation questions:
- What do you want students to learn?
- What is the objective for the lesson?
- How will you tap and assess prior knowledge?
- What are the strengths and challenges of individual students?
- How will you differentiate instruction to address all students’ needs?
- How will you teach the lesson? How will you sequence activities?
- How are you going to assess student learning, both formally and informally?
- How might you adapt the next day’s lesson based on the outcomes of today’s?
- What materials will you need?
- What technology (if any) will you use in the lesson?
- What are you going to do if students don’t “get it”?
- What other factors need to be considered when planning for and assessing this lesson?
Interns are expected to have fully developed lesson plans for those classes observed by the university supervisor.

During Phase II, the intern should be provided with the experience of planning and teaching a 10-day integrated unit. This may require adaptation of a pre-designed district-required unit. *Specific guidelines will be provided at the beginning of Phase II.*

The mentor’s role in this effort should be supportive, providing direction to whatever extent it is needed, but allowing the intern room for her/his creativity and expertise to whatever extent possible. In this regard, mentors provide access to the curriculum guide(s), and discuss with the intern before their unit teaching the following concerns:

- What is long-range planning?
- What are units and indicators and how are they related?
- What is pre-assessment and how can it be utilized to guide instruction?
- How will the mentor and the intern differentiate instruction and lessons for different learning styles and abilities?
- Are the written lesson objectives clear and measurable?
- What summative and formative assessment methods will be used?

**C. Observing**

Observing is the means for collecting data to provide objective, specific feedback to the intern. There are several methods of observation within the informal and formal categories. Observation techniques must be matched to the specific purpose of the observation. The two general types of observation techniques are quantitative and qualitative.

Quantitative observation techniques result in data that can be reduced to numbers. Some examples of quantitative observation techniques are: categorical frequency counts, verbal interaction tallies, classroom movement tracking and the performance indicator instrument (CPPA) developed by the UMBC Department of Education.

Qualitative observations techniques are used when the observer records the data in the form of words or visuals that are not reduced to numbers. Some examples of qualitative observation techniques are: verbatim recording (also called script-taping and selective-verbatim recording), open narrative, focused open-ended observation, and video taping.

Your school may have an observation style and form already in place. UMBC will expect you to use the CPPA for the formal observations which you will submit for your intern.

The purpose of observations, both formal and informal, is to witness the growth of an intern through his/her internship experience. During observations, you may want to look for evidence of specific teaching competencies and principles of teaching that the intern exhibits throughout the internship.
D. Giving Feedback and Conferencing

1. Finding Time
It is important that regular times be set aside to talk formally and informally with the intern, particularly with concern to the mentor's and supervisor's observations. Additional forms of communication can also be utilized such as writing daily reflections, and sending emails. However, the most effective way to insure communication is to set aside time, even if for only five minutes, sometime during the day for brief face-to-face communication.

2. Conferencing
Observation data should become the focus for a quality conference between the mentor and the intern. Joint interpretation, reflection and analysis of the data are consistent with the intent to enhance the intern’s professional development. Follow up conferencing should focus on these data.

ASSESSING TEACHING AND LEARNING

The mentor teacher and the university supervisor are both asked to guide intern development in the most personal and professional activity of reflecting on practice. This is best accomplished through the intern's reflection on self as teacher and on evaluation of students’ learning.

A. Assessing the Intern and the Internship Experience
During and after quality conversations and reflections, the mentor teacher, the university supervisor, and the intern are required to complete several evaluation forms. These include:

1. The Clinical Practice Performance Assessment Instrument (CPPA): This contains UMBC's institutional standards and the ACEI Professional standards for Elementary Education.
2. A narrative statement on the intern's teaching proficiency.
3. The mentor teacher's evaluation of UMBC's internship program.

1. Clinical Practice Performance Assessment (CPPA)
The CPPAs, to whatever extent possible, should be submitted to the Education Department through the computer program known as Tk20. (A Tk20 account will be created in your name. You will not be assessed any fee for this account.) If you are unable to use the Tk20 format for whatever reason, you are allowed to submit paper versions of your CPPA evaluations. Your interns and the university supervisor will also be completing CPPA forms using Tk20.

The following describes a typical approach for preparing for, giving feedback, and documenting the intern evaluation:

- During Phase I, the mentor and intern share their understanding of the competencies listed in the CPPA to ensure agreement and relevance to the classroom situation.
- After the intern has taught a sufficient amount, the mentor rates the intern on each competency. At the same time, the intern independently does a self-evaluation using the same instrument. Interns are encouraged to follow this same process with their university supervisor.
• In a follow-up conference, the intern and mentor teacher compare their ratings and discuss areas of strength and areas that need further work.
• By the mid-point in Phase II, the mentor and intern will repeat this process using the CPPA to guide their comments and recommendations for professional growth.
• At the end of the Phase II experience, the mentor teacher will complete a third and final summative evaluation on the same competencies. The ratings at this time should reflect the mentor teacher's assessment of the level of competence at the end of the internship experience.

2. Narrative Statement
The narrative statements from the mentor teachers are often sought by the intern's prospective employers. Therefore, it is important that they are accurate and truly reflect the intern's teaching prowess in the mentor's estimation. It is recommended that major topics included on the CPPA are addressed in the narrative. The narrative should be inserted in the CPPA document on Tk20. Write the narrative with the following in mind:

• Keep aligned with and expand on the competencies listed in the CPPA.
• Cite any dispositions or qualities of the intern that are not covered by the CPPA.
• Mention any special activities or projects in which the intern engaged that might be of interest to a potential employer.
• Include the following information:
  Intern’s Name
  Mentor’s Name
  School Name and School System
  Subject Area, Grade Level, and English Proficiency Level
  Placement Beginning and Ending Dates

3. Mentor Teacher Evaluation of UMBC Internship Program
Mentor teachers provide valuable feedback which is used for program improvement. Mentor teacher forms for this purpose are included in the packet accompanying the Mentor Handbook. These can be filled out at the end of the intern's term with you, and submitted directly to the department at the above-listed address.

B. Transitioning Back to Mentor Teacher
Throughout the internship experience the mentor teacher’s supervisory approach moves along a professional development continuum. Communications often begin with a directive approach and move toward a collaborative approach. The purpose is to always have a collaborative model of co-planning and co-teaching in the classroom, with the focus of primary instructor moving from the mentor to the intern. When the intern’s 100-day requirement is finishing, it is important to remember to plan an appropriate transition back to the mentor teacher’s primary role in the classroom.
INTERNSHIP PROCEDURES, LEGALITIES & ETHICAL ISSUES

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

Attendance, Punctuality, Absences: Interns are expected to follow the schedules of teachers in the school. They are required to have a minimum of 100 days in their internship placement schools. Some interns may be asked to complete more than 100 days based on their performance and mentor availability. These decisions are made through conversations among the mentor, supervisor, program coordinator, and PDS director. Attendance and punctuality are mandatory for all daily school activities including on-campus events, intern orientation, and seminar meetings. Interns must maintain an attendance record, reviewed and approved by the mentor teacher. Interns are responsible for maintaining their attendance sheets and submitting them to the program upon completion of their internship experience.

A school day is a full school day determined by the hours that regular teachers are required to be on site. Up to three unplanned school closing days, for example weather related school closings, may apply toward the 100 day minimum.

Professional Behavior and Attire: Interns are expected to act in a professional capacity in all clinical and field experiences. Regulations governing regular teachers in the school district where the intern is assigned apply to the intern during his/her assignment. Interns are expected to dress professionally during the internship experience. Any situations in which regulations are being violated can and should be addressed by the mentor teacher.

School System Policies and Expectations: Interns much comply with the policies and 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, and in most cases, the academic 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 schools. These issues should be carefully scrutinized by the mentor teacher.
APPENDICES

Appendix A: Mentor Checklist and Timeline
Appendix B: Intern-Mentor Expectations
Appendix C: Resource Kit for "Your" Intern
Appendix D: Sample Letters for Colleagues, Parents and Students
Appendix E: UMBC's Attendance Policy & Sample Attendance Forms
Appendix F: Clinical Practice Performance Assessment Institutional Indicators
Appendix G: Elementary CPPA Form with Assessment Indicators
Appendix H: UMBC Internship Evaluation Form for Mentors
Appendix A

Mentor Checklist and Timeline

The following checklist offers guidelines for the mentor to assure the successful experience of the mentor, the intern and the students. 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 intern regarding goals for the classroom and the internship experience. Discuss

- daily, weekly, and long-term objectives,
- instructional goals,
- classroom management,
- parent involvement and
- student evaluation.

These early conversations would be a good time to outline the progression of intern responsibilities over the internship and to plan a schedule of meetings, observations, and reviews for the intern. Additionally, arrange a three-way conference with your intern and his or her supervisor to discuss expectations for the internship. The goal of the internship experience is to develop self-directed, competent new teachers.
Phase I
The Phase I component of the internship occurs over an entire semester. Interns often come for two mornings per week during this semester. They may fulfill specific course-based requirements as well as assignments related to classrooms, students, school, and community outlined below. The primary function of the beginning of the Phase I experience are observations, data collection, and initial teaching experiences.

Week 1

General school orientation:
- Show the intern where to park.
- Tour the school building(s) with your intern.
- Provide a map of the school or highlight an existing map for key places.
- Introduce the intern to the classroom and location of materials.
- Provide a workstation for the intern.
- Provide a 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.).
- Get your intern his or her books as soon as possible; make sure he or she has all available curriculum guides and other relevant materials.
- Provide intern with a plan book.
- Share the faculty roster.
- Be sure to introduce him or her to the administrative staff, other colleagues, specialists, secretaries, and cafeteria and custodial staff.
- Explain staff meeting procedures and expectations for interns (e.g., When are meetings? Where are meetings? Who’s in charge? What’s expected?).
- Highlight the nuts and bolts of the school’s policies and procedures (e.g., fire drill, plan book, sign in and sign out sheets, etc.).
- Instruct the intern on supplies and equipment – their availability and how to get them.
- Advise your intern on the procedure for requesting AV equipment.
- Share health clinic procedures (e.g., When is the school nurse available?).
- Share information about legal matters associated with teaching, including confidentiality, child abuse reporting, I.E.P., etc.
- Help the intern construct a letter to the students’ parents describing the intern’s role in the class.
- Share a year’s calendar of activities (e.g., holidays, standardized test dates, mentor’s lesson plan book, schedule of field trips, etc.).
- Review important school issues and “unwritten” policies. Share the school improvement plan and school philosophy with the intern.
- Review the “must follow” rules (professionalism) of the school (e.g., lunch hour time on workdays, arrival time on workdays, dress codes, parent contacts, etc.).

Instructional Orientation:
- Emphasize the importance of performance outcomes and Maryland’s tests (MSA and HSA) to their day-to-day teaching activities.
- Help your intern plan the first week.
- Discuss classroom environment, procedures, and goals in the room.
- Share your “effective” class rules.
- Review administrative tasks.
- Discuss student attendance procedures. Explain how important it is to always be accurate when taking attendance.
- Share any “systems” that work (e.g., organizing grade book, keeping track of homework, tracking down tardies, orchestrating first day/week, working through administrative procedures, etc.).
Always provide multiple opportunities for your intern to reflect and ask questions.

**Beginning: Weeks 2-5** During this part of Phase I, your role is to provide the required opportunities and to complete the following checklist items:

- Set goals with the intern for Phase I.
- Provide opportunity for the intern to observe the classroom.
- Provide opportunity for the intern in scheduling observations of other classroom teachers.
- Intern may have other assignments related to the observations, assist in any way necessary.
- Discuss pre-assessments, post-assessment and evaluation of assessments with intern.
- Help your intern plan a classroom activity which he or she will co-teach.
- Help your intern plan a classroom activity which he or she will then lead.
- Discuss the class with your intern.
- Discuss ways to communicate with parents with intern.
- Establish a communication log with your intern; check weekly for written communication.
- Establish expectations for the Intern Notebook.
- Make contact with the UMBC supervisor, if you have not been contacted.
- Participate in a three-way communication with your intern, the UMBC supervisor, and yourself.
- Plan the middle part of Phase I with your intern.

**Middle: Weeks 6-10**

- Show your intern how to set up students’ work files.
- Show your intern how to use the school’s computerized grading system.
- Help your intern to develop a lesson.
- Allow the intern to teach the lesson.
- Conduct pre and post observation meetings with intern.
- Review your observation data of intern and plan feedback conference with intern.
- Provide feedback, verbal and written, about the lesson. Consider the following:
  - Classroom management.
  - Lesson effectiveness.
  - What went well.
  - Suggestions for improvement.
- Review the contents of the CPPA and identify goals for observation.

**End: Weeks 11-15**

- Discuss policies and procedures of the following:
  - Student makeup work.
  - Grading rationale and policies for your school.
  - “Unwritten” or written school system policies.
  - Religious holidays.
  - Delayed opening and snow day policies.
  - Referral process for special education.
  - Procedures for field trips.
- Discuss with intern the plans for the lesson which you and the UMBC supervisor will observe.
- Guide intern to schedule observation by UMBC supervisor.
- Meet with the intern’s supervisor from UMBC after the observation. Date:
  - Participate in a three-way communication with the intern, supervisor, and yourself.
- **Complete a Formative Assessment(s) of the intern (see also the Performance Assessment Requirements and Timelines).**
  - CPPA Formative (all programs) Date:___________________
- Set goals with the intern for Phase II.
Phase II
Phase II begins the intern’s full time teaching semester with the requirements to co-teach and later take over all responsibilities of teaching for an extended period of time (2-3 weeks in each placement). The intern is expected to attend all school functions required of any teacher. The

1st Month:
- Schedule and hold a “Plan for the Month” session.
- Work closely with your intern in explaining the formal and informal observation procedures.
- Review/revise goals for Phase II (including intern Instructional Unit).
- Assist intern in identifying and developing a unit and student pre- and post-assessments for the unit.
- The mentor and intern should share recordkeeping and filing.
- Share plan books and other related scheduled activities.
- Assist with Back to School Night and/or the school’s Open House.
- Continue to co-plan lesson plans for the first few weeks.
- Plan to regularly observe the intern teaching, be sure to conduct pre and post observation conferences.
- Establish set meetings/interaction times between intern and mentor.
- Establish or review a substitute folder with the intern.
- Discuss the importance of documenting each student’s work.
- Stress that confidentiality exists between mentor and intern.
- Share procedures for conferencing with administrators.
- Help your intern prioritize his or her workload.
- Discuss how to work successfully with parents.
  - Keep and review an accurate log of interactions with parents.
  - Plan and carry out positive parent contacts daily; continually praising the positive will make a negative contact less painful.
- Review policies and procedures of 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.
- Each month include an informal discussion and review about the following topics:
  - Classroom management and discipline strategies.
  - Keeping up with grading, evaluating, and recording data. Ask to see records.
  - Organizational and recordkeeping skills.
  - The status of the objectives and goals you wrote together.
  - Always provide time and opportunity for your intern to reflect and ask questions.
- Meet with the intern’s supervisor from UMBC. Date:
  - Participate in a three-way communication with the intern, supervisor, and yourself.
  - Discuss the communication log, unit plan progress, notebook, and observation.
- End of 4th week of Phase II, complete CPPA Formative Assessment form.
  - CPPA Formative (all programs). Date:

2nd Month:
- Schedule and hold a “Plan for the Month” session.
Assist your intern during his or her first interim and grading period (e.g., how to write report card comments, how to get grades, share grading system notes, explain 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. Ask to see records.
- Organizational and recordkeeping skills.
- Sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- The status of the objectives and goals you wrote together.
- Provide opportunity for the intern to reflect and ask questions.

Meet with the intern’s supervisor from UMBC.
- Participate in a three-way communication with the intern, supervisor, and yourself.
- Discuss the communication log, unit plan progress, Notebook, and observation.

3rd Month: ___________________

Schedule and hold a “Plan for the Month” session.

Assist your intern as he or she begins the second interim or grading period. Review what worked first quarter and what didn’t.

The intern should be finalizing the plans for the unit plan and pre- and post-assessments. Check on his or her progress.

Continue to discuss sensitive issues in education (e.g., family life curriculum, custody battles, etc.).

Prepare your intern on how to handle students’ behavior after a holiday and prior to a vacation.

Discuss and review the following topics:
- Classroom management and discipline strategies.
- Keeping up with grading, evaluating, and recording data. Ask to see records.
- Organizational and recordkeeping skills.
- Sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- The status of the objectives and goals you wrote together.
- Intern reflection and questions.

Meet with the intern’s supervisor from UMBC.
- Participate in a three-way communication with the intern, supervisor, and yourself.
- Discuss the communication log, unit plan progress, notebook, and observation.

4th Month: ___________________

Schedule and hold a “Plan for the Month” session.

Encourage the intern to pre-test, teach the unit plan, and post-test to assess student learning during this month.

Assist your intern as he or she teaches through the second interim or grading period.

Begin to help your intern write a semester exam, if applicable.
- Discuss exam policies and share sample tests with him or her.

Review plans for end of school or semester activities.

Review policies and issues that relate to retention and failure of students.

Conduct observations of the intern.

Encourage parental contact.

Give suggestions for keeping momentum and interest at the end of the semester or year.

Discuss and review the following topics:
- Classroom management and discipline strategies.
- Keeping up with grading, evaluating, and recording data. Ask to see records.
- Organizational and recordkeeping skills.
- Sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- The status of the objectives and goals you wrote together.
- Intern reflection and questions.

Meet with the intern’s supervisor from UMBC for a final observation.
- Date(s): ______________
- Participate in a three-way communication with the intern, supervisor, and yourself.
- Conduct final observation, complete assessment forms:
  - CPPA Summative (all programs). Date:
- Write a narrative of your intern’s experience.
- Conduct a program/unit assessment.
- Evaluate the UMBC Teacher Education Program and the university supervisor.
Appendix B

Date/Week _____________

<table>
<thead>
<tr>
<th>INTERN-MENTOR EXPECTATIONS</th>
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</table>

Complete together or separately and compare responses. Place an X where you think responsibilities are/should be split between intern and mentor this week.

**Class Activities (attendance, lunch lines, etc)**

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Intern responsibility ……………… Mentor responsibility

**Classroom Management**

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Intern responsibility ........................................ Mentor responsibility

**Planning**

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</table>

Intern responsibility ........................................ Mentor responsibility

**Reading Instruction**
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<tr>
<th>Subject</th>
<th>Intern responsibility</th>
<th>Mentor responsibility</th>
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<tbody>
<tr>
<td>Math Instruction</td>
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<tr>
<td>Social Studies Instruction</td>
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<tr>
<td>Science Instruction</td>
<td>O O O O O O O O O O O O</td>
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<tr>
<td>Other:</td>
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</table>
Appendix C

Resource Kit for Your Intern

Creating a resource kit for the intern can go a long way toward making the internship experience successful. Below you will find some suggestions for materials to place in a school notebook or resource kit. Feel free to add any site specific items you have available to you, such as school t-shirts and lanyards.

- Sample Items
- How to contact you: home phone, school phone, and email
- Copy of the school handbook or access to the school handbook with mission statements and policies (this may already have a number of the items listed below)
- School name and address
- Daily class schedule
- School system calendar
- Class lists and seating charts
- Staff list
- A list of curriculum guides and texts, along with teacher editions, used and how to access them if individual copies cannot be provided
- Master schedule (as appropriate)
- School map, with locations of classroom, bathrooms, copy room, cafeteria and faculty room
- Discipline procedures and forms for the system, school or class (as appropriate)
- Guidelines for student referrals and forms (as appropriate)
- Guidelines for communication with parents and forms (as appropriate)
- Sample report cards and progress reports
- Policies for reporting child abuse, neglect, and other legal issues
- Information regarding students with special needs or health issues
- Procedures for supporting or assisting at-risk students
- Emergency procedures, including fire drill and school evacuation procedures
- Information regarding inclement weather policies

*Adapted from Handbook for Mentoring in a PDS, The Howard County Public School System Office of Professional Development Schools (2002).*
Appendix D

Sample Letter to Colleagues

Date

Dear Colleagues,

On (date), my new intern, ______________, from UMBC, will be joining us to begin her year long internship. I am looking forward to the experience and have started to organize my materials to share with her/him. Please drop by and say hello as we welcome her/him to our school.

I would like __________ to observe as many teachers in the building as possible during her/his first weeks here. I believe she/he can gain valuable knowledge by observing many different teaching styles. Let me know if you be willing to have her/him observe one of your classes?

Teacher preparation is more meaningful as a “team” experience. I welcome your ideas and assistance in sharing the strengths of our school with our new intern.

Please join me in welcoming __________ to our staff.

Sincerely,

______________

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).
Sample Letter to Students

It is important that your intern introduce himself/herself to your students. The introduction and letter style will vary depending on the age and language proficiency of your students. This introduction can take the form of a PowerPoint, slide show, or letter. The students should understand that the intern, while a pre-service teacher, needs to be afforded the same respect as the mentor teacher. The idea is to establish a collaborative feeling in the classroom, while providing the students with background information on the intern so he/she does not seem to be or feel like a stranger.

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).
Appendix E

University of Maryland Baltimore County Education Department
Attendance Tracking Sheet
Spring 2011

Teacher Candidate: ___________________________ Mentor: ___________________________
Placement School: ________________________________

<table>
<thead>
<tr>
<th>Week Beginnings and Ending Dates</th>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thu.</th>
<th>Fri.</th>
<th>Total Days</th>
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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
## Attendance Tracking Sheet

### Fall 2011

Teacher Candidate: ____________________  Mentor: _____________________

Placement School: ____________________

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<td>Aug. 29 - Sept. 2</td>
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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

**INDICATORS FOR INSTITUTIONAL STANDARDS**

<table>
<thead>
<tr>
<th>1. Professional Dispositions</th>
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<tbody>
<tr>
<td>▪ Attends consistently</td>
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<tr>
<td>▪ Is punctual</td>
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<tr>
<td>▪ Dresses appropriately</td>
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<tr>
<td>▪ Uses standard oral and written English</td>
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<tr>
<td>▪ Demonstrates caring, thoughtful, and responsive behaviors</td>
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<table>
<thead>
<tr>
<th>2. Planning</th>
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<tbody>
<tr>
<td>▪ Formulates objectives that are stated behaviorally</td>
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<tr>
<td>▪ Sequences the objectives in a logical manner</td>
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<tr>
<td>▪ Creates varied learning activities that develop the objectives</td>
</tr>
<tr>
<td>▪ Uses technology to enhance lesson development</td>
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<tr>
<td>▪ Provides a homework activity to reinforce learning</td>
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<tr>
<td>▪ Considers differentiation of instruction</td>
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<tr>
<th>3. Instruction</th>
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<tbody>
<tr>
<td>▪ Provides situations that gain student attention</td>
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<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>
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<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>
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<tr>
<td>▪ Encourages participation by students</td>
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</table>

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<thead>
<tr>
<th>4. Classroom Interaction and Management</th>
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<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>
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<tr>
<td>▪ Demonstrates awareness and respect for diversity</td>
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<thead>
<tr>
<th>5. Content Knowledge</th>
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<tbody>
<tr>
<td>▪ Exhibits content knowledge of the subject matter</td>
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<tr>
<td>▪ Presents information in an accurate and meaningful way</td>
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<tr>
<td>▪ Integrates subject matter from other areas when appropriate</td>
</tr>
<tr>
<td>▪ Extends lesson beyond basic content when appropriate</td>
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</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
### 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.

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

#### 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.
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 [ ] ESOL/BL Education [ ] Secondary 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 __________ 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.**

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________