Dear Interns, Mentors, and University Supervisors,

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 Director of Office of Field Experiences and Clinical Practice 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. Eugene Schaffer
Department Chair and Professor
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I. THE UMBC TEACHER EDUCATION PROGRAM

Conceptual Framework

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

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

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

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

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

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

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

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

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

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

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

Baltimore City Public Schools
Baltimore City College High School
Baltimore Polytechnic Institute
Digital Harbor High School
Violetville Elementary/Middle School

Baltimore County Public Schools
Arbutus Middle School
Catonsville High School
Dogwood Elementary School – on hiatus
Halethorpe Elementary School
Relay Elementary School
Riverview Elementary School
Sollers Point Technical High School
Southwest Academy
Windsor Mill Middle School

Howard County Public Schools
Guilford Elementary School
Laurel Woods Elementary School
Mount Hebron High School
Patapsco Middle School
Talbott Springs Elementary School
Thunder Hill Elementary School
II. PROFESSIONAL TEACHING YEAR INTERNSHIP

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

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

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

Phase I: The internship experience begins the week teachers return to schools in August. Interns are oriented to their school and classroom where they receive clear guidelines and expectations of their eventual primary teaching role. Interns complete a minimum of 20 full days in their schools during this phase and will teach a minimum of three lessons. The Phase I experience is linked with specific program courses.

Phase II: Interns return to school full-time, typically working with the same mentors as in Phase I. Interns must follow the county specified start date for when classes resume after winter break and must take the Spring Break for the school system in which they are assigned, not the UMBC Spring Break. Interns complete a minimum of 80 full days in their schools and assume progressive responsibility for providing instruction and should provide full instruction for a period of at least six weeks. There will be a mandatory internship seminar* that meets on specific days. *Note: Please refer to the program-specific supplementary book for more information.

Note: Phase II of the internship experience is a full-time commitment. Interns are required to follow a full-time teacher’s schedule at their schools which includes, but is not limited to, commitments after school and professional development days.
III. UMBC INTERNSHIP POLICIES

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

**Approval of Internship Placement**

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

**Attendance, Punctuality, and Absences**

Interns are required to follow a full-time teacher’s schedule at their schools which include and are not limited to commitments after school and professional development days within their internship placement school(s). Attendance and punctuality are mandatory for all daily school activities and for all on-campus events, including intern orientation and seminar meetings. Interns follow the holiday schedule for their assigned school placement. Interns must maintain a record of their attendance that is confirmed by the mentor teacher. The internship attendance tracking sheet is submitted to the Office of Field Experiences and Clinical Practice upon completion of each phase of the internship.

A school day is defined as beginning and ending at those times established by the county for the teachers at the school where the intern is placed. Interns may apply hours spent on school-sanctioned professional development activities as hours toward a school day. During Phase I, interns coordinate with their mentor teacher to be present for a minimum of twenty (20) full-days of instructional time. **Although the internship experience begins one week before the first day of school for children, these five (5) days are considered internship days and DO count toward the minimum of twenty (20) days that interns must complete during Phase I of the year-long internship.**

During Phase II, interns must attend school full-time for a minimum of 80 full days Mentor teachers and/or school administrators may not excuse an intern from the required attendance schedule. The intern should attend all after-school functions such as back-to-school night, parent-teacher conferences, math and reading nights, and especially staff meetings when it doesn’t conflict with the Phase I intern’s UMBC schedule (Phase II interns should be at all of these events). It is also recommended that the intern attend any school meetings such as IEP and team meetings if appropriate.
Note:
Phase II of the internship experience is a full-time commitment. Interns are required to follow a full-time teacher’s schedule at their schools which includes, but is not limited to, commitments after school and professional development days. Interns MUST make up all days missed, including sick and personal days. Interns do not have to make up days the districts close for unforeseen circumstances such as inclement weather or other emergency situations. In addition, mentors and interns need to allow for additional time for lesson planning, grading, and evaluating instruction and performance. Employment and additional coursework are strongly discouraged for interns during Phase II. Internship responsibilities at school or on campus cannot be waived nor modified to accommodate the demands of employment or other commitments. If an intern must miss a day due to unforeseen circumstances, the intern must notify their mentor teacher, supervisor, and PDS staff. Interns are expected to assume the role of a teacher and must provide substitute plans.

Lesson Planning
Interns are expected to use the UMBC lesson plan format during Phase I. During Phase II, the intern is encouraged to begin to become familiar with, and utilize, the school/county lesson plan in which they are interning.

Interns are expected to have fully developed lesson plans for those classes observed by the university supervisor. Interns must submit lesson plans to the mentor teacher in advance and have them approved by the mentor teacher prior to implementation, or the intern will not be permitted to implement the plan. Then, interns must submit the mentor-approved lesson plan to his/her University supervisor in advance of a scheduled observation by the supervisor.

Clinical Practice Performance Assessment
Each intern is required to complete a self-assessment using the Clinical Practice Performance Assessment (CPPA) three times during the internship. Interns will complete the CPPA online in the Tk20 - Education Accountability System (EAS).

CPPA Schedule*
Formative I – completed by end of Phase I
Formative II – completed by middle of Phase II
Summative – completed by end of Internship
*Note: Please refer to the program-specific supplementary book for more information.

The mentors will also assess the intern’s performance using the CPPA on the same schedule. The University supervisors will conduct one informal observation that will be followed by two formal observations during Phase I. For each formal observation, the supervisors will complete a formative CPPA in Tk20. During Phase II, University supervisors will conduct five formal observations and complete four formative and one summative CPPAs.

Contact Information and Communication
It is important that interns notify the Program Director of any changes to his/her contact information. Interns must use their UMBC email address to send emails to the Program Director and check emails often. Any change of address, telephone number, or other information
related to the internship experience must be reported to Program Director and the Director of the Office of Field Experiences and Clinical Practice.

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

Criminal Background Check Clearance
Once interns have been informed of the location for their year-long internship, they will need to review the criminal background check procedures and fees for the local school system (LSS) to which the school belongs. Interns must comply with those procedures within the specified time frame articulated by the LSS, which may be prior to or during Phase I of the internship. In the interim, interns must obtain, complete, have notarized, and submit a Criminal History Disclosure form with the completed internship application. If the intern is aware of any involvement with the legal system that may have an adverse impact on his/her ability to enter Phase II of the internship, he/she may want to undergo a criminal background check immediately so that there is adequate time to resolve any issues that may surface. A review of a background check and any subsequent change in the background check may take months to complete.

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

Internship Course Registration and Related Fees
University course registration must be completed in the regular manner during the registration periods. A fee is charged for Phase II of the internship (see university catalog for details). This fee appears on the UMBC statement of charges and covers the additional costs associated with the internship experiences, e.g., honorariums for mentor teachers and supervisors. Interns are also responsible for other fees associated with their internship, including the cost of their criminal background check and registering for their Tk20 account.

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

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

Professional Behavior and Attire
Interns are expected to dress and act in a professional manner. Regulations governing regular teachers in the school district apply to the teacher candidate during his/her assignment in that school. Interns are expected to adhere to the district’s professional dress code throughout the internship experience. The UMBC Department of Education affirms the National Education Association Code of Ethics of the Education Profession found in the Appendix. Also, interns should be mindful of their online presence and not share any information about their school, students, or colleagues on social networking sites, or “friend” students. Interns should not have any contact with students on social networking sites beyond those sanctioned by the school for education purposes.

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

Substitute Teaching
Teacher candidates may not serve as substitute teachers in the internship classroom or at the school during Phase II. If the mentor teacher is absent, then a substitute teacher must be in the classroom.

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

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

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

Interns should be integrated into the instructional program guided by the “Andrews Model of Gradual Induction,” which involves the following stages:

- Bit Teaching: planning/teaching/assessing small group lessons
- Initial Teaching: planning/teaching/assessing at least one lesson for a large group
- Sustained Teaching: planning/teaching/assessing sequential lessons (at least 2 consecutive lessons or a half day of instruction during the course of the school day)
- Full Teaching: assuming the entire classroom instructional schedule (at mentor teacher’s discretion in consultation with the University supervisor and the intern)

Phase I
Interns should be actively involved in the classroom during Phase I so that they gain as much experience as possible. Interns are urged to report to their schools for more than the mandatory one full day per week so that they have the benefit of observing and participating in continuity of instruction. Interns should be actively involved and interacting with students in the classroom as early as possible during Phase I, beginning with observing and assuming classroom routines and procedures. When implementing a co-teaching model, the mentor and intern share the lead teacher role with the intern serving as lead teacher during the full teaching stage.

Interns must teach a minimum of three lessons that will be formally observed during Phase I but more are encouraged. Depending on what is developmentally appropriate for the intern, these lessons could be ones that the intern has developed or ones that the mentor teacher has developed. It is important that the intern is able to teach throughout Phase I.

Observing and discussing lessons taught by the mentor teacher during Phase I of the internship will be valuable for the intern. It will be particularly important for interns to observe in a focused way. This is a time for the mentor teacher to begin to model the clinical supervision process using a simplified organizer*. 
The primary function of observing is to collect information. The intern observes to see good instructional practice, and to become familiar with the subject matter, curricula, classes, students’ names, and behavior management techniques. During Phase I, it would also be beneficial for the intern to observe special area classes (Art, Music, Physical Education, etc), follow or “shadow” a student for a day, and observe other teachers to see specific teaching methods.

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

**Phase II**

As developmentally appropriate for the intern, it is anticipated that the intern will reach the sustained teaching stage by the end of Phase I and resume at that stage at the beginning of Phase II. Interns assume progressive responsibility for providing instruction.

Interns who have a single rotation placement (conducting minimum 80 days in one placement) should provide full instruction for a period of at least six (6) weeks. Interns who have split rotation placements (conducting two minimum 40-days in two placements) should provide instruction for at least two (2) to three (3) weeks. (Please refer to your program-specific supplementary book.) Interns are expected to assume increasing responsibility for classroom management in the presence of and with the assistance of the mentor teacher. Interns are expected to learn and gradually assume responsibility for all aspects of the mentor teacher’s duties with appropriate modifications made by the mentor teacher (in consultation with the University Supervisor) to address the intern’s developmental needs. In all situations, during Phase II, the intern is expected to attend all school functions required of any teacher.

Observation of the mentor teacher, cooperative planning, co-teaching/teaching, and conferencing with the mentor are understood to be occurring throughout the internship. Interns’ teaching experiences and levels of involvement in the internship classroom should be transitioned from and back to the mentor teacher so that student learning is positively impacted by the involvement of the intern in the instructional program.

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**Before the observation (pre-conference)**

<table>
<thead>
<tr>
<th>Share the lesson objective and strategies</th>
<th>Provide a focus for the observation</th>
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</thead>
<tbody>
<tr>
<td><strong>During the observation</strong></td>
<td><strong>During the observation</strong></td>
</tr>
<tr>
<td>Highlight aspects of the lesson</td>
<td>Ask the observer to gather the data and jot down questions to ask after the observation</td>
</tr>
<tr>
<td><strong>After the observation (post-conference)</strong></td>
<td>Meet to discuss the lesson</td>
</tr>
<tr>
<td>Review the data</td>
<td>Answer questions</td>
</tr>
<tr>
<td>Reflect on the lesson</td>
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*Adopted from the Howard County Mentoring Program*
Clinical Supervision Cycle
The clinical supervision cycle is used for the more formal observations and includes the pre-conference, the observation, analysis of the classroom, and the post observation conference.

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

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

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

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

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

Strategies for analysis
- Summarize data;
- Examine notes or logs;
- Refer to teacher requests and assure the observer can respond;
- Determine essential positive and limiting elements of the class; and,
- Write out suggestions for improvement.
Feedback during a **post-observation conference** to discuss intern’s progress is of importance for his/her improvement. Guidance provided supports the intern and assures that the instructional program proceeds smoothly. Whenever possible, these feedback conferences should include the mentor teacher, university supervisor and the intern.

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


**Creating a feedback system**

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

Appendix A. Code of Ethics of the Education Profession
Appendix B. Roles and Responsibilities
Appendix C. How to Be a Successful Intern
Appendix D. 2013-2014 Academic Year Calendar
Appendix E. Sample Letters
Appendix A.  Code of Ethics

Preamble
The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

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

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

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

PRINCIPLE I

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

In fulfillment of the obligation to the student, the educator—

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

Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

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

Adopted by the NEA 1975 Representative Assembly
Appendix B.  Roles and Responsibilities

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

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

2. Mentor
Mentoring is an important component of teacher preparation in which experienced educational professionals facilitate an intern's growth and competencies as a teacher. As teachers begin their mentoring process, be sure to clarify expectations with intern and develop consistent communication structures. The roles and responsibilities of a mentor include:

- Welcomes and orients intern to school and school community
- Provides intern with varied, developmentally appropriate teaching experiences (bit teaching, small group teaching, co-teaching, whole class instruction; sustained teaching; full teaching)
- Provides intern with all appropriate information regarding curriculum, students with special needs, standardized assessments and other data interns should have in order to teach all students effectively
- Facilitates intern’s exposure to school support personnel and interactions with them as appropriate
- Collaborates with intern to support their planning of a specified unit that they will teach during their full-time placement
- Confers with Professional Development School site coordinator and UMBC personnel to maintain ongoing communication
- Completes Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook, including the “Phase 1 to Phase 2 Transition Performance Assessment,” if required by the Program
- Problem-solves with University Supervisor and Program Director; if school is a UMBC PDS, consult the IHE PDS liaison and PDS site coordinator (e.g. responsibilities, requirements, concerns, scheduling conflicts)
- Develops a plan for a gradual release and transition of intern to full teaching responsibilities
• Supports the intern to complete UMBC’s program requirements of full-time instruction for specified number of weeks
• Coaches intern in classroom management, instructional processes, and assessment techniques
• Co-plans with intern regularly
• Observes intern and provides daily formative and/or summative feedback
• Confers with Professional Development School site coordinator and university personnel to maintain ongoing communication
• Contributes to both the ongoing and final evaluation of the intern (in consultation with the University supervisor), completing Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook, including the “Mentor Teacher Feedback on UMBC Teacher Education Program and UMBC Supervisor Survey” for each intern mentored
• Problem solves with Supervisor and Program Director (e.g. responsibilities, requirements, concerns, scheduling conflicts)
• Supports intern in the development of the teaching folio and completion of required action research project
• Guides intern in aligning action research project with the school improvement plan
• Scores Teaching Folio with designated rubrics or provides other feedback as designated by the program
• Develops a plan for gradual lessening of teaching responsibilities toward the end of the internship
Appendix C. How to Be a Successful Intern

1. As soon as you receive your placement, call or email the mentor teacher to introduce yourself. If they are not available, ask the secretary to give you the following information:
   a. directions to and parking at the school
   b. hours of operation
   c. dress code
   d. telephone number for the school and/or mentor teacher in the case of emergencies.

2. Arrive early on your first day and every day thereafter. Arrange with your mentor the hours that you will be attending. You will need to follow your mentor’s schedule as much as you can— if he/she comes in early and leaves 30 minutes after the children then try to follow that. If he/she comes in at the appointed time and stays for an hour or so after the children leave— again— try to follow that within reason. If your mentor spends multiple hours before or after school, make a plan with them as to what is expected from you. You are required to be there at least 30 minutes before and 30 minutes after the children arrive, but many mentors use these times to plan— this is a very valuable time for teachers, so try to follow them as much as you can.

3. Make sure that you allow enough time for any traffic issues that may arise. The teachers and children count on your coming in on the day/days and time that you have planned. If you are going to be late or absent, call the mentor teacher as soon as you know so that they can be prepared. Arrange to make up all lateness and absences. If you are going to be absent, make sure that your teacher knows as soon as possible and call the office and let them know— never leave a message on the school machine.

4. Introduce yourself to the principal, assistant principal, mentor teacher, front office staff, custodial staff, and anyone else with whom you may be working.

5. Be ready to help in any way that supports your cooperating teacher. It is YOUR job to ask— don’t wait for the mentor to have to ask you. Find ways to help out by volunteering for whatever is needed, but be careful not to overstep established boundaries.

6. Communicate with your mentor teacher to let him/her know what your assignments/expectations are going to be while you are in your internship classroom. The more that the mentor knows ahead of time, the smoother things will go. It may be wise to share your course syllabi with your mentor teacher.

7. Proposed lesson plans should be given to the mentor at least four (4) school days in advance— NOT the day before. Lessons must be pre-approved by your mentor teacher in order to implement the lesson plan. If you have not submitted a lesson plan to your teacher and supervisor in the correct amount of time, you will not be allowed to teach that lesson. Ask for help in planning lessons but make the lessons your own ideas— don’t just take them from the curriculum guide. Know who your University supervisor is and make certain that you know when he/she is planning to come for a visit. Communicate this information to your mentor teacher well in advance. Make sure to have an emergency telephone number for your supervisor in case you are going to be late or absent for a scheduled visit due to an emergency. Also, be certain that you have a working email address for your supervisor and
that he/she has a working email address and telephone number for you and your mentor teacher. The supervisor’s job is to help you plan appropriate lessons that will be effective in increasing student learning. The supervisor will observe your lesson and then will meet with you after the lesson to debrief it and offer feedback and suggestions.

8. Present lesson plans to your supervisor at least 2 business days in advance. This doesn’t mean that you give your supervisor a lesson plan on Friday and expect to teach it on Monday. Remember that people have lives outside of this job and you need to give them enough time to look it over and give suggestions.

9. Remind your mentor teacher at various times during the semester that the assessments in Tk20 must be completed. Make sure to sit with and help your mentor if he/she has a problem. Email education@umbc.edu if there are any issues.

10. Have FUN!!!! This is the most wonderful and valuable experience that you will have, so make the most of it. Take the time to make your lessons interesting, engaging, and enjoyable for your students. Consult your supervisor if you encounter any problems, and try to be an asset to your teacher, not a hindrance. Remember that your internship is a year-long interview and performance assessment, and give it all that you have to offer!

**Two more important things to Consider:**

**Communication:** This is by far the most important thing to consider and be aware of during your internship. If you communicate effectively with all of the people connected with your internship, things will go smoothly. These people include your mentor teacher, supervisor, PDS site liaison, Program Director, course professors, PDS office, and anyone else that you can think of. Please don’t wait for a problem to try to resolve itself, take care of it right away. The more time that you waste trying to deal with something yourself, the more chance that the situation will get worse. The line of communication is as follows: mentor teacher 1st, then supervisor or site liaison (depending on the issue), Program Director (Barbara Bourne), PDS office. If there is an issue with your mentor teacher and you don’t feel comfortable going to him/her about it (although I would encourage you to speak with them 1st), please go straight to your supervisor and then Program Director.

There are many people in the schools that you will be working with or alongside. Always say hello to the front office staff. They run the building and could really be helpful during your stay. There will be a sign-in sheet in every office. Never enter the building without signing in and saying hello. The custodial staff should be your friends. Again – if you ever need anything from them they need to know who you are.

The administration will be the ones that will ultimately hire you. Introduce yourself to the Principal and VP as early as you can and always remember to address them when you see them in the hallway. Your site liaison is your go-to person in the building. If you encounter an issue that you are not sure how to handle – from student misbehavior to procedures for contacting parents, this is the person to go to.

**Again – communication is the key!**
**Dress Code:** Always remember that you are on a year-long interview. The way that you dress says a lot about the kind of person that you are – especially to those administrators that don’t really know you personally. Remember – you can only make a 1st impression once. Many of our interns get hired in the schools that they intern in. You must always dress the part of a professional. It doesn’t matter what the rest of the staff or your mentor teacher are wearing – they HAVE a job – YOU DON’T!

The following are the “Expectations for Professional Attire” from a local county HR Office: These are items that are NOT appropriate in the workplace:

1. Garments that bare or expose undergarments, private areas of the body, or midriffs. This may include garments that are inappropriately sheer, tight, low cut, or short.
2. Torn/tattered or disheveled clothing.
3. Flip flops or other beach-style sandals
4. Hats or headgear, with the exception of attire worn for medical reasons or as an expression of an employee’s religious practices.
5. Athletic wear except on special occasions such as team day, sports week, etc., as designated by the school.
6. Clothing or accessories that exhibit vulgar, profane, or derogatory language or illustrations
7. Clothing or accessories with sexual overtones; that represent affiliation with a gang; or that promote alcohol, drugs, tobacco, or violence of any kind.
8. Shorts of any kind. Pants that fall at or below the knee should be the type considered to be professional dress.
9. Tattoos and/or brands visible on the body that are provocative or obscene, that advocate sexual, racial, ethnic or religious discrimination; that represent affiliation with a gang; or that are otherwise of a nature that discredit the school. **When in doubt – cover it up!**
10. Attached, affixed, or displayed objects, articles, jewelry, or ornamentation to or through the nose, tongue, lip, brow or other exposed body part that may be deemed a safety issue. **When in doubt – take it out!**

Again – keep in mind that you are on an interview. Professional dress is important but this doesn’t mean that you dress in a suit and tie or dressy dress and high heels to work with young children. Be mindful of what you are going to be doing during the day. You will be moving around the classroom all day. Wear shoes that are comfortable as well as presentable. Since you are working with elementary children, chances are that you will be down on the floor at some point during the day. Dress accordingly. Take the reach and bend test – when you are dressed for the day – reach up as high as you can and make sure nothing shows (undergarments or midriff) and then bend over and touch your toes and make sure nothing shows there as well.

**Good Luck!!!
## Appendix D. 2013-2014 Academic Year Calendar

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### Fall 2013 Phase I
- Aug 15: Internship Orientation
- Aug 19: Beginning of Phase II
- Sep 02: Labor Day
- Oct 18: 1st Rotation End Date
- Oct 21: 2nd Rotation Start Date
- Nov 28: Thanksgiving Day
- Nov 29: Thanksgiving Holiday
- Dec 11: End of Phase II

### Spring 2014 Phase II
- Jan 01: New Year’s Day
- Jan 02: Beginning of Phase II
- Jan 20: Martin Luther King Day
- Feb 17: Presidents’ Day Public Schools Closed
- Mar 07: 1st Rotation End Date
- Mar 10: 2nd Rotation Start Date
- *Spring Break: Mar 31 – Apr 07 (BCPS) or Apr 14 – 21 (AACPS, BCPSS, HCPSS)
- May 13: End of Phase II
- May 16: Intern Celebration

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UMBC Teacher Education Internship Handbook

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Appendix E. Sample Letters

Interns should take the time to introduce himself/herself to the classroom students and parents. This introduction can take the form of a PowerPoint (for the students) or letter (for the parents) that is previously approved by the mentor teacher, site liaison and possibly the Principal or AP. Students should understand that the intern, while a pre-service teacher, needs to be afforded the same respect as the mentor teacher. Providing students with background information regarding the intern helps the intern to not feel like a stranger. Formal introductions with staff and parents also help the intern develop a professional demeanor.

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.

(Date)

Dear Parents,

Our class is very fortunate to have Mr./Ms. _______________ from UMBC join us as she/he begins her/his yearlong 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)*