UMBC
Department of Education

Mentor's Guidebook

Initial Teacher Certification Programs
ESOL Program Edition
2013-2013
Dear Mentor Teachers,

We greatly appreciate your service as a mentor to one of our interns. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation program culminates in the internship, which 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 and teaching skills. A successful internship experience requires that the teacher intern and all individuals working with the intern function as a team.

This Mentor Handbook is designed as a resource and policy document for the year-long internship component of the UMBC ESOL teacher certification program. It provides an overview of the internship experience and information about policies and procedures related to the internship. This Handbook provides team members with the starting point for communication about expectations and responsibilities; commitment and assessment; and what is involved in a successful internship experience.

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 of tomorrow 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,

Eugene Schaffer

Dr. Eugene Schaffer
Interim Chair and Professor

The UMBC Department of Education mission is to research teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.
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I. 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 strong, quality relationship between the mentor and the intern.
- Fostering a tradition of cooperation, collaboration, and co-teaching among colleagues.
- Establishing focus on documentation of the intern’s development based on standards considered essential in the organizational instructional and managerial processes of teaching. (These standards include NAEYC, TESOL and content area standards.)
- Striving to develop a self-directed, autonomous teacher who can benefit from reflection and self evaluation.

B. What Does It Mean To Be a Mentor?
As a tenured, professionally certified teacher, you are responsible for collaborating with UMBC's supervisor to provide individualized support to your ESOL intern. An effective mentor needs to have his/her own personal goals in addition to the district requirements. You, as mentor, need to acknowledge who you are and what you bring to the mentoring experience.

An effective mentor is a quality teacher who can:
- relate content knowledge to actual instructional practice
- promote equity and social justice
- make student learning a priority
- become a 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/her TeachingFolio development
• Assist the intern with the design of lesson and unit plans
• Confer with the university supervisor to maintain ongoing communications
• Contribute to the final evaluation of the intern
• Complete and submit appropriate evaluation forms

In addition, Mentors might consider these opportunities:
• Present at conferences, institutes, and other forums to disseminate best mentoring practices.
• Problem solve with other stakeholders on such issues as delineating ESOL responsibilities and resolving scheduling conflicts, etc.
• Communicate information to and from the UMBC Education Department and the school community.
• Participate in pre-service mentor training.

D. Expectations in Your Classroom/School: As you begin the mentoring process, be sure to plan your schedule and clarify expectations for the intern. An hour-long meeting should be scheduled during the first week of your intern's time in your school to rough out a schedule of involvement. This will help to develop realistic expectations for the intern's role in your classes. This will also clarify schedules and meeting times, and help him/her understand your goals and priorities for your classes.

II. THE ESOL PROGRAM

ESOL interns are following a program toward a MA degree in teaching English to Speakers of Other Languages. Prior to their internship experiences they should have completed nearly all of the 10 required academic courses which include studies in ESOL teaching methods, language analysis, theories of language learning and language evaluation, testing and evaluation.

In a standard internship, ESOL interns will be assigned to an elementary school and a secondary school. They will be required to spend 20 full-school-days during the first semester of their internship, Phase I, and 80 full-school-days during the second semester, Phase II. They will spend half of each phase at each school. Each intern will have a mentor teacher from the teaching staff of each school, and a supervisor who represents the university. In addition, the interns will follow a seminar course designed to complement their internship both semesters.

During Phase I, the interns spend only 10 days at each of their schools. During this time, they should primarily observe their mentor teachers and the classes being taught. They can be called on to work with individual students or small groups, and do support work for the classes at the direction of the mentor teacher. However, their teaching should be limited. During Phase II, the interns spend 40 days at each of their schools and can be called on to take responsibility for much if not most of the instruction of the classes under the supervision of the mentor.

The supervisor will visit the intern in class and evaluate his/her performance 6 times through the process, twice during Phase I and four times during Phase II. These evaluations are split between the intern's two schools. The mentor is asked to evaluate the intern twice during Phase II while under his/her tutelage. No mentor evaluations are asked for during Phase I.
III. 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 she/he 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 Appendix C. 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 would be to write a note/email 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. This sequence is designed to provide guidance for supervising and coaching the intern during the supervisory process. 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. It also would be beneficial for the intern to follow or “shadow” a student for a day, and observe the student's situation in content area classes.

Toward the end of the intern's experience in the mentor's school, the intern is expected to arrange with the university supervisor a time to observe the intern while she/he conducts a lesson that she/he has planned. 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.
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 the half of Phase II when the intern is working at the mentor's school, the mentor is required to make two observation reports on the intern’s student teaching. (The university's supervisor will also make two 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 computer program known as Tk20. (A copy of the CPPA can be found in Appendix F 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 Appendix D.)

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 to be accomplished. 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 interns 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.

IV. CREATING OPPORTUNITIES FOR QUALITY CONVERSATIONS

A. Listening
Listening is a skill that must be developed. First, it is necessary to provide your full attention when having a quality conversation with the intern. Set aside time in which to listen to your intern and allow the intern to listen to you. 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 his/her progress and set goals. By using active listening with your intern, you build a relationship of trust and caring that will aid the intern’s motivation to learn and develop a 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 her/him reflect on the following questions.
Pre-observation questions:
- What do you want students to learn?
- What is the ability level and English proficiency level of the students?
- What is the objective for this class period?
- How are you going to assess student learning?
- How are you going to teach the lesson?
- 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?

Additional questions you may want the intern to reflect upon:
- What are ways to differentiate the lesson for different learning styles, learning abilities, and English proficiency levels?
• What organizational method will be used in the classroom?
• What materials will you need to teach the lesson?
• What is a logical sequence of activities in the lesson?
• Will this lesson require stations to be set up?

Interns are expected to have fully developed lesson plans for those classes observed by their university supervisor. Mentors can facilitate this.

During Phase II, the intern should be provided with the experience of teaching a unit or significant portion of a unit from start to finish. This should be at least a two-to-three week sequence of lessons and assessments. The mentor and intern will need to decide in advance which unit the intern will be responsible to teach. It is then the intern’s responsibility, with the support and guidance of the mentor, to gather, review, design, implement and analyze the instructional unit. Interns are expected to include fully developed lesson plans for the instructional unit. In this regard, the intern will be responsible for:

- long-range lesson planning
- administration of the pre-assessment
- evaluation of the pre-assessment
- teaching of indicator lessons
- modification and differentiation of indicator lessons
- design and implementation of additional lesson needs based on class performance on pre-assessment and evaluation of class understanding
- administration of post-assessment
- evaluation of post-assessment

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 UMBC Department of Education.

Qualitative observation techniques are used when the observer records the data in the form of the 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 your observations and those of the supervisor. 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 only for five minutes, sometime during the day for brief face-to-face communication.

2. Conferencing
Observation data should become the focus for a quality conferencing 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.

V. 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 the evaluation of student 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 Specialized Professional Association (SPA) Standards.
   2. A Narrative Statement on the intern's teaching prowess.
   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:

- 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.
- At the end of the Phase II experience, the mentor teacher will complete a 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 experience.

2. Narrative Statement
The narrative statements from the mentor teachers are often sought by 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 put on school or system letterhead, and utilize the following format:

- Be 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.

Please use the following format when submitting the narrative statement, preferably in 12-point font:

Intern’s Name  
Mentor’s Name  
School Name and School System  
Subject Area, and Grade, and English proficiency level  
Placement Beginning and Ending Dates  

It is advisable to share the narrative content with the intern.

The narrative can be submitted through TK20, handed to the university supervisor, or given to the intern in a sealed envelope to be submitted to the Phase II Seminar instructor.
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.

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.

IV. 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 minimum of 100 days in their internship placement schools. 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

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Appendix A

Mentor Checklist and Timeline

Introduction
The goal of the internship experience is to develop self-directed, competent new teachers. The following checklist offers guidelines for mentoring your ESOL intern. As with all learning experiences, it should be adapted to the intern’s progress from week to week and situations concerning your teaching situation. Take time early in the internship experience to have a series of conversations with your intern regarding goals for the classroom and the internship. Discuss daily, weekly, and long-term objectives, instructional goals, classroom management, parent involvement and student evaluation. These early conversations are 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.

Phase I
The Phase I component of the internship occurs over an entire semester and often begins prior to the start of school. Interns often come for the week before school and then once a 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 functions of the Phase I experience are observations, data collection, and initial teaching experiences. You may have your intern for the first half of the term called Rotation 1 (August to October or January to March) or the second half of the term called Rotation 2 (October to December or March to May). Your interns will spend a minimum of 10 days with you during this period.

Teacher Orientation Meeting
• Attend the UMBC-sponsored orientation for ESOL interns, mentors and supervisors, if possible. These orientation sessions are held mid-August or early January depending on which term the internship begins.

Week 1 of Rotation 1 or 2 - General School Orientation (This could be in mid-August, late October, early January or mid-March):
• 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 instructional materials.
• Provide a work station 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 is in charge? What is 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, schedule of field trips, etc.).
• Review important school issues and “unwritten” policies. Share the school improvement plan and school philosophy.
• Review the “must follow” rules (professionalism) of the school (e.g., arrival time and lunch hour time on workdays, dress codes, parent contacts, etc.).

For an Instructional Orientation you may:
• Emphasize the importance of performance outcomes and Maryland’s tests (MSA and HSA) to day-to-day teaching activities.
• Show your intern a plan for 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, orchestrating first day/week, working through administrative procedures, etc.).
• Always provide multiple opportunities for your intern to reflect and ask questions.

**Weeks 2-4 of Rotation 1 or 2** During this part of Phase I, your role is to provide opportunities to complete the following checklist items:
• Set goals with the intern for half of the Rotation session.
• Provide opportunity for the intern to observe the classroom.
• Provide opportunity for the intern to observation other classroom teachers.
• Assist as possible with assignments the intern has in conjunction with his/her seminar course.
• Discuss pre-assessments, post-assessment and evaluation of assessments.
• 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 ways to communicate with parents.
• 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 three-way communication with your intern, and the UMBC supervisor.

Weeks 5-7, the end of Rotation 1 or 2.
• 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 develop a lesson to give when being observed by his/her supervisor towards the end of the 8 week period.
• Plan for and allow the intern to teach the lesson.
• Conduct pre- and post- observation meetings with the intern.
• Review your observation data of the intern in a feedback conference.
• Provide verbal and written feedback about the interns lesson considering classroom management, lesson effectiveness, what went well, and suggestions for improvement.
• Meet with the intern’s UMBC supervisor after his/her observation.

Phase II
In Phase II the intern will spend approximately 8 weeks attending your class on a full-time basis for a total of 40 days. This will be either during Rotation 1, (from August to October, or January to March), or Rotation 2 (from October to December or March to May). The intern will co-teach your classes taking over more and more of the teaching responsibilities as the weeks transpire. Toward the end of the 8 weeks, the intern should have 2-3 weeks when she/he is responsible for the bulk of the instruction. During Phase II, the intern is expected to attend all school functions required of any teacher. Through the period insure that confidentiality is understood between yourself and the intern.

Week 1 of Rotation 1 or 2
• Explain and establish formal and informal observation procedures.
• Review/revise instructional goals for Phase II including the intern's instructional unit.
• Assist the intern in identifying and/or developing an instructional unit with pre- and post-assessments for the unit.
• Share record-keeping and filing strategies with the intern.
• Share plan books and other related scheduled activities.
• Co-plan lesson plans.
• Establish set meetings/interaction times with your intern.
• Establish or review a substitute folder with the intern.
• Discuss the importance of documenting each student’s work.
• Explain procedures for conferencing with administrators.
• Help your intern prioritize his or her workload.
• Discuss how to work successfully with parents.
• Help your intern keep and review an accurate log of interactions with parents.
• Help your intern carry out positive parent contacts daily
• Review policies and procedures for grading, make up work, etc.
Weeks 2 - 7 of Rotation 1 or 2
- Discuss and review the following topics: classroom management and discipline strategies, grading and evaluating, recordkeeping, and the status of your class objectives.
- Meet with the intern’s UMBC supervisor twice and participate in a three-way communication with the intern, and supervisor.
- Discuss the communication log, unit plan progress, notebook, and observations.
- Conduct 2 formative observations of your intern's teaching and complete CPPA forms
- Share report card preparations with your intern's if possible
- Discuss sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- Assist the intern in finalizing plans for the unit which he/she will be teaching.
- Assist your intern as he or she teaches through the rotation
- Encourage regular intern reflections and questions

By the end of Rotation 1 or 2
- Begin to help your intern write a semester exam, if applicable.
- Discuss exam policies and share sample tests.
- Review plans for end of school or semester activities if possible
- 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.
- Conduct an informal assessment of the intern’s unit of instruction.
- Finalize discussions of various topics of significance held through the rotation
- Meet with the intern’s supervisor in preparation for final (summative) evaluations.
- Write a narrative of your intern’s experience.
- Evaluate the UMBC Teacher Education Program.
Appendix B

Schedule for ESOL Observations & Other Tasks

TEACHER CANDIDATE/Intern

Phase I - No CPPA (no evaluation of Teacher Candidate) required
  Begin development of TeachingFolio

Phase II
  Rotation 1:
    Formative CPPA 1 & 2*
  Rotation 2:
    Formative CPPA 3
    Summative CPPA*
    Evaluation of UMBC Teacher Education Program
    Completion of TeachingFolio
    Pass Praxis II

MENTOR TEACHER/CLINICAL INSTRUCTOR

Phase I - No CPPA (no evaluation of Teacher Candidate) required

Phase II
  Rotation 1:
    Formative CPPA 1 & 2*
    Narrative on Candidate on school letterhead
  Rotation 2:
    Formative CPPA 3
    Summative CPPA*
    Narrative on Candidate on school letterhead
    Evaluation of UMBC Program

UNIVERSITY SUPERVISOR

Phase I
  Rotation 1
    Formative CPPA 1
  Rotation 2
    Formative CPPA 2*

Phase II
  Rotation 1
    Formative CPPA 3 & 4
  Rotation 2
    Formative CPPA 5 & 6
    Summative Assessment*
    Narrative on Candidate on UMBC letterhead
    TeachingFolio Review

* On these CPPAs, Professional TESOL Standard evaluations must be included. They are not required on the other CPPA reports.
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

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,
(Your Name Here)

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

Date

Dear Parents,

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

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

Sincerely,
(Your Name Here)

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).
Professional Teaching Year
Meeting the 100-Day Requirements

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
Spring 2013

<table>
<thead>
<tr>
<th>Week Beginning 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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</table>

*Split Rotation Week

Teacher Candidate: ________________________

(If you have a second mentor teacher)

Mentor Teacher: ________________________
Mentor Teacher: ________________________

Placement School:_______________________
Placement School:_______________________

Total Days Completed in Phase (I / II): _______ days

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

Teacher Candidate Signature: ________________________ Date _____________

Mentor Teacher Signature: ________________________ Date _____________

Mentor Teacher Signature: ________________________ Date _____________

* Please submit the completed form to the Office of Field Experiences & Clinical Practice.
### ATTENDANCE TRACKING SHEET

**Fall 2013**

<table>
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<th>Week Beginning and Ending Dates</th>
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<th>Fri.</th>
<th>Total Days</th>
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</tbody>
</table>

*Split Rotation Week*

Teacher Candidate: __________________________

*(If you have a second mentor teacher)*

Mentor Teacher: __________________________
Mentor Teacher: __________________________

Placement School: __________________________
Placement School: __________________________

Total Days Completed in Phase (I / II): _______ days

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

Teacher Candidate Signature: __________________________
Date ___________

Mentor Teacher Signature: __________________________
Date ___________

Mentor Teacher Signature: __________________________
Date ___________

*Please submit the completed form to the Office of Field Experiences & Clinical Practice.*
Appendix F

Links to ESOL CPPA Forms

The following links will enable you to view the Clinical Practice Performance Assessment or CPPA and supporting documents. The access these forms, be aware that they are case sensitive.

This is the TESOL CPPA instrument. It includes all of the necessary sections for a summative evaluation although some of the sections are not required for formative evaluations.

http://www.umbc.edu/education/IASs/forms/TESOL_Sum_CPPA.pdf

This is a guide to help interns access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AssessmentHelp_TeacherCandidates.pdf

This is a guide to help supervisors and mentors access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AssessmentHelp_Mentor&Sup.pdf
Appendix G

ESOL TeachingFolio Rubric and Scoring Sheet
(Sample)

Candidate Name __________________________
Program ☐ ESOL/Bilingual Education

Committee Member 1 __________________________ Committee Member 2 __________________________
Lead Reviewer __________________________ Date of Evaluation (MM/DD/YY) _______________

RUBRIC: Rate the following aspects of the portfolio and presentation using the following scale
1= Teacher candidate applies limited knowledge, skills and dispositions in this area inconsistently.
2= Teacher candidate applies knowledge, skills and dispositions in this area inconsistently.
3= Teacher candidate applies knowledge, skills and dispositions in this area in a consistent and effective manner.
4= Teacher candidate applies knowledge, skills and dispositions in this area in a highly consistent and effective manner.

<table>
<thead>
<tr>
<th>TEACHINGFOLIO CONTENT</th>
<th>SCORING SCHEME</th>
<th>SCORE CONVERSION</th>
<th>POINTS EARNED</th>
<th>WEIGHTED PERCENTAGE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION (Tab 1)</td>
<td>1, 2, 3, 4 Max=4</td>
<td>1= 1 pt 2= 2 pts 3= 3 pts 4= 5 pts</td>
<td>5%</td>
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<tr>
<td>I.1 Introduction</td>
<td>1= 1 pt 2= 2 pts 3= 3 pts 4= 5 pts</td>
<td>5%</td>
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<tr>
<td>I.2 Clinical Practice</td>
<td>1= 2 pt 2= 4 pts 3= 6 pts 4= 10 pts</td>
<td>10%</td>
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<tr>
<td>I.3 Philosophy of Teaching</td>
<td>1= 1 pt 2= 2 pts 3= 3 pts 4= 5 pts</td>
<td>5%</td>
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<td></td>
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<tr>
<td>II. STANDARDS (Tabs 2-7)</td>
<td>Copy point total from II.1, page 2</td>
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<tr>
<td>II.1 TESOL/NCATE Professional Standards (Tabs 2-6)</td>
<td>Copy point total from II.1, page 2</td>
<td>60%</td>
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<tr>
<td>II.2 Maryland Teacher Technology Standards 3, 4, 5 (Tab 7)</td>
<td>Copy point total from II.2, page 3</td>
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<tr>
<td>III. CV (Tab 8)</td>
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<tr>
<td>TeachingFolio Total Score</td>
<td>100%</td>
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</table>
### II. STANDARDS: DETAILED SCORING

**TESOL/NCATE STANDARDS**

<table>
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<tr>
<th>II. STANDARDS</th>
<th>SCORE SCHEME</th>
<th>SCORE Conversion</th>
<th>POINTS EARNED</th>
<th>ARTIFACTS AND COMMENTS</th>
</tr>
</thead>
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<tr>
<td><strong>II.1 TESOL/NCATE STANDARDS</strong></td>
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</tr>
</tbody>
</table>
| DOMAIN 1: LANGUAGE  
Standard 1.b. Language Acquisition and Development | 1, 2, 3, 4  
Max=4 | 1= 4 pts  
2= 6 pts  
3= 8 pts  
4= 10 pts | | |
| DOMAIN 2: CULTURE  
Standard 2.a. Nature and Role of Culture  
Standard 2.b. Cultural Groups and Identity | 1, 2, 3, 4  
Max=4 | 1= 4 pts  
2= 6 pts  
3= 8 pts  
4= 10 pts | | |
| DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION  
MIPC Component I—ELP and Content Standards (5pts)  
MIPC Component IV—Differentiation in Lesson Plan (5pts) | 1, 2, 3, 4  
Max=4 for each MIPC | | | |
| Standard 3.a. Planning for Standards-Based ESL and Content Instruction  
AND  
Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction  
OR  
Standard 3.c. Using Resources Effectively in ESL and Content Instruction | 1, 2, 3, 4  
Max=4 | 1=2pts  
2=3pts  
3=4pts  
4=5pts | | |
| DOMAIN 4: ASSESSMENT  
Standard 4.a. Issues of Assessment for ESL  
Standard 4.b. Language Proficiency Assessment  
Standard 4.c. Classroom-Based Assessment for ESL | 1, 2, 3, 4  
Max=4 | 1= 4 pts  
2= 6 pts  
3= 8 pts  
4= 10 pts | | |
| DOMAIN 5: PROFESSIONALISM  
Standard 5.a. ESL Research and History  
Standard 5.b. Partnerships and Advocacy  
Standard 5.c. Professional Development and Collaboration | 1, 2, 3, 4  
Max=4 | 1= 4 pts  
2= 6 pts  
3= 8 pts  
4= 10 pts | | |
| OVERALL TESOL/NCATE SCORE | | | |/60 Transfer point score to page 1.
### II. STANDARDS

<table>
<thead>
<tr>
<th>II.2 Maryland Teacher Technology Standards (MTTS) (Tab 7)</th>
<th>SCORE SCHEME</th>
<th>SCORE Conversion</th>
<th>POINTS Earned</th>
<th>ARTIFACTS AND COMMENTS</th>
</tr>
</thead>
</table>
| MTTS 3: Legal, Social and Ethical Issues 1, 2, 3, 4  
Max=4 | 1, 2, 3, 4  
Max=4 | 1= 1 pt  
2= 2 pts  
3= 3 pts  
4= 5 pts | | |
| MTTS 4: Assessment for Administration and Instruction 1, 2, 3, 4  
Max=4 | 1, 2, 3, 4  
Max=4 | 1= 1 pt  
2= 2 pts  
3= 3 pts  
4= 5 pts | | |
| MTTS 5: Integrating Technology into the Curriculum and Instruction 1, 2, 3, 4  
Max=4 | 1, 2, 3, 4  
Max=4 | 1= 1 pt  
2= 2 pts  
3= 3 pts  
4= 5 pts | | |

**OVERALL MTTS SCORE**
### SURVEY OF THE UMBC TEACHER EDUCATION PROGRAM

**GENERAL INDICES OF PROGRAM QUALITY**

1. From your perspective as a mentor teacher, how would you rate the following aspects of the UMBC Teacher Education Program?

<table>
<thead>
<tr>
<th>Overall Quality</th>
<th>1 Not Effective</th>
<th>2 Somewhat Effective</th>
<th>3 Effective</th>
<th>4 Very Effective</th>
<th>NA</th>
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<tbody>
<tr>
<td>Overall teacher preparation program *</td>
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<tr>
<td>Clinical practice/internship experience *</td>
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<tr>
<td>Your supervision interactions as a mentor *</td>
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<tr>
<td>Use of CPPA *</td>
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<tr>
<td>University Supervisor *</td>
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2. How would you rate the teacher candidates' (interns') on each of the following disposition (core values) addressed in the MISSION STATEMENT of the UMBC Conceptual Framework for Teacher Education at the end of their clinical practice/internship?

<table>
<thead>
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<th>2 Somewhat Evident</th>
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<td>Responsive to School Communities *</td>
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<td>An Advocate for Democracy and Social Justice *</td>
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</tbody>
</table>

3. How would you rate the teacher candidates (interns') knowledge, skills and dispositions on the 3 MAJOR TENETS and technology addressed in the UMBC Conceptual Framework for Teacher Education at the end of their clinical practice/internship?

<table>
<thead>
<tr>
<th>Teacher Education Conceptual Framework</th>
<th>1 Not Effective</th>
<th>2 Somewhat Effective</th>
<th>3 Effective</th>
<th>4 Very Effective</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates' overall Academic Preparation *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher candidates' overall Professional Preparation through Teacher Education Program *</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teacher candidates' proficiencies Related to Diversity and Equity in Teaching and Learning *</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teacher candidates' proficiencies Related to Effective Use of Technology in Teaching and Learning *</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**MENTOR TEACHER FEEDBACK ON UMBC SUPERVISOR**

* Please enter a SUPERVISOR NAME:

<table>
<thead>
<tr>
<th>The supervisor supported the intern in the following ways:</th>
<th>1 Never</th>
<th>2 Sometimes</th>
<th>3 Often</th>
<th>4 Always</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was available to talk with me about the intern and professional matters *</td>
<td></td>
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</tr>
<tr>
<td>2. Suggested a variety of instructional strategies to meet the diverse needs of students, including those receiving special education, gifted, and ESOL services *</td>
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<tr>
<td>3. Suggested ways to help the intern manage student behavior *</td>
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<tr>
<td>4. Modeled exemplary professional dispositions about teaching and learning *</td>
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<tr>
<td>5. Showed tact, sensitivity, and openness to the views and ideas of others *</td>
<td></td>
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</tr>
<tr>
<td>6. Was available to collaborate with me about the intern's lessons and provided shared feedback during the visits *</td>
<td></td>
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</tr>
<tr>
<td>7. Showed an understanding of fair and accurate assessment of intern's performance *</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Used effective communication strategies *</td>
<td></td>
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<tr>
<td>9. Helped me with the use of Tk20 to post, save, and submit the CPPA's *</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Set up classroom visits that were timely and well-spaced throughout the internship *</td>
<td></td>
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</tr>
<tr>
<td>11. Met with the intern and me after observations of lessons and provided useful feedback *</td>
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</tr>
</tbody>
</table>

**Any other comments?**
Appendix I

Clinical Practice Performance Assessment (CPPA) Requirements and Timeline

EFFECTIVE 2012-2013

**TESOL**

<table>
<thead>
<tr>
<th><strong>TEACHER CANDIDATE</strong></th>
<th><strong>Phase I Observation</strong></th>
<th><strong>Phase II Observation</strong></th>
<th><strong>Summative Report</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage of Evaluation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No CPPA Required</td>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
</tr>
<tr>
<td>Middle of Placement 1</td>
<td>End of Placement 1</td>
<td>Middle of Placement 2</td>
<td>End of Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MENTOR TEACHER</strong></th>
<th><strong>Stage of Evaluation:</strong></th>
<th><strong>1st MENTOR TEACHER</strong></th>
<th><strong>2nd MENTOR TEACHER</strong></th>
<th><strong>UNIVERSITY SUPERVISOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage of Evaluation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No CPPA Required</td>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
<td></td>
</tr>
<tr>
<td>Middle of Placement 1</td>
<td>End of Placement 1</td>
<td>Middle of Placement 2</td>
<td>End of Internship</td>
<td></td>
</tr>
<tr>
<td>□ formative 3</td>
<td>□ summative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle of Placement 2</td>
<td>End of Placement 2</td>
<td>Middle of Placement 2</td>
<td>End of Internship</td>
<td></td>
</tr>
<tr>
<td>□ formative 4</td>
<td>□ formative 5</td>
<td>□ formative 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ summative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Placement 1</td>
<td>End of Placement 2</td>
<td>Middle of Placement 1</td>
<td>End of Placement 1</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Middle of Placement 2</td>
<td>End of Placement 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>End of Internship</td>
<td></td>
</tr>
</tbody>
</table>