



The College of Education at Bowie State University
Dr. Traki Taylor-Webb, Dean

Preparing competent and caring educators for a diverse world.

Yearlong Field Experience Handbook

College of Education

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TABLE OF CONTENTS

<i>Mission Statement</i>	3
<i>Program Description</i>	4
<i>Conceptual Framework for Teacher Education Programs</i>	4-5
<i>Performance-Based Assessment: Portfolio</i>	6
<i>Professional Development Portfolio Review Process</i>	7-10
<i>The Essential Dimensions of Teaching</i>	11
<i>Matrix</i>	12
<i>Competencies Required of Teacher Education Majors</i>	13
<i>Overview Required Field Experience</i>	14-15
<i>Major Objectives of Field Experiences</i>	16
PHASE I	
<i>Education Departmental Policies and Procedures</i>	18
<i>Yearlong Internship Requirements</i>	19-22
<i>Roles and Responsibilities</i>	23-24
<i>Expectations Phase I Interns</i>	25
<i>Suggested Timeline Activities for Phase I</i>	26
<i>Reflection Journal Rubric</i>	27
<i>Reflection Journal Templates</i>	28-30
<i>Phase I Intern Observation Look Fors</i>	31-32
<i>Three Way Conference Evaluation</i>	33
<i>Attendance Card</i>	34
<i>Semester Calendar</i>	35
PHASE II	
<i>Yearlong Internship, Phase II</i>	37
<i>Major Objectives of Field Experience</i>	38
<i>Policies and Procedures</i>	39-40
<i>Expectation Phase II Interns</i>	41
<i>Roles and Responsibilities</i>	42-49
<i>Long Range Unit Planning</i>	50
<i>Unit Planning Guide</i>	51-52
<i>Lesson Plan Guide</i>	53-55
<i>Intern Seminars</i>	56
<i>Journal Record of Internship Experience</i>	57
<i>After Teaching Reflection</i>	58
<i>Lesson Evaluation</i>	59-61
<i>Intern Summative Evaluation</i>	62-65
<i>Mentor Teacher Opinionnaire</i>	66-67
<i>Yearlong Intern Self Assessment</i>	68-70
<i>Weekly Logs</i>	71-72
<i>Record of Internship</i>	73
<i>Reimbursement Form</i>	74
<i>Glossary</i>	75-76

BOWIE STATE UNIVERSITY

MISSION STATEMENT

I. INSTITUTIONAL IDENTITY

Bowie State University (BSU) aspires to produce graduates who are leaders among their peers in a diverse global community, who think critically, value diversity, and are committed to the higher moral and ethical good; to serve a regionally, globally, and culturally diverse student population; to expand educational opportunities that empower individuals to be effective citizens; and to become a model of creative leadership for institutions of higher learning that seek to improve the quality of life in their communities.

Bowie fosters a supportive, academically rigorous and collaborative environment that nurtures quality in academics and in interpersonal and cross-cultural relationships. Bowie intends to meet the educational needs of south central Maryland and its increasingly diverse population. Established in 1865, Bowie is the oldest historically Black institution in Maryland and is among the oldest in the nation. As a constituent institution of the University of Maryland System (UMS), BSU practices affirmative action, cooperates with other educational segments in Maryland, collaborates with other UMS institutions to provide citizens access to high quality educational services and serves the educational, economic, and cultural needs of Maryland.

BSU is a regional university that offers a comprehensive array of baccalaureate programs and selected professional oriented masters programs. It serves both commuting and residential students. The University places special emphasis on excellence in teaching. Research on teaching methodology and the learning process as a means to heighten and expand teacher excellence and to improve instruction is encouraged. Computer applications in all disciplines are stressed. Promotion and tenure decisions are influenced by demonstration of excellence, scholarship, creativity of teaching in one's professional area, and in services to the University and to the community.

II. ACCREDITATION

Bowie State University is accredited by the National Council for the Accreditation of Teacher Education, the Middle States Association of Colleges and Schools, the National Council of Social Work, and the National League for Nursing. The University is a member of the Council of Graduate Schools in the United States and in the Northeastern Association of Graduate Schools. It is approved by the Maryland State Department of Education.

Bowie State University Teacher Education Programs

“Preparing Competent and Caring Educators for a Diverse World”

PROGRAM DESCRIPTION

Teacher education programs at Bowie State University are designed to develop professionals who are prepared to meet the challenges of the 21st Century. The academic program provides candidates with a strong liberal arts foundation, as well as knowledge and skills needed to be effective classroom teachers. Candidates learn to use technology to enhance learning, to assess pupils using multiple approaches, and to create positive learning environments for a diverse group of learners. An important component of all programs is the enhancement of skills through field -based experiences. During field experiences, candidates observe master teachers, analyze effective teaching strategies, and develop skills in planning and implementing lessons. Candidates also develop positive human relations skills and habits of reflection.

Conceptual Framework for Teacher Education Programs

The Conceptual Framework of the Department of Education has five key parts and eight related curriculum themes that are integrated into all courses and field experiences. Candidates must demonstrate competencies in the following areas:

1. Knowledge of Subject Matter
Theme: Academic Scholar
2. Knowledge of Effective Pedagogy
Themes: Effective Practitioner
Technological Applications
Multiple forms of Assessment
3. Knowledge of Students and Society
Themes: Multicultural and Global Perspectives
Special Populations Perspective
4. Development of Skills in Field-Based Settings
Theme: Reflective Practitioner
5. Development of Professional Dispositions
Theme: Personal and Interpersonal Perspective

Conceptual Framework

...at a glance...

The Conceptual Framework for educator preparation at Bowie State University is a shared vision describing the knowledge, skills and dispositions all candidates are expected to master as a requirement for completing the Unit's programs. A reflection of the University's mission and the goals of the School of Education and adherence to state and national professional standards, the Conceptual Framework fosters educator preparation consistent with the Unit's theme, "Preparing Competent and Caring Educators for a Diverse World."

The Conceptual Framework guides all educator preparation programs and is built upon solid knowledge-bases that include three primary components:

Academic Scholar

Knowledge of Subject Matter (Liberal Arts and Sciences)

Focus: Subject Matter Content

Knowledge of Effective Pedagogy

Focus: Effective Practitioner

Focus: Technological Applications

Focus: Multiple Forms of Assessment

Knowledge of Students and Society

Focus: Multicultural and Global Perspectives

Focus: Special Populations Perspectives

Reflective Practitioner

Focus: Field-based Experiences

Professional Dispositions

Focus: Personal and Interpersonal Perspectives

Outcomes of the Conceptual Framework

Academic Scholar

As outcomes of the Conceptual Framework, successful candidates:

- have knowledge of subject matter and multiple design learning experiences that are coherent and meaningful for learners
- have knowledge of general and content-specific instructional strategies and use knowledge to design instruction and effectively engage learners
- know technological applications to enhance pupil learning and to meet professional needs
- possess knowledge of valid multiple forms of assessment
- have knowledge of the learner's physical, cognitive, emotional, social, and cultural development

Reflective Practitioner

As outcomes of the Conceptual Framework, successful candidates:

- demonstrate competency in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion, and students' diverse learning needs
- analyze reflectively research-based generalizations in school and community settings
- demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques
- use computer and computer-related technology to meet student and professional needs
- demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching
- use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs
- demonstrate strategies for integrating students with special needs into the regular classroom
- organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs
- engage in careful analysis, problem-solving, and reflection in all aspects of teaching
- demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity
- incorporate a multicultural perspective, which integrates culturally diverse resources including those from the learner's family and community
- collaborate with the broad educational community including parents, businesses, and social service agencies

Professional Dispositions

As outcomes of the Conceptual Framework, successful candidates:

- support the norms, standards, and values of the educational community
- show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential
- demonstrate positive relationships with colleagues, parents, businesses, and social service agencies
- present evidence of a commitment to life-long learning

Preparing Competent and Caring Educators for a Diverse World

PERFORMANCE-BASED ASSESSMENT: PORTFOLIO

The College of Education is moving toward incorporating performance-based assessment to an even greater degree. Among the formats is the on-going development of a professional electronic portfolio, which the student will construct as s/he progresses through the program. Some of the advantages of this process are:

1. serves as a tool for the student to engage in reflective self-monitoring
2. allows the education faculty to monitor the student's application of the knowledge bases that undergird the conceptual framework
3. indicates opportunities for the design of further performance-based activities related to the curriculum and /or field experience
4. serves as a record of and depository for meaningful experiences that have made significant contributions to the student's growth through the program of studies
5. constitutes a visual demonstration of the student's professional capabilities and personal maturity when entering the job market.

Students completing an undergraduate degree in education will complete three formal performance-based presentations. Instruction on the content and organization of one's portfolio will be provided at various stages of its development.

#1 Admission to Teacher Education:

To be completed by the end of Foundations of Education, prior to entering all major courses (SCED, ECED, or ELED).

#2 Admission to Yearlong Internship:

To be completed prior to entering Methods Courses and Yearlong Internship.

#3 Final Portfolio Presentation:

To be completed during last semester of Internship, required before graduation.

PROFESSIONAL DEVELOPMENT PORTFOLIO REVIEW PROCESS (ENTRANCE)

The Professional Development Portfolio is becoming a well-respected form of performance-based assessment. When substantive documentation is well organized and attractively presented, the portfolio provides a record of accomplishment.

Practicum I students will:

1. begin to collect materials such as artifacts, student's work, and verification of achievement
2. include reflections of Practicum experiences
3. document achievement related to the Conceptual Framework of the School of Education

Practicum II students will:

1. continue to collect materials such as artifacts, student's work and verification of academic achievement
2. include reflections on Practicum experiences
3. document achievement related to the Conceptual Framework of the College of Education

Yearlong Interns (Phase I) will:

1. extend collection of materials to include beginning internship (Phase I) experiences
2. document achievement related to the Conceptual Framework of the College of Education

Professional Development Portfolio Review Process (Exit)

Yearlong Interns (Phase II) will:

1. extend collection of materials to include internship, Phase II experiences
2. document achievement related to the Conceptual Framework of the School of Education
3. present a computer-based electronic version of the portfolio

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION

Department of Teaching, Learning and Professional Development

Professional Portfolio

(Recommended examples of artifacts that correlate with conceptual framework themes)

ACADEMIC SCHOLAR

Knowledge of Subject Matter

- Transcripts
- Praxis Scores
- Letter of acceptance into the program
- Philosophy
- Unit Plan - integrate knowledge with planning
- Research paper
- **Reflections** about knowledge of subject matter

Effective Practitioner

- Photographs of effective lessons, instructional materials
- Lesson Plans & Unit Plan
- Coop. Group Activity
- Bulletin Board (photo)
- Video-tape teaching a specific strategy
- Creative Activities File (sample activities)
- Research-based Practice's- evidence of use
- **Reflections**

Technological Applications

- Internet search for teaching strategies, lessons
- Sample lesson plans where students use software - describe
- Professional use of the computer (graphing, rosters, assessments, art, record keeping, spreadsheets) [Microsoft Excel or Quattro Pro]
- **Reflections**

Multiple Forms of Assessment

- Sample of teacher - prepared assessments
- Description of participation in MSA or other testing activities
- Description of pupil portfolios you have designed
- **Reflection** on how you modified instruction using results of assessments to meet student needs

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION**

**Department of Teaching, Learning and Professional Development
Professional Portfolio**

Multicultural and Global Perspectives

- **Reflections**
- Sample multicultural literature list used in teaching
- Sample lesson plans with multicultural themes
- Sample lesson plans where you used:
 1. Cooperative grouping (students work together)
 2. Activities that enabled pupils to connect work to their lives and experiences
 3. Interdisciplinary teaching (theme units with all subjects)
 4. Active involvement of students
 5. Analysis of students learning/reading styles and adapted lessons
 6. Active modeling
 7. Alternative assessments (varied modes to evaluate student progress)
 8. Techniques to promote home/school partnerships

Special Populations Perspective

- Lesson plan adapted for a special class or student (note ways you varied instruction or content)
- Description of activities that highlight your knowledge of the needs of special populations

REFLECTIVE PRACTITIONER

Field Base Experience

- **Reflections** on individual lessons you have taught assess:
 - suitability of objectives for pupils
 - student mastery of content
 - approaches used (class involvement, motivation)
 - ways to improve the lesson
- **Reflections** on growth as a professional (journals/logs)
- **Reflections/self-evaluations**
At mid-term, conferences with cooperating teacher and university supervisor

PROFESSIONAL DISPOSITIONS

Personal and Interpersonal Perspectives

- Letters of recommendation
- **Reflections** on Parent/Teachers Conferences
- Documentation related to work with different groups
- Minutes of Teacher & Professional Meetings
- Professional Organization Memberships
- Honors & Recognition

BOWIE STATE UNIVERSITY
SCHOOL OF EDUCATION
Department of Teaching, Learning, and Professional Development

Teacher Candidate: _____ Major: _____ Date: _____
 Interviewed by: _____
 _____ IHE Supervisor _____ Mentor Teacher _____ PDS Coordinator _____ Professional Staff/Educator

SCORING RUBRIC FOR ELECTRONIC PORTFOLIO PRESENTATION

CRITERIA	EXEMPLARY 5	PROFICIENT 3	SATISFACTORY 1	INCOMPLETE 0	POINTS
Selection of artifacts that support the College of Education's (COE's) Conceptual Framework	Provides at least three artifacts for each of the 8 focus areas of the COE's Conceptual Framework	Provides at least two artifacts for each of the 8 focus areas of the COE's Conceptual Framework	Provides at least one artifact for each of the 8 focus areas of the COE's Conceptual Framework	No artifacts provided to support the 8 focus areas of the COE's Conceptual Framework	
REFLECTIONS	5	3	1	0	
	All (9) reflections adequately demonstrate evidence of professional growth and development.	Most (7) reflections clearly demonstrate evidence of professional growth and development.	A few (5) reflections adequately demonstrate evidence of professional growth and development.	No reflections are provided in support of professional growth and development.	
USE OF GRAPHICS	5	3	1	0	
	All graphics are appropriate and support the oral presentation.	Most graphics are appropriate and support the oral presentation.	Few graphics are appropriate and support the oral presentation.	All graphics used detract from the oral presentation.	
ORGANIZATION	5	3	1	0	
Conventions	Excellent sequencing of materials. Overall appearance and presentation was outstanding.	Logical sequencing of materials. Overall appearance and presentation was impressive.	Sequencing of materials attempted. Overall appearance and presentation was satisfactory.	No attempt to sequence materials. Overall appearance needs improvement.	
Writing Mechanics	5	3	1	0	
	The text has no grammatical or spelling errors.	The text has a couple (2) grammatical or spelling errors.	The text has a few (3) grammatical and/or spelling errors.	The text has many grammatical and spelling errors.	

Scoring Criteria Exemplary 25-21 (A) Proficient 20-16 (B) Satisfactory 15-8 (C) Needs Improvement 7-0

Bowie State University Teacher Education Programs

THE ESSENTIAL DIMENSIONS OF TEACHING

The highly effective classroom is one in which every student is fully engaged at all times with curriculum that is inviting, motivating, and personally relevant. To achieve this, pre-service interns and mentor teachers will:

1. demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques
2. demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and sociocultural development is the basis of effective teaching
3. incorporate a multicultural perspective that integrates cultural diverse resources, including those from the learner's family and community
4. demonstrate knowledge of strategies for integrating students with special needs into the regular classroom
5. use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals
6. organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs
7. use computer and computer-related technology to meet student and professional needs

MATRIX

Bowie State University's Teacher Education Program objectives can be effectively correlated with the Maryland State Department of Education's Essential Dimensions of Teaching (EDOT).

Bowie State University's Program Objectives:

1. Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful to learners. (EDOT-1)
2. Demonstrate knowledge of general and content-specific instructional strategies and use knowledge to design instruction and effectively engage learners. (EDOT-2)
3. Know and use technological applications to enhance pupil learning and to meet professional needs. (EDOT-7)
4. Show evidence of the use of valid, multiple forms of assessment. (EDOT-5)
5. Demonstrate knowledge of the learner's physical, cognitive, emotional, social, and cultural development. (EDOT-2)
6. Incorporate multicultural and global perspectives in the school and community. (EDOT-3)
7. Demonstrate knowledge of the educational needs of physically, mentally, and emotionally handicapped learners and provide for their needs. (EDOT-4)
8. Demonstrate competency in teaching, and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion and student learning needs. (EDOT-6)
9. Reflectively analyze research-based generalizations in school and community settings. (EDOT-10)
10. Support the norms, standards and values of the educational community. (EDOT-8)
11. Show respect for the diversity of the learners and serve the needs of all learners to achieve their maximum potential. (EDOT-3 & 4)
12. Demonstrate positive relationships with colleagues, parents, business, and social service agencies. (EDOT-9)
13. Present evidence of a commitment to life-long learning. (EDOT-10)

Competencies Required of Teacher Education Majors

Teacher education candidates must demonstrate competencies in the following areas:

1. Academic Scholar (Strong foundation in Liberal Arts)

Objective: Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

2. Effective Practitioner

Objective: Demonstrate knowledge of general and content-specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. Technological Applications

Objective: Know and use technological applications to enhance pupil learning and to meet professional needs.

4. Multiple Forms of Assessment

Objective: Show evidence of the use of valid, multiple forms of assessment.

5. Multicultural and Global Perspectives

Objective: Demonstrate knowledge of the diversity of learners and their physical, cognitive, emotional, social and cultural development. Incorporate multicultural and global perspectives in the school and community.

6. Special Populations Perspective

Objective: Demonstrate knowledge of the educational needs of physically, mentally, and emotionally challenged learners and provide for their needs.

7. Reflective Practitioner

Objectives: Demonstrate competency in teaching, and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion and student learning needs. Reflectively analyze research-based generalizations in school and community settings.

8. Personal and Interpersonal Perspectives

Objectives: Support the norms, standards and values of the educational community. Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential. Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies. Present evidence of a commitment to life-long learning.

OVERVIEW

REQUIRED FIELD EXPERIENCES

Field experiences are an integral part of all teacher education programs at Bowie State University. Field experiences run concurrently with specific course requirements so students can link course content with real classroom experiences.

FIELD EXPERIENCES

EDUC 102, Practicum I (Taken with EDUC 101: Introduction to Education)

Practicum I students are required to work with a mentor teacher as a teacher assistant and to complete a comprehensive log describing general teaching strategies and classroom management strategies. Suggested activities for pre-service practicum students are outlined in this Handbook and include: tutoring small groups of pupils, checking assignments, securing and operating multimedia, accompanying pupils to special classes, preparing bulletin boards and teaching materials, and assisting with classroom activities. (9 days required)

EDUC 202, Practicum II (Taken with EDUC 201): Human Growth & Development

Pre-service practicum students are required to work with the mentor teacher as a teacher assistant and to complete a comprehensive case study on one pupil. Suggested activities for pre-service practicum students are outlined in this Handbook and include: tutoring the assigned pupil (case study) on each field day, observing the assigned pupil in the classroom and in informal settings, grading papers, teaching small group lessons, accompanying pupils to special classes, and assisting with other classroom activities designated by the mentor teacher. (9 days required)

ECED 316, ELED 316 or SCED 305. Yearlong Internship-Phase I (Taken with Methods Courses)

Interns are required to work with the mentor teacher as a teacher assistant and to plan and teach a variety of lessons. Specific teaching responsibilities are outlined in this Handbook. Mentors review written lesson plans and observe lessons. At the end of the semester, the mentor completes an evaluation and recommends a grade for the experience. This is a critical experience for each teacher education major and one that is used to assess the intern's degree of readiness for the Internship, Phase II. This experience is to be completed in a Professional Development School (PDS) in partnership with Bowie State University.

SPED 406 Observation and Participation in Special Education (Taken after SPED 403): Orientation to Special Education)

Elementary and Early Childhood/Special Education Majors take an additional 3 credit practicum in Special Education. They observe children, interact with professional educators and teach lessons to special education students. Specific activities are outlined in this Handbook. They also complete a comprehensive log, participate in group seminars, and develop files of effective teaching strategies. (15 days required)

FIELD PLACEMENT ASSIGNMENT: Students are to be provided diverse placements throughout the field experiences.

Early Childhood/Special Education Majors

PRACTICUM I	Grades 1 -3 Placement
PRACTICUM II	Pre-K Placement (Head Start)
PRACTICUM III	Kindergarten Placement

Elementary Education Majors

PRACTICUM I	Grades 1 -3
PRACTICUM II	Grades 4 - 6
YEARLONG INTERNSHIP, Phase I	Grades 1-3or 4-6
YEARLONG INTERNSHIP, Phase II	Grades 1-3 or 4-6

Secondary Education Majors

PRACTICUM I	Grades 9 - 12
PRACTICUM II	Grades 6 - 8
YEARLONG INTERNSHIP-Phase I	Grades 6-8 or 9-12
YEARLONG INTERNSHIP-Phase II	Grades 6-8 and/or 9-12

Field experiences are completed in a Professional Development School (PDS) in partnership with Bowie State University. Interns are required to complete a total of 100 days in the yearlong field experience (Phase I- minimum 24 days; Phase I and II must equal 100 days).

MAJOR OBJECTIVES OF FIELD EXPERIENCES

During field experiences students will:

1. apply, relate and evaluate educational theories, philosophies and content in the context of real classroom experiences
2. gain knowledge of the roles and responsibilities of the mentor teachers through direct experiences with teachers in classroom settings
3. gain knowledge of school organizational patterns and philosophies that shape school curriculum by participating in field experiences in a variety of settings
4. participate in professional meetings and professional development activities in a school setting
5. observe, study and interact with pupils of different ages, cultural and linguistic backgrounds, and exceptionalities
6. participate in a variety of classroom activities:
 - a. Organize and manage instruction.
 - b. Observe, plan and teach lessons that include technology.
 - c. Select and use varied assessment and evaluation methods.
 - d. Prepare a case study.
7. interact with mentor teacher, other professional staff, administrators, paraprofessional staff, parents and the community with sensitivity and respect.
8. engage in reflection, critical thinking, problem solving and decision-making related to all aspects of teaching.
9. analyze personal teaching effectiveness through the use of journals, self-assessments and study guides.
10. obtain frequent feedback and coaching from mentor, Institution of Higher Education (IHE) supervisors, course instructors and peers related to all aspects of teaching.

Phase I
Yearlong Internship

EDUCATION DEPARTMENTAL POLICIES AND PROCEDURES

ELED 316, ECED 316, SCED 305: Yearlong Internship, Phase I

1. BSU interns shall be under the supervisory authority of the school principal and the mentor teacher during the period of assignment.
2. Schools participating with the university are obliged to insist upon standards of professional decorum that are consistent with standards prevailing in that school community. BSU interns are required to maintain the highest code of conduct and to demonstrate respect for pupils, parents and professional staff at the school.
3. The participating school or university may change or terminate the assignment of the intern when it is in the best interest of all parties involved. This is usually done cooperatively and is intended to make the teaching-learning experience as valuable as possible.

Causes for Termination include the following:

- Chronic lapse in attendance.
 - Failure to perform assigned duties.
 - Immoral conduct.
4. BSU intern may not be used as a substitute teacher. If a substitute is employed to replace the mentor teacher, the intern may continue with the substitute or be reassigned temporarily at the discretion of the principal.
 5. The mentor teacher should not leave the classroom with a BSU intern in charge of the class. The mentor must at all times remain the supervisory and authoritative control over the classroom and the program of instruction.
 6. Any release from field experience responsibilities requires the approval of the Director of Field Experiences and the Department Chair.
 7. In the event that the BSU intern must be absent due to illness, the mentor teacher should be notified. The notification should be made before the start of the school day. Absences of 1 or 2 days may be made up if the mentor permits.
 8. The Institution of Higher Education (IHE) supervisor will visit BSU intern during each assignment. In cases of problems and emergencies, the mentor teacher should call the IHE supervisor and the Director of Field Experience.
 9. BSU interns will follow the stipulated times for arrival and departure outlined by the school administration.

Yearlong Internship Requirements, Phase I

Student interns are responsible for understanding the knowledge bases under each primary components of the Conceptual Framework

THEME: Academic Scholar

Demonstrate competence in subject matter knowledge; understand the inter-relationships of theories, concepts, and ideas; make connections across related areas that are meaningful for learners.

Competencies

1. Describe the theoretical framework and historical influences on education and discuss the impact on current educational initiatives.
2. Relate major pedagogical theories, concepts, and instructional strategies for specific subject areas.
3. Identify recommended practices based on research on effective teaching and learning.
4. Identify social and ethical issues that impact on teaching children and working with their families.

Activities

1. Examine and interpret how major theorists have contributed to the subject area (s).
2. Compare and contrast significant trends and issues within the subject area (s).
3. Apply ethical principles in collecting and reporting information about students.
4. Critique the school as a values-oriented culture.

THEME: Effective Practitioner

Apply pedagogical skills and academic disciplines in the school and community; reflectively analyze research-based generalizations in school and community settings (instructional methods and classroom management); engage in decision-making and problem-solving.

Competencies

1. Demonstrate knowledge of methods of curriculum instruction in assignment area (s).
2. Use preventive, appropriate classroom management techniques.
3. Use resources available for teaching in assignment area.

Activities

1. Demonstrate the ability to teach small and large groups of students.
2. Translate subject matter into developmentally appropriate instruction.
3. Examine and evaluate student work including use of instructional materials, papers and projects.
4. Model developmentally appropriate practices in designing and managing the classroom and the learning process.

THEME: Technological Applications

Know of and use of technological applications.

Competencies

1. Identify criteria and processes employed by state agencies, local school boards and national organizations for the selection of textbooks and other school materials, including technology.
2. Articulate the main uses of computers and computer-related technology for instructional and professional use.

Activities

1. Select software for instruction to meet specific purposes.
2. Select computer applications to meet specific professional development needs.
3. Integrate computer and computer-related technology into instruction to meet student learning needs.

THEME: Multiple Forms of Assessment

Identify, compile, analyze, and use alternative forms of assessment

Competencies

1. Review and analyze professional research related to performance assessment and evaluation.
2. Identify diagnostic and evaluation strategies.
3. Distinguish between formal and informal diagnostic procedures.
4. Describe the purposes and types of assessment and the criteria for successful use.

Activities

1. Gain knowledge of valid, age-appropriate assessment approaches used in the classroom.
2. Use sources of quantitative and qualitative information about individual students.
3. Apply knowledge of cultural sensitivity in choosing assessment instruments.

THEME: Multicultural and Global Perspectives

Knowledge of differences & similarities across social, cultural, and linguistic groups; addressing social, cultural, and linguistic diversity in contemporary schools.

Competencies

1. Identify variables that impact upon teaching and learning, including student learning style, cultural and linguistic differences, socioeconomic background, and learning problems.
2. Recognize and discuss the concept of diversity and individual differences and the sensitivity needed to respect the equality of all students, particularly children from cultural different backgrounds, economically disadvantaged and gifted children.
3. Describe current curriculum issues (i.e., moral education, multicultural education, censorship, critical thinking, sex education, biligual education, technology, diversity and assessment).

Activities

1. Demonstrate cross-cultural sensitivity.
2. Use knowledge of student's prior abilities and cultural experiences to enhance instructional decision-making.
3. Use innovative strategies, materials, and technologies to address student diversity.

THEME: Special Populations

Knowledge of the educational needs of physically, mentally, emotionally handicapped learners; providing for the educational needs of all learners.

Competencies

1. Identify the continuum of special education services according to public law.
2. Identify instructional strategies that are effective for all children including those with special needs.
3. Explain the special education services and resources available in schools and what their implications are for regular teachers.

Activities

1. Use appropriate curriculum materials and instructional approaches based on diagnosed strengths and needs to accommodate students' special needs in regular classrooms.
2. Participate in activities that include children with special needs in both social and academic environments.
3. Evaluate the accessibility of the environment and the adaptability of materials and instructional strategies for students with special needs.

THEME: Reflective Practitioner

Demonstrate competency in teaching; effectively organize and manage a classroom using approaches supported by research, recommended practices, and individual learner needs.

Competencies

1. Describe the elements of an effective classroom based on research and professional judgment.
2. Discuss the classroom and school as a community and identify roles and expectations for stakeholders.

Activities

1. Participate in meetings with school personnel and parents, when appropriate.
2. Collaborate with others to address instructional issues.
3. Adapt problem-solving approach to meet the contextual demands.
4. Complete practicum log including use of reflective notes.

THEME: Personal and Interpersonal Perspective

Clarify personal values and objectives; develop a dynamic philosophy of education; develop attitudes of life-long learning; demonstrate sensitivity and respect for the ideas and concepts of others.

Competencies

1. Describe the role of school personnel, parents, and the community in the delivery of instruction.
2. Identify, describe, and apply professional standards and ethics for effective educators.

Activities

1. Participate in school-wide functions and meetings when appropriate.
2. Promote effective communication between home, school, and community.
3. Demonstrate professional responsibility for student learning and knowledge of ethical standards for teaching.
4. Promote a school-wide, values-oriented culture.
5. Interact positively with colleagues, students, and mentor teacher in school and other settings.

ROLES AND RESPONSIBILITIES

RESPONSIBILITIES OF DIRECTOR OF FIELD EXPERIENCES

1. Maintain lists of schools available as Professional Development sites
2. Process applications and arrange school assignments
3. Collaborate with IHE Supervisors to arrange visitation assignments/schedules
4. Provide schedules and directives for interns to complement Yearlong Field Experience Handbook
5. Be available to IHE Supervisors to settle placement or performance problems
6. Collect attendance cards from IHE faculty and prepare field experience grades in conjunction with IHE Supervisors

RESPONSIBILITIES OF SCHOOL PRINCIPALS

1. Meet with IHE Supervisor to review intern placement lists
2. Become familiar with this Yearlong Field Experience Handbook
3. Solicit collaboration of mentor teachers to participate in BSU PDS program
4. Exercise overall supervision of program procedures and processes
5. Contact IHE Supervisors when circumstances indicate the need for a conference
6. Interact with IHE Supervisors during regular visitations

RESPONSIBILITIES OF MENTOR TEACHERS

1. Introduce the interns, to the faculty, staff, parents and the school community
2. Become familiar with the requirements in Yearlong Field Experience Handbook
3. Assist interns in setting a weekly schedule for fulfilling the designated activities
4. Involve the interns in a variety of activities (See guidelines)
5. Discuss log activities as needed and review journals
6. Model professional competence and commitment
7. Collaborate with the IHE supervisor in nurturing the intern's teaching career

RESPONSIBILITIES OF PHASE I INTERN

1. Attend a minimum of 12 full weeks at the assigned school
2. Demonstrate punctuality, dependability and professional decorum
3. Be prepared for tasks assigned by mentor teacher
4. Participate in classroom activities and supervision of pupils
5. Interact positively with pupils, mentor teacher, parents and professional staff
6. Construct a timeframe for completion of specific field experience tasks

7. Complete a weekly log of activities and keep a reflective journal of experiences
8. Exchange feedback with course instructor and class members regarding progress and or problems encountered during field experiences
9. Submit completed activities to IHE faculty according to schedule
10. Submit attendance card and evaluation form to IHE supervisor on designated date

Bowie State University
Expectations for Phase I Yearlong Interns

Each intern is expected to:

Check

Report for a full school day, arrive on time, participate in classroom activities and functions, and assume responsibilities assigned by the mentor teacher.	<input type="checkbox"/>
Complete a minimum of 12 weeks (24 days) in the classroom.	<input type="checkbox"/>
<u>Maintain the following dispositions:</u> Punctuality Initiative/Motivation Organization Work ethic Appropriate (professional) attire Interpersonal skills <u>Utilize standard written and verbal skills</u>	<input type="checkbox"/>
Be under the direct supervision of the mentor teacher (never to be left alone in the classroom).	<input type="checkbox"/>
Provide the mentor teacher with an attendance card and follow the attendance requirements of the mentor teacher. When absent you must notify the mentor teacher and the IHE supervisor.	<input type="checkbox"/>
Interact positively with pupils, mentor teacher, parents, and professional staff.	<input type="checkbox"/>
Observe instruction in the classroom.	<input type="checkbox"/>
Maintain a weekly reflection journal utilizing the format provided in the Phase I Yearlong Internship Handbook. Share information in the journal entries with the IHE supervisor.	<input type="checkbox"/>
Continue development of your electronic portfolio to be presented at the end of Phase I internship. Follow the guidelines and rubric provided during phase I and II to assist you in completing your portfolio.	<input type="checkbox"/>
Begin an action research project. The results of the action research must be included in your electronic portfolio and presented at the PDS Showcase at the end of the spring semester.	<input type="checkbox"/>
Submit this form to the IHE supervisor on the supervisor's first visit.	<input type="checkbox"/>

Mentor Teacher's Signature _____ Intern's Signature _____

Your signature indicates that you have reviewed the document. with the intern

BOWIE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Teaching, Learning and Professional Development

Suggested Timeline Activities for Phase I

Weeks One-Two

Comments:

- ___ Meet mentor teacher.
- ___ Tour facility.
- ___ Observe room, organization, arrangement and i
of visuals displayed for students
- ___ Observe mentor teacher and students.
- ___ Take notes become familiar with students.
- ___ Begin reflective journal.
- ___ Complete Expectations for Phase I Intern check sheet
- ___ Attend orientation meetings convened by princ ,
and/or PDS coordinator.

Weeks Three-Four

- ___ Examine text books, curriculum guides, technology devices
and other resource materials.
- ___ Observe mentor teacher and note key steps and elements
necessary for a successful lesson.
- ___ Confer with mentor teacher about the key steps and elements
necessary for a successful learner.
- ___ Assist mentor teacher in preparing materials.
- ___ Tutor/Teach individual or small group.

Weeks Five-Six

- ___ Observe small group lesson while following the mentor
teacher's plan.
- ___ Write learning objective(s) and confer with mentor teacher
about state/county alignment, clarity and appropriateness
for students.
- ___ Write a lesson plan for a small group and have the mentor
teacher review it.
- ___ Assist mentor teacher with assigned duties.

Weeks Seven-Nine

- ___ Continue gaining skills, in selecting instructional strategies
and using a variety of resources and technology..
- ___ Teach small group.
- ___ Conference with mentor teacher regarding small group lesson.
- ___ Learn how to utilize effective assessment tools for student
performance.

Weeks Ten-Twelve

- ___ Write formal lesson plans.
- ___ Teach two lessons a week.
- ___ Participate in weekly conference with mentor teacher

BOWIE STATE UNIVERSITY
 COLLEGE OF EDUCATION (COE)
 Department of Teaching, Learning and Professional Development

Reflection Journal Rubric

Score your journal entries using the rubric below. Attach this sheet in front of your Reflection Journal when submitting it to your IHE supervisor.

Name _____ Date _____

Criteria	5	3	1	0
*COE Conceptual Framework (CF) (X2)	All or almost all of the entries relate to the CF	Most entries relate to the CF	Few entries relate to the CF	None of the entries have a connection to the CF
Reflections (X2)	Thoughts and those things learned are expressed in all or almost all of the entries.	Thoughts and those things learned are expressed in most entries.	Thoughts and those things learned are expressed in few of the entries.	No thoughts or those things learned are expressed in any of the entries.
Format	The proper format has been followed for all entries.	The proper format has been followed for most entries.	The proper format has been followed for a few of the entries.	The proper format has not been followed for any of the entries.
Mechanics	All or almost all of the entries use correct spelling and grammar.	Most of the entries use correct spelling and grammar.	Few of the entries use correct spelling and grammar.	None of the entries use correct spelling and grammar.
Completion	All entries are present, in order, and together.	All entries are present, but are either not together or not in order.	All entries are not present, but they are together and in order.	All entries are not present, nor are they together or in order.

*COE- College of Education

Total Score _____/35

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

SECONDARY WEEKLY REFLECTION JOURNAL

Name: _____ Date _____

Record the number of hours spent each day in the following activities:

	Tuesday		Thursday		Weekly Totals
Observing Teacher					
Preparing for teaching					
Teaching small group					
Working with individual student					

On the **Journal Entries sheet** of your log reflect on the experiences for the week. Your reflection may focus on:

1. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.
2. What did you observe during ___ (math, reading/language arts, social studies, reading/language arts) that you found interesting and would like to incorporate into your classroom?
3. What questions do you have for your methods instructor about Instruction in their content areas?
4. Problems that concerned you during the week.
5. Something I learned from my mentor teacher.
6. What meetings you attended (attendees, purpose, learned)?
7. Strategies I used/learned.

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

ELEMENTARY WEEKLY REFLECTION JOURNAL

Name: _____ Date _____

Record the number of hours spent each day in the following activities:

	Tuesday	Thursday	Weekly Totals
Observing Teacher			
<ul style="list-style-type: none"> • Reading/Language Arts • Mathematics • Science • Social Studies 			
Preparing for teaching			
Teaching small group			
Working with individual student			

1. On the Journal Entries sheet of your log reflect on the experiences for the week. Your reflection may focus on:
2. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.
3. What did you observe during ___ (math, reading/language arts, social studies, reading/language arts) that you found interesting and would like to incorporate into your classroom?
4. What questions do you have for your methods instructor about instruction in their content areas?
5. Problems that concerned you during the week.
6. Something I learned from my mentor teacher.
7. What meetings you attended (attendees, purpose, learned)?
8. Strategies I used/learned.

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

Name: _____ Date _____

Journal Entries

Tuesday Date _____

Thursday Date _____

Other Date _____

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION**

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

Intern's name _____ Semester Fall Spring _____

Phase I Intern Observation Look Fors	Dates of Observations					
Objectives:						
What were the teaching objectives?						
What are the students expected to do?						
What knowledge or skills will be demonstrated?						
Anticipatory Set:						
How did the mentor initiate the lesson?						
How was the lesson tied to prior learning?						
How did the teacher grab student's attention?						
Teaching (Input, Modeling, Checking for Understanding)						
How did the mentor present the information?						
Lecture						
Technology						
Modeling						
Student Engagement Activities						
Discussion						
Other						
What resources did the mentor use?						
Textbook						
Computers						
Videos						
Pictures						
Concrete objects						
Models						
Other						

Comments/Questions

<u>Phase I Intern Observation Look Fors</u>	Dates of Observations					
How did the mentor check for student understanding?						
Questioning						
Every one respond						
Written						
Observation						
Other						
<u>Guided Practice</u>						
What did students do to demonstrate new learning?						
Practice Work						
Group activity						

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION**

Preparing competent and caring educators for a diverse world

Yearlong Internship, Phase I
THREE WAY CONFERENCE EVALUATIONS

Intern Name:	SCHOOL
Mentor Teacher Signature	Mentor Teacher Signature
Supervisor Signature	Supervisor Signature
MIDTERM EVALUATION DATE	FINAL EVALUATION DATE

	The intern demonstrates evidence of the ability to:	<u>Exceeds Expectations</u> 3		<u>Meets Expectations</u> 2		<u>Needs Improvement</u> 1		<u>Unsatisfactory</u> 0	
		Mid	Final	Mid	Final	Mid	Final	Mid	Final
1.	Organize classroom for maximum student involvement								
2.	Utilize teaching materials, strategies and technology that meet individual learner's needs								
3.	Write learning objectives that are aligned with state/county standards and are appropriate for students								
4.	Develop formal lesson plans which include steps of an effective lesson and the key elements of a successful lesson								
5.	Check for student understanding of information and observe student's performance to make sure they are achieving the instructional objective								
6.	Create or select assessment tools that are appropriate for the student and aligned with objectives								
Professional Disposition									
1.	Attendance/Punctuation								
2.	Initiative/Motivation								
3.	Interpersonal skills								
4.	Appropriate (professional) attire								
5.	Work ethnic								
6.	Organization								
7.	Written skills								
8.	Verbal Skills								

CONFERENCE NOTES: (WHAT ARE SOME FOCUS AREAS? WHAT ARE MY STRENGTHS? WHAT CAN WE DO TOGETHER TO MEET YOUR NEEDS?)

BOWIE STATE UNIVERSITY COLLEGE OF EDUCATION

Attendance Card Phase I

Attendance card for: _____

Assigned School: _____

Course #/Semester & Year: _____

Major: _____

Comments

Date	Teacher's Signature	Student's Initials

**BOWIE STATE UNIVERSITY
SCHOOL OF EDUCATION
OFFICE OF FIELD PLACEMENT**

TO: Yearlong Interns, Phase I (Practicum III)
RE: Fall 2009 Schedule and Accountability
DATE: August 2009
From: Linda J. Boyd, Ed. D.

Item I Yearlong Interns, Phase I Schedule:

Session #	Tuesday	Thursday
	August 13	Meet with Dr. Boyd 10:00 am Room 251
1	August 18	August 20
2	August 25	August 27
3	September 1	September 3
4	September 8	September 10
5	September 15	September 17
6	September 22	September 24
7	September 29	October 1
8	October 6	October 8
9	October 13	October 15
10	October 20	October 22
11	October 27	October 29
12	November 3	November 5
13	November 10	November 12
14	November 17	November 19
15	November 24	November 26
16	November 30 Last day	December 3 Meet with Dr. Boyd

Item II Attendance Requirements:

1. Each student is required to attend for the entire school day. You are not at liberty to make any other arrangements with the professionals at your school. Any adjustments must be made with the Director of Field Experiences, Dr. Linda Boyd, or your IHE Supervisor.
2. You must be in attendance for all sessions. If you are legitimately absent on one of the assigned sessions, you must make arrangements with you mentor teacher to attend on another day. However, it must be made up by December 3.

Item III Grading Criteria

1. The Yearlong Phase I grade is based on your attendance, punctuality, and evaluation by the mentor teacher and the IHE supervisor.
2. Your attendance sheet and the mentor teacher evaluation must be submitted to your IHE supervisor on the required due date (December 3). Keep a copy of the attendance sheet for your record and to place in your portfolio. You are responsible for making sure all required signatures are filled in on the sheet.
3. The above grading scale is based on the assumption that your classroom teacher gives you a strong evaluation: otherwise it can have the effect of lowering your grade.

Phase II
Yearlong Internship

YEARLONG INTERNSHIP, PHASE II

The Yearlong Internship, Phase II is a full-time, non-paid, intensive training experience scheduled near the end of each intern's academic program of study. The two-semester internship in a Professional Development School (PDS) provides a setting for the senior teacher education major to demonstrate many competencies, including human relationship skills, effective teaching practices and professional responsibilities.

During the internship, Phase II semester each intern works directly with a mentor teacher in a PDS-setting. Each intern is also assigned an Institution of Higher Education (IHE) Supervisor who visits the school, and critiques lessons. Biweekly seminars conducted by the Director of Field Experience provide a forum for the discussion of experiences and challenges encountered by each intern. A culminating requirement for each intern is the development of an electronic professional portfolio. The final grade in internship must be a C or better.

Sample Yearlong Internship, Phase II Schedule*

Early Childhood/ Special Education Majors	Elementary Education Majors	Secondary Education Majors
8 weeks in grades 1,2, or 3	16 weeks at the elementary level	8 weeks in Middle School
8 weeks in Special Education		8 weeks in Senior High

*See your program coordinator for new schedules or requirements.

Yearlong Field experiences are to be completed in a Professional Development School (PDS) in partnership with Bowie State University.

MAJOR OBJECTIVES OF FIELD EXPERIENCES

During field experiences students:

1. Apply, relate and evaluate educational theories, philosophies and content in the context of real classroom experiences.
2. Gain knowledge of the roles and responsibilities of mentor teachers through direct experiences with teachers in classroom settings.
3. Gain knowledge of school organizational patterns and philosophies that shape school curriculum by participating in field experiences in a variety of settings.
4. Participate in professional meetings and professional development activities in a PDS setting.
5. Observe, study and interact with pupils of different ages, cultural and linguistic backgrounds, and exceptionalities.
6. Participate in a variety of classroom activities:
 - a. organize and manage instruction.
 - b. observe, plan and teach lessons incorporating technology.
 - c. select and use varied assessment and evaluation methods.
7. Interact with mentor teachers, other professional staff, administrators, professional staff, parents and the community with sensitivity and respect.
8. Engage in reflection, critical thinking, problem solving and decision-making related to all aspects of teaching.
9. Analyze personal teaching effectiveness through the use of journals, self-assessments and study guides.
10. Obtain frequent feedback and coaching from mentor teachers, IHE Supervisors, course instructors and peers related to all aspects of teaching.

POLICIES AND PROCEDURES

YEARLONG INTERNSHIP PHASE II

ELED 401, ECED 401, SCED 401, SPED 401 Yearlong Internship Phase II

1. The intern shall be under the supervisory authority of the school principal and the mentor teacher during the period of assignment.
2. PDS in partnership with the University are obliged to insist upon standards of professional decorum that are consistent with standards prevailing in that school community. Interns are required to maintain the highest code of conduct and to demonstrate respect for pupils, parents and professional staff at the school.
3. The PDS or University may change or terminate the assignment of the pre-service intern when it is in the best interest of all parties involved. This is usually done cooperatively and is intended to make the teaching-learning experience as valuable as possible.

Causes for termination include the following:

- a. Chronic lapse in attendance.

Absences of more than two days must be made up.

- Failure to perform assigned duties
 - Immoral conduct.
4. An intern may not be used as a substitute teacher. If a substitute is employed to replace the mentor teacher, the intern may continue with the substitute or be reassigned temporarily at the discretion of the principal.
 5. The mentor teacher may leave the classroom with the intern in charge of the class, but the mentor teacher shall at all times retain the supervisory and authoritative control over the classroom and the program of instruction.
 6. Because there may be an occasional difference in calendars, dates for PDS vacations may not coincide. In such instances, the intern follows the vacation schedule of the school system in which he/she is apprenticed.
 7. Any release from internship responsibilities requires the approval of the mentor teacher, the principal, the IHE Supervisor and the Director of Field Experience.

8. In the event that the intern must be absent due to illness, the mentor teacher, the IHE Supervisor and the Director of Field Experience should be notified. The notification should be made before the start of the school day.
9. The IHE Supervisor will visit the intern a minimum of five-six (5-6) times during each semester. In cases of problems and emergencies, the mentor teacher should call the IHE Supervisor and the Director of Field Experience.
10. Each intern will assume a full teaching load for a minimum of two weeks during each assignment.
11. Interns will prepare a detailed written lesson plan for each lesson taught. Lesson plans should be submitted to the mentor teacher at least two days before presentation for review and constructive criticism. Interns will also be required to plan and implement a unit plan during each teaching cycle.
12. Interns will follow the stipulated times for arrival and departure outlined by the school administration. Scheduled conferences with the mentor teacher must be met.

Expectations for Phase II Yearlong Interns

Each intern is expected to:

Check

Report daily for a full school day, participate in classroom activities and functions, and assume responsibilities assigned by the mentor teacher.	
<u>Maintain the following dispositions:</u> Punctuality Initiative/Motivation Organization Work ethic Appropriate (professional) attire Interpersonal skills <u>Utilize standard written and verbal skills</u>	
Provide the mentor teacher with an attendance sheet and follow the attendance requirements of the mentor teacher. When absent you must notify the mentor teacher and the IHE supervisor.	
Attend all seminar sessions (2:00- 4:30 p.m.) held on campus and provide the mentor teacher with the seminar session dates.	
Prepare daily detailed written or typed lesson plans which must be approved and initialed by the mentor teacher before teaching the lessons.	
Maintain a 3 ring binder for all lesson plans for further collaboration and discussion with the mentor teacher and the IHE supervisor.	
Schedule formal observations with the IHE supervisor. Prepare detailed typed lesson plans, approved by the mentor teacher.	
Maintain a reflection journal utilizing the format provided in the Phase II Yearlong Internship Handbook. Share information in the journal with the IHE supervisor.	
Continue development of your electronic portfolio to be presented at the end of your internship. Follow the guidelines and rubric provided during phase I and II to assist you in completing your portfolio.	
Complete an action research which must be included in your electronic portfolio and presented at the PDS Showcase at the end of the spring semester.	
Submit this form at the end of the semester.	
Mentor Teacher's Signature _____	
Intern's Signature _____	
Your signature indicates that you have read the document.	

ROLES AND RESPONSIBILITIES OF:

1. Mentor Teacher
2. IHE Supervisor
3. School Principal
4. Director of Field Experience
5. Intern
6. IHE Faculty

. RESPONSIBILITIES OF THE MENTOR TEACHER

The mentor teacher serves as a partner with the University in the training of interns. The mentor teacher is an exemplary master teacher and a supportive supervisor who provides ongoing assessment of the progress of the intern. The roles and responsibilities of the mentor teacher are varied and include the following:

Experience

1. Has completed a minimum of three years of exemplary teaching experience in the area in which the intern is seeking certification.
2. Is certified in the area in which the intern is seeking certification, and is a legitimately recognized master teacher.
3. Is employed as a full-time teacher during the term the intern is assigned to him/her.

As Mentor

1. Acquaints the intern with the school, staff, students, teachers, and community.
2. Creates an environment of acceptance for the intern by introducing the intern to pupils, parents, faculty, and the school community.
3. Reviews school policies, regulations and practices with the intern.
4. Informs the intern of classroom rules, organization and management strategies.
5. Familiarizes the intern with classroom routines, consequences for inappropriate pupil behavior, lunch count, recess, attendance forms, hall passes, procedures for notifying parents regarding grades and discipline policies, etc.
6. Treats the intern as a co-worker and colleague.
7. Sets a positive example of professional behavior and disposition.
8. Models proper language, action and dress.
9. Emphasizes the importance of participating in professional organizations and the need to keep informed through professional reading.

As Master Teacher

1. Provides a suitable desk or work area for the intern.
2. Provides necessary instructional materials, resources and supplies needed for teaching.
3. Guides the intern in the development of lesson plans and materials needed for instruction.
4. Provides constructive feedback on lesson plans and offers specific suggestions for developing effective teaching practices.
5. Models for effective teaching practice, including techniques used to provide for individual differences, assessment of pupil progress and the use of effective teaching strategies.
6. Gradually increases the responsibilities of the intern to enable the intern to assume full-time teaching responsibilities for a minimum of 2 weeks.
7. Clearly outlines the legal requirements of the intern in emergency situations (i.e., fire, bomb threats, and acts of violence.)

As Instructional Supervisor

1. Provides for ongoing evaluation of the intern through daily and weekly conferences, written evaluations and videotape (if available).
2. Is frank, helpful and supportive when evaluating the performance of the intern.
3. Resolves conflicts quickly and seeks the assistance of the IHE Supervisor first, and then the Director of Field Experience, if problems cannot be resolved.
4. Calls the Director of Field Experience if the intern is in danger of failing.
5. Completes a comprehensive, written mid-term and final evaluation of the intern.
6. Participates in conferences with the intern and the IHE Supervisor and 3-way conferences with both the intern and the IHE Supervisor.
7. Provides a broad range of opportunities for observation for the intern, including observation of other master teachers, parent-teacher conferences, P.T.A. meetings, faculty meetings, etc.

MODEL FOR A DIAGNOSTIC OBSERVATION CONFERENCE BY INSTRUCTIONAL SUPERVISOR

1. Review lesson plan for the instructional objective
Take notes on the lesson.
2. Organize the data gathered using the criteria below.
3. Complete the assessment for the conference.
4. Plan the conference.
5. Conference with the student giving specific and supportive evidence.
6. List specific and supportive evidence that the teacher taught the objective stated in the lesson plan.
7. List specific and supportive evidence that the objective was at the correct level of difficulty for the learner.
8. List specific and supportive evidence that there was monitoring of the learners' progress and adjustments in the teaching.
9. List specific and supportive evidence of the use of the principles of learning.

The Diagnostic Observation Conference by Mentor teacher

- Rank all the instructional skills that promoted learning.
- List skills that need to be reinforced.
- Develop action plan with teacher candidate.
- Rank all the instructional skills toward improvement of student progress.
- Consider whether the skill selected for instruction is dependent on prior teachings.
- Consider whether the professional/personal background of the teacher candidate makes the student capable of/receptive to learning this skill.

From the diagnosis, list all of the instructional skills that promoted student progress toward the objective and those which interfered with the progress of the student.

Promoted Progress:

- 1 _____
- 2 _____
- 3 _____

Interfered with Progress:

- 1 _____
- 2 _____
- 3 _____

Recommendations:

- 1 _____
- 2 _____
- 3 _____

RESPONSIBILITIES OF THE IHE SUPERVISOR

The IHE Supervisor represents the Office of Field Experience and the School of Education. The IHE Supervisor observes, evaluates and confers with the intern and the mentor teacher. The IHE Supervisor also participates in a collegial manner with the mentor teacher and the intern to facilitate the planning, implementation, and evaluation of experiences that will increase the professional competence of the intern.

The responsibilities of the IHE Supervisor include:

1. Advises the Director of Field Experience and Professional Development School Coordinators in identifying suitable placements.
2. Participates in the placement process when called upon.
3. Confers with Director of Field Experience in assigning IHE Supervisors to PDS schools.
4. Visits and observes the intern a minimum of five-six (5-6) times during each semester. (If the intern is experiencing difficulties, more observations will be required.)
5. Makes the orientation visit during the first two weeks of the intern experience.
6. Schedules two observations when the intern assumes responsibility for teaching.
7. Schedules a conference with the mentor teacher to discuss the final evaluation form.
8. Reviews and assesses lesson plans, journals and time cards of the intern.
9. Completes two or three formal written evaluations of the intern during each eight week cycle, and files forms with the Director of Field Experience.
10. Participates in three-way conferences with the mentor teacher and the intern.
11. Identifies areas of strength and weakness and recommends strategies to improve instructional delivery.
12. Collaborates with Director of Field Experience in problem solving and conflict resolution.

13. Acts as advocate for the intern when necessary.
14. Collects journals and time cards, and files them with the Director of Field Experience at the end of each eight-week cycle.
15. Participates in university seminars for interns and assists the Director with preparation.
16. Assists with the collection of final evaluation forms and confers with the Director of Field Experience.
17. Teaching regarding the final grade for their advisees.
18. Selects a colleague to serve on the Teacher Education Council.
19. Rotates attendance at Education Faculty Meetings.
20. Meet regularly with other IHE Supervisors to ensure consistency among expectations set for the pre-service teachers.

4. RESPONSIBILITIES OF PRINCIPALS

Principals are instructional leaders, managers, facilitators, organizers, peace-keepers and confidants in a school. As such leaders, they help interns understand the school system with its organizational framework, political and social climate and the role of parents. Principals select mentor teachers for the mentoring of interns. Because mentor teachers have lasting effects on interns' professional careers, the following criteria should be followed when identifying mentor teachers:

1. Excellence in teaching.
2. Ability to maintain a positive classroom environment and effective management skills.
3. Skill in planning and implementation of lessons.
4. Skill in doing daily and summative evaluation of interns.
5. Willingness to adjust curriculum materials and instructional methods to meet the needs of interns.
6. Flexibility and willingness to share responsibility for the classroom.
7. Willingness to confer with the IHE Supervisor as a member of a collegial team.

5. RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCE

The Director of Field Experience is the liaison between the University and the School System, as well as an advocate for interns. The Director of Field Experience bears final responsibility for the professional performance and personal conduct of the Bowie State teacher candidates. The Director also collaborates with members of the School of Education to enhance the quality of teacher education programs for pre-service teachers.

Responsibilities of the Director include the following:

1. Schedules and conducts screening interviews each semester for prospective interns to verify eligibility.
2. Supervises the placement of interns in local school systems in collaboration with PDS coordinators.
3. Supervises and coaches IHE Supervisors.
4. Monitors the progress and evaluation of interns by way of regular conferencing with IHE Supervisors.
5. Supervises interns in jeopardy of failing and provides support, or advocacy.
6. Organizes and chairs orientation meetings and seminars for interns and mentor teachers.
7. Collects, analyzes and organizes all evaluations related to internship (formative and summative evaluations, opinioaire, evaluation of IHE Supervisors, weekly time log).
8. Serves on university and state committees that are designed to improve the quality of pre-service experiences.
9. Holds membership on Teacher Education Council.
10. Meets regularly with IHE Supervisors, the associated Department Chairpersons and faculty members to discuss the progress of interns.
11. Organizes and conducts seminar workshops for interns relating to legal issues classroom management, lesson/unit planning, portfolio development and resume' preparation.
12. Collaborates with office of Career Services in sponsoring a semi-annual career day.
13. Consults with mentor teachers and principals when necessary.
14. Acts as advocate in cases where interns have been dealt with unfairly.
15. Is available to assist Office of Registrar in solving problems with graduation requirements.
16. Collaborates with IHE Supervisor to determine final grades for the intern.
17. Arranges for reimbursement for mentor teachers.
18. Analyzes Program Evaluation Opinionaires and reports results to concerned parties.
19. Review results of intern evaluation with the IHE Supervisor.
20. Prepares permanent files of graduates.

RESPONSIBILITIES OF INTERNS

The internship experience is an intensive practicum that requires full commitment from the intern. A typical day can run eight hours at the assigned school and two to four hours at home with preparation for teaching. The Yearlong Internship, Phase II Field Experience is designed to prepare interns to become fully qualified teachers.

Initial Responsibilities (during the first week)

- Schedule an introductory meeting with the mentor teacher.
- Discuss beginning and ending dates of the experience.
- Discuss when the school day begins and ends (intern's hours).
- Discuss the school calendar (the county school calendar is followed).
- Review the curriculum to be followed.
- Check textbooks and other teaching materials in the school.
- Agree upon a plan for assuming teaching responsibilities.
- Reviews the handbook of local school's rules and policies with the mentor teacher.

Teaching Responsibilities

- Plan to assume control of the classroom gradually.
- Consult with the mentor teacher when planning for instruction.
- Make sure that all lesson plans include instructional goals, objectives, brief focus activity, subject material to be covered, procedures to be used, lesson closure, materials and supplies to be used, and evaluation of student achievement.
- Utilize a variety of teaching materials and strategies.
- Develop and implement procedures for managing the class effectively while instructing.
- Use various groupings and presentation techniques.
- Evaluate student progress and attendance.
- Assume full responsibility for classes during the sixth (6) and seventh (7) weeks of the experience.
- Observe model lessons of the mentor teacher and other teachers in the school.

Professional Obligations

- Notify the school, the mentor teacher, and the IHE Supervisor if illness prevents attendance. Phone calls should be made before the start of the school day. If teaching, leave lesson plans for the mentor teacher. IHE Supervisors will inform Director of Field Experience if prolonged absence is anticipated.

- Participate in school assemblies, faculty and departmental meetings, P.T.A. meetings, athletic events, and parent conferences.
- Have daily conferences with the mentor teacher, even if brief, separate from class time to critique teaching performance, review instruction and plan for the following week.
- Confer with the IHE Supervisor and the Director of Field Experience on a regular basis.
- Prepare an electronic-Professional Development Portfolio of accumulated work to be presented during an exit interview toward the end of the semester.

PERFORMANCE ASSESSMENT OF INTERNS

Formative Evaluation

The intern should experience comprehensive on-going evaluation of daily classroom performance. This regular feedback is intended to provide encouragement and direction that will promote the student's professional and personal growth. Reflection and self-assessment are also integral to the developmental process. Both the IHE Supervisor and the mentor teacher share this fundamental guidance task in a positive and productive climate.

Summative Evaluation

At the conclusion of each intern cycle, a written summative evaluation is prepared by the mentor teacher. This responsibility is a weighty one and requires careful and skilled attention. Its purpose is to indicate the intern's areas of success and to identify those aspects of pre-service formation that would profit by further study and practice. Objectivity is of paramount importance in fulfilling this obligation.

To meet its expectation, this evaluation must be carried out as a joint enterprise between the mentor teacher and the intern. Direct discussion of the outcome of this evaluation will be most beneficial for the intern in planning for future professional development. The IHE Supervisor also plays a role in finalizing this summative evaluation form. The final assessment procedure ought to be brought to conclusion in the context of a three-way conversation.

Final Grade

The responsibility for awarding the final grade rests with the Director of Field Experience. A number of factors come into play in determining this grade, making it comprehensive in nature and accounting for the multi-faceted aspects of the internship experience. Among these factors to be considered are successful formative observations, on-site and seminar attendance, required seminar assignments preparation and preparation of electronic portfolio, quality of the unit plan, appropriate and timely entries in the Journal, completion of Weekly Logs, and cooperation with administrative responsibilities required by the University.

LONG RANGE UNIT PLANNING

During each 8 week internship cycle, interns should engage in long range, as well as short range, planning. The requirement to construct a unit plan has enabled the intern to apply long range planning skills and how to effectively structure multiple lessons to progressively achieve unit goals. One suggested outline for a unit plan follows:

Sequential Steps in Constructing a Unit Plan

1. Identify and master the curriculum content to be included.
2. Locate and acquire available resources; include print, audio-visual, multi-media, and computer aids.
3. Select diverse teaching models to meets various pupil needs, interests, and strength motivations.
4. Carefully determine a suitable time frame for accomplishing each phase of the unit, as well as for the unit as a whole.
5. Design a graphic organizer to illustrate the sequence and relationships among and between the segments of the unit for yourself and the students.
6. Be especially attentive to incorporating both formative and summative assessment mechanisms as the unit progresses.
7. The unit should consist of 4-6 lessons, including the introduction and conclusion.
8. The Mentor Teacher will serve as a guide in developing the unit according to your accumulated knowledge.
9. The IHE Supervisor is responsible to keep the intern on track while constructing the unit plan and will determine its quality with respect to the Bowie Teacher Education and Professional Development Schools (PDS). Its evaluation will be a contributing factor to the intern's final grade.

UNIT PLAN GUIDE

1. MAIN PURPOSE FOR THE UNIT

- Prepare a purpose statement that includes an overview of the goals of the unit and the general content of the unit.

2. BEHAVIORAL OBJECTIVES

- Clearly state specific objectives for the unit. Identify cognitive as well as affective objectives. If appropriate, identify psychomotor objectives.

Examples:

The student will be able to:

- a. Use the map of strategic resources handed out in class to identify the economic conditions in the South resulting from the Civil War. (Cognitive)
- b. Display a scientific attitude by stating and then testing hypotheses whenever the choice of alternatives is unclear. (Affective)
- c. Accurately place the specimen on the microscope tray and use the high-power focus with proficiency as determined by the correct identification of three out of four easily recognizable objects. (Psychomotor)
- d. Work effectively in various roles as members of a cooperative learning group.

3. CONTENT OUTLINE

- Prepare a comprehensive outline of the content to be covered in this unit, comprising 4-6 lessons (total)

4. PROCEDURES AND ACTIVITIES

- Clearly describe all important activities included in the unit. (Lecture, Discussion, Demonstration, Audio-Visual Materials, Games, Labs, Group Activities, Independent Activities, etc.)

5. INSTRUCTIONAL AIDS OR RESOURCES

- Include a bibliography of teacher materials (texts, films, tapes, software, games, and tests).
- Include a bibliography of recommended readings for students.

6. LESSON PLANS

- Include all lesson plans designed to teach unit objectives.

7. EVALUATION

- Describe the methods used to determine the success of the unit. Refer back to the unit's objectives. (Ex. Work portfolios, observations, log sheets, etc.) Be sure to include introductory as well as culminating lessons.
- Include a copy of the unit testis. Also include other assessment instruments used.

EFFECTIVE PLANNING FOR TEACHING

A critical element in the success of classroom teaching is the careful planning of instruction. Careful planning requires that the intern review the content and materials to be taught, gain an understanding of the characteristics and skills of the pupils in the classroom, and select content, procedures and strategies that will be effective with the pupils.

After students-have gained some familiarity with the curriculum content and the pupils, they can begin to plan individual lessons. Daily lesson plans should be well organized and of sufficient detail to allow the Mentor Teacher the means to evaluate the plans. While there is no single lesson plan format that is used in every school system, every lesson plan includes a statement of objectives, a list of materials needed for the lesson, a description of procedures to be followed in implementing the lesson, and a description of techniques to be used for assessing pupil learning. Technology and diversity should also be reflected in the lesson plans. Borich, (1992) provides a clear model for an effective lesson plan. An outline of his suggested model can be found on the next pages.

LESSON PLAN GUIDE

Several instructional events occur during a lesson. Use the following guide to structure lesson plans:

1. GAIN THE ATTENTION OF THE STUDENTS.

- Actively engage the students in the learning process. Use activities that arouse interest, curiosity and attention.

2. STATE THE OBJECTIVE FOR THE LESSON.

- Tell students what you want them to be able to do at the end of the lesson.

3. HELP STUDENTS RECALL PREREQUISITE LEARNING.

- Review previously learned content. Summarize, restate or stimulate key concepts acquired in earlier lessons.

4. PRESENT NEW CONTENT

Think about three things in planning your presentation.

Form of the Presentation

- Decide how to explain or demonstrate what students should be able to do at the end of the lesson.
- Decide how to introduce new vocabulary.
- Determine the sequence of activities to be used in presenting the content.
- Determine ways to model important processes, skills, and activities.
- Determine ways to check for student understanding

Selectivity

- Determine ways to highlight important information that relates directly to the objective for the lesson.

Variety

- Determine the modalities of instruction (i.e., visual, oral, tactile).
- Determine instructional procedures to be used (large group lecture, question and answer, small group discussion).

5. PROVIDE FOR GUIDED PRACTICE OF THE NEW ACTIVITY

Each student must be engaged in summarizing, paraphrasing, applying, or solving a problem involving lesson content. This activity should be non-evaluative and free from anxiety. Students can do the following:

- answer oral questions
- ask questions related to lesson content
- summarize information presented
- write answers to questions on paper or on the chalkboard
- work with a partner or small group to answer questions and summarize information

6. PROVIDE FOR INDEPENDENT PRACTICE OF THE NEW ACTIVITY AND TEACHER FEEDBACK REGARDING SUCCESS

Provide an opportunity for students to individually recall, summarize, paraphrase, and apply or problem-solve with the new activity. Confirm correct answers by reading aloud answers, providing an answer key or providing a copy of the exercise with the correct answers penciled in. Correct answers can also be confirmed through the following activities:

- nodding while walking past; pointing to the correct answer, placing a check next to the correct answer
- sitting with groups and discussing the correct answer
- having one group critique another; assigning one group member the task of checking the answers of others

7. ASSESS THE BEHAVIOR

This should be a delayed activity that is evaluative. Examples include tests, research papers, graded homework, workbook assignments, lab assignments, oral presentations, essays, and performance evaluations.

8. PROVIDE CLOSURE FOR THE LESSON

Summarize key information, briefly. Note topics for future lessons.

Sample Lesson Plan Format

Interns are to use this format, based on the Standards for Excellence in Teaching for preparing daily lesson plans. Both unit and daily plans should be maintained in a notebook and should always be available for review.

Date:

Intern:

Subject and Grade Level:

Unit Title:

Unit Objective:

1. Warm-up/Motivational Activity
2. Lesson Objective: (Expressed in behavioral/measurable terms)
3. Instructional Activity (Developmental Activity)
4. Guided Practice Activity
5. Independent Activity
6. Assessment Activity
7. Closure
8. Resources, Material, Equipment
9. Other Considerations/Information Pertinent to the Lesson

INTERN SEMINARS

The Seminar meetings are an integral component of the Internship experience. They are scheduled on a regular basis eight times during the semester. This schedule will be provided to the intern and the Mentor Teacher, as well. Both the intern and the personnel at the placement school must clearly understand that attendance at each and every seminar meeting is mandatory. Only the Director of Field Experience has the authority to excuse an intern from a particular session for a most serious reason. This absence ought to be arranged in advance where possible. Interns are dismissed from their placement schools in a timely manner to allow for punctuality at the Seminar, which is conducted for two-and-a-half hours as a rule. Occasionally, it is extended to accommodate certain activities.

Matters germane to the internship experience are incorporated in the topics addressed in Seminar. Also included are workshops designed to prepare the intern for graduation and entrance to the world of professional education. Associated persons or offices, such as Career Services, and the Registrar's Office, are invited to assist the Director of Field Experience in accomplishing these purposes.

Of equal importance, the Seminar maintains a connection between the University and the intern in the field. Information can be exchanged and contact made between the candidate and the Education Department Chair and other IHE faculty members who are involved in bringing their formation to successful closure.

Finally, the Seminar is the occasion on which the IHE Supervisors meet with their interns to engage them in individual and group mentoring. Experiences are shared among and between the interns and they have the opportunity to exchange ideas and offer mutual encouragement. The IHE Supervisors avail themselves of this time to arrange observation schedules that are agreeable to all group members involved.

Unexcused absence or lateness at Seminar is considered a serious digression and will affect the final grade.

JOURNAL RECORD OF INTERNSHIP EXPERIENCES

The intern is required to maintain a daily Journal of meaningful experiences during this final semester. It constitutes a record of the intern's academic, professional and personal growth as the experience unfolds. The Journal provides a vehicle for the intern to reflect on in determining the areas of progress in which they are making strides and those to which they need to be more attentive. It also gives the Mentor Teacher and especially the IHE Supervisor a reference from which to make assessments, decide on recommendations, and offer encouragement. Journal materials are kept in a loose-leaf binder or reasonable facsimile and completed on a daily/weekly basis. It should be organized in a logical pattern and labeled for ready reference.

The IHE Supervisor will serve as a guide in this task and has the authority to expect the intern to be accountable in this task. The Mentor Teacher will find the intern's Journal a resource in giving guidance, as well as a place in which to enter appropriate comments or suggestions.

Finally, the daily Journal is an indispensable aid in completing the Weekly Log sheets, found in the back of this Handbook. These Weekly Log sheets are official records of your internship requirement and all twenty of them must be submitted to the Director of Field Experience at the conclusion of the semester. The candidate's diligence in maintaining the daily Journal and the Weekly Log sheets is a consideration in the Director's judgment as to the final evaluation of the intern's overall readiness to enter the education environment.

Typical Journal entries:

- Lesson and Unit Plans and accompanying instructional material
- Lesson evaluations of Mentor Teacher and IHE Supervisor
- Succinct description of daily activities and ensuing reflections
- Weekly Log sheets on a timely basis
- Collection of creative ideas/helpful hints accumulated along the way
- Miscellaneous sundries

BOWIE STATE UNIVERSITY
College of education
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

Name _____ Date _____

After-Teaching Reflection

Complete this form following the implementation of:

Two regular classroom lessons

Two video-taped lessons

1. **Identify and describe at least two things that went well.**

2. **Identify and describe one thing that did not go well (if applicable).**

3. **Did the students meet the objective? How do you know? What data do you have to support your response?**

4. **How did you meet the needs of diverse students? How successful were these students successful in achieving the objectives of the lesson? How do you know? What data do you have to support your response?**

5. **Identify any changes you would make to the lesson.**

6. **Were your objectives, assessment and instructional activities aligned?**

7. **What have you learned as a result of teaching this lesson?**

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION**

Department of Teaching, Learning, and Professional Development

Intern: _____ Date: _____
 Observation#: _____ Time of Observation: _____
 IHE Faculty: _____ Start: _____ Finish: _____
 PDS Faculty: _____ Grade Level: _____
 Subject Taught: _____ No. of Pupils Present _____

LESSON EVALUATION FORM

Rating Criteria:

- (1) **Not Applicable-** Candidate has not yet had the opportunity to demonstrate progress toward the standard.
- (2) **Not Evident-** Candidate has implemented the content or performed the strategy for this standard in an unskilled or inadequate fashion.
- (3) **Emerging-** Candidate has implemented the content or performed the strategy for this standard in an incomplete/emerging fashion.
- (4) **Developing-** Candidate has implemented the content or performed the strategy for this standard in a skillful though still evolving fashion that nearly meets the standard.
- (5) **Meets or Exceeds Expectations-** Candidate has implemented the content or performed the strategy in a highly skilled, knowledgeable and reflective fashion that meets the standard.

and/or

Candidate has implemented the content or performed the strategy for this standard in an exemplary fashion using the inquiry method as a basis for performance.

		5	4	3	2	1
		Meets or Exceeds	Developing	Emerging	Not Evident	Not Applicable
A.	Planning and Preparation for Instruction					
1	The purpose of the lesson was appropriate for a diverse student population (cognitive, social, emotional and psychomotor development and cross-cultural needs of students considered).					
B.	Teaching-Learning Process					
1	Students' performance objectives were identified prior to the lesson.					
2	Content for the lesson was established.					
3	Activities involved students and were appropriate and consistent with lesson objectives.					
4	Knowledge of the content was presented accurately.					
5	Directions were clear and concise.					
6	Effective questioning techniques were utilized.					
7	Immediate feedback was given in a positive manner.					
8	Opportunity was provided for students to practice skills introduced in the lesson. Used media and technology to enhance students learning.					

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION**

Department of Teaching, Learning, and Professional Development

		5	4	3	2	1
		Meets or Exceeds	Developing	Emerging	Not Evident	Not Applicable
9	Summative assessment (multiple forms used, including performance-based and formal and informal techniques to assess students' progress and to modify strategies when possible) ensured that students mastered objectives identified for the lesson.					
10	Lesson was brought to closure (reviews, evaluates with students and future planning done).					
C.	Classroom Environment					
1	Created and sustained a positive learning environment.					
2	Environment invited learning (displays, learning centers and bulletin boards provided reflected the subject area and reinforced essential learning).					
D.	Classroom Management and Organization					
1	Established and enforced standards for behavior in a positive, acceptable manner.					
2	Implemented classroom routines consistently.					
3	Effective use was made of instructional time.					
4	Demonstrated ability to work with individuals, small groups and large groups; cooperative learning structures employed where appropriate.					
5	Students demonstrated respect for each other and the teacher.					
E.	Teacher Characteristics					
1	Demonstrated competence in oral language usage.					
2	Demonstrated competence in written language.					
3	Maintained good rapport with class.					
4	Activity involved students in the lesson.					
5	Demonstrated poise and confidence while teaching.					
6	Demonstrated enthusiasm for teaching.					
7	Was supportive of students in accomplishing lesson objectives.					
8	Demonstrated respect for each student.					

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Teaching, Learning, and Professional Development

COMMENTS:

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

INTERN SUMMATIVE EVALUATION
YEARLONG INTERNSHIP, PHASE II

Intern _____ Semester 20 SP _____ FL _____

Placement _____ First (weeks 1-8 _____)
Second (weeks 9-16 _____)
Total (weeks 1-12 _____)
(weeks 13-16 _____)

Grades Taught _____

Intern's Major _____

Elementary Early Childhood/Special Education Secondary Education/(Subject)

Mentor Teacher _____

Professional Development School and County _____

Signature: Mentor Teacher _____ Date ____/____/____

Institute of Higher Education _____ Date ____/____/____
(IHE) Supervisor

Intern _____ Date ____/____/____

The Teacher Education Programs of Bowie State University have adopted for its conceptual framework the theme: Preparing competent and caring educators for a diverse world.

It has been our earnest endeavor to prepare interns to implement this goal to the best of our ability. As a result of this training the intern is expected to demonstrate the following competencies to an extent that is appropriate for a pre-service teacher candidate.

1. **Knowledge of Subject Matter** (Academic Scholar)
2. **Knowledge of Effective Pedagogy** (Effective Practitioner, Technological Applications, Multiple Forms of Assessment)
3. **Knowledge of Students and Society** (Multicultural and Global Perspectives, Special Populations Perspective)
4. **Development of Skills in Field-Based Settings** (Reflective Practitioner)
5. **Professional Dispositions** (Personal and Interpersonal Perspectives)

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
INTERN SUMMATIVE EVALUATION
YEARLONG INTERNSHIP, PHASE II

The faculty of the School of Education depends on your collaboration with our efforts to achieve a quality Teacher Preparation Program and graduate teachers ready to serve our children with expertise and dedication. In assisting us with this assessment, it is of utmost importance that you allot ample time and give thoughtful consideration in carrying out this evaluation. Objectivity and your vision for the future of our schools are paramount. Be assured of our recognition of the indispensable role you have played in the professional development of your intern. Your contribution is greatly valued.

Directions

1. Indicate your judgment of the intern's performance by checking each item in the appropriate column.
2. Each section is followed by a space where you can make a clarifying comment, if you would find that helpful.
3. The final section on the last page provides the opportunity for you to be more specific in describing what you have observed as particular strength in the student. The same opportunity is available to note some area of improvement you think would be beneficial in the intern's growth in becoming a competent and caring teacher.
4. This Summative Evaluation form should be placed with the other items in the intern's document envelope that will be returned to Bowie State University by the IHE Supervisor at the end of each semester.
5. It is imperative that this final evaluation be conducted in the context of a joint teacher-student conversation and be discussed with the IHE Supervisor for the sake of mutual clarity.

Rating Criteria

(3) Proficient-Candidate has demonstrated exemplary performance above and beyond expectations of indicators specified in the given categories.

(2) Satisfactory-Candidate has demonstrated adequate performance that meets requirements of the indicators specified in the given categories.

(1) Unsatisfactory-Candidate demonstrates an unskilled or inadequate performance of the indicators specified in the given categories.

Scoring Rubric:

75-65	Proficient
64-45	Satisfactory
44-0	Unsatisfactory

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
INTERN SUMMATIVE EVALUATION
YEARLONG INTERNSHIP, PHASE II

		<u>Proficient</u> 3	<u>Satisfactory</u> 2	<u>Unsatisfactory</u> 1	<u>Total Score</u> 0
Academic Scholar:					
1	Demonstrates competence in written and spoken communication skills.				
2	Demonstrates mastery of curriculum content material.				
3	Demonstrates the ability to plan and implement lessons that address a broad range of knowledge and performance skills.				
4	Demonstrates the ability to design lessons that are coherent and meaningful to learners.				
	Comments:				
Effective Practitioner:					
5	Designs lessons and activities that reflect knowledge of theory and research related to learning and teaching (general and content-specific strategies).				
6	Uses effective strategies to motivate and engage learners (relating content to students experience, constructive feedback, suitable rewards).				
7	Formulates learning objectives and plans instruction to achieve specified outcomes.				
8	Assigns and uses effective questioning formats and techniques.				
9	Prepares instructional materials and bulletin boards to support curriculum content.				
	Comments:				
Technological Applications:					
10	Uses technological applications to support student learning and motivation, and to meet professional needs (overhead projector, audio-visual, TV, computer, calculator).				
	Comments:				
Multiple Forms of Assessment:					
11	Uses various formal and informal methods to evaluate pupil progress both individually and as groups.				
	Comments:				

Multicultural and Global Perspectives:

12	Uses teaching strategies that accommodate diverse cross-cultural and developmental needs.				
----	---	--	--	--	--

Comments:**Special Population Perspectives:**

13	Demonstrates awareness of inclusion practices that provide for pupils with special needs.				
----	---	--	--	--	--

Comments:**Reflective Practitioner:**

14	Implements classroom management and organizational techniques that are developmentally appropriate (orderly routines, reinforcement of positive behavior, recognition of cooperation, etc.).				
----	--	--	--	--	--

15	Consistently employs fair and effective disciplinary procedures when dealing with difficult situations.				
----	---	--	--	--	--

16	Presents information clearly and gives directions concisely.				
----	--	--	--	--	--

17	Monitors student responses accurately and adjusts instruction accordingly.				
----	--	--	--	--	--

18	Makes smooth transitions between instructional activities within and between lessons.				
----	---	--	--	--	--

19	Uses instructional time effectively, paces instruction successfully, providing summation and lesson closure.				
----	--	--	--	--	--

20	Assesses lesson effectiveness and the extent of goal achievement; conceives alternative strategies for improvement of lesson presentation.				
----	--	--	--	--	--

Comments:**Personal and Interpersonal Perspective:**

21	Adheres to the standards of attendance and punctuality set by the school administration.				
----	--	--	--	--	--

22	Displays ethical and professional behavior, including demeanor and attire.				
----	--	--	--	--	--

23	Develops rapport with students, interacts with warmth and interest towards each child as an individual.				
----	---	--	--	--	--

24	Shows sensitivity to and respect for feelings of parents, pupils and staff.				
----	---	--	--	--	--

25	Receives and profits from suggestions and constructive feedback from others; shares ideas collegially with team members.				
----	--	--	--	--	--

Comments:

College of Education
Department of Teaching, Learning and Professional Development

Yearlong Internship, Phase II

MENTOR TEACHER OPINIONNAIRE

School: _____ Mentor Teacher/ IHE Faculty: _____

Address: _____ Pre-Service Teacher/Intern: _____

Intern's Grade Received: _____

Signatures:

Intern: _____

Mentor Teacher: _____

IHE Supervisor: _____

OPINIONNAIRE STATEMENTS

The teacher education programs at Bowie State University invite you to assess your experience with your intern. By so doing, you are providing invaluable feedback for all teacher education programs. Kindly respond to all appropriate statements, and return via mail at your earliest convenience

Rating Criteria:

(5) Meets or Exceeds Expectations-Candidate has implemented the content or performed the strategy in a highly skilled, knowledgeable and reflective fashion that meets the standard.

and/or

(4) Developing-Candidate has implemented the content or performed the strategy for this standard in a skillful though still evolving fashion that nearly meets the standard.

(3) Emerging-Candidate has implemented the content or performed the strategy for this standard in an incomplete/emerging fashion.

(2) Not Evident-Candidate has implemented the content or performed the strategy for this standard in an unskilled or inadequate fashion.

(1) Not Applicable-Candidate has not yet had the opportunity to demonstrate progress toward the standard.

Bowie State University
College of Education
Department of Teaching, Learning and Professional Development
MENTOR TEACHER OPINIONNAIRE

I. Please rate the intern teacher's performance in the following areas:	Meets or Exceeds Expectations 5	Developing 4	Emerging 3	Not Evident 2	Not Applicable 1
1. Knowledge of subject matter					
2. Knowledge of effective pedagogy					
3. Communication skills					
4. Sensitivity for cultural diversity and needs of special populations					
5. Creative thinking					
6. Enthusiasm for teaching					
7. Acceptance of constructive criticism					
8. Skills in planning (daily and long term)					
9. Skills in using multiple forms of assessment, including performance-based assessment					
10. Skills in organization and management of classroom					
11. Skills in use of technology to meet instructional and personal needs					
12. Realistic expectations of student achievement					
13. Realistic expectations of teaching tasks					
14. Rapport with students					
15. Conducts self in an ethical professional manner					
16. Professional habits, including adherence to the standards of the local school.					
17. Positive interpersonal relationships with colleagues, parents, etc.					
		4	3	2	1
II. To what extent did the intern teacher have success in taking control of the class on a daily basis during the last two weeks of the yearlong Internship, Phase I or Phase II?		Very Successful	Average	Below Average	Poor
III. To what extent did the intern teacher conference regularly with the mentor teacher on problematic issues?		Very Frequently	Frequently	Sometimes	Never
IV. To what extent did the intern engage in analysis, problem solving and reflection of all aspects of teaching?		Very Frequently	Frequently	Sometimes	Never
V. To what extent were the visitations by the IHE Supervisor helpful to the intern teacher (if applicable)?		Very Helpful	Helpful	Somewhat Helpful	Not Helpful
VI. Based upon what you know of this student's abilities, do you think he/she has the potential to be an effective teacher?		Potential for Outstanding	Potential for Above Average	Potential for Average	Needs Improvement
VII. The intern has a continuous, individualized plan for professional growth and development.		Evident	Not Evident		
VIII. The intern demonstrates professional commitment.		Evident	Not Evident		

Signature _____

Date _____

Bowie State University
College of Education
Department of Teaching, Learning and Professional Development

Yearlong Internship, Phase II
YEARLONG INTERN SELF ASSESSMENT
(Summative Evaluation)

School: _____ Mentor Teacher/ IHE Faculty: _____

Address: _____ Pre-Service Teacher/Intern: _____

Self-Evaluation Grade Given: _____

Signatures:

Intern: _____

Mentor Teacher: _____

IHE Supervisor: _____

Rationale:

The teacher education programs at Bowie State University invite you to self-assess your experience with your internship. By so doing, you are providing invaluable feedback for all teacher education programs. Kindly respond to all appropriate statements, and return via mail at your earliest convenience.

Rating Criteria:

(3) Proficient- Candidate has demonstrated exemplary performance above and beyond expectations of indicators specified in the given categories.

(2) Satisfactory- Candidate has demonstrated adequate performance that meets requirements of the indicators specified in the given categories.

(1) Unsatisfactory- Candidate demonstrates an unskilled or inadequate performance of the indicators specified in the given categories.

Scoring Rubric:

75-65	Proficient
64-45	Satisfactory
44-0	Unsatisfactory

Bowie State University
College of Education
Department of Teaching, Learning and Professional Development

		3 Proficient	2 Satisfactory	1 Unsatisfactory	Total Score
Academic Scholar:					
1	Demonstrates competence in written and spoken communication skills.				
2	Demonstrates mastery of curriculum content material.				
3	Demonstrates the ability to plan and implement lessons that address a broad range of knowledge and performance skills.				
4	Demonstrates the ability to design lessons that are coherent and meaningful to learners.				
	Comments:				
Effective Practitioner:					
5	Designs lessons and activities that reflect knowledge of theory and research related to learning and teaching (general and content-specific strategies).				
6	Uses effective strategies to motivate and engage learners (relating content to students experience, constructive feedback, and suitable rewards).				
7	Formulates learning objectives and plans instruction to achieve specified outcomes.				
8	Assigns and uses effective questioning formats and techniques.				
9	Prepares instructional materials and bulletin boards to support curriculum content.				
	Comments:				
Technological Applications:					
10	Uses technological applications to support student learning and motivation, and to meet professional needs (overhead projector, audio-visual, TV, computer, calculator).				
	Comments:				
Multiple Forms of Assessment:					
11	Uses various formal and informal methods to evaluate pupil progress both individually and as groups.				
Multicultural and Global Perspectives:					
12	Uses teaching strategies that accommodate diverse cross-cultural and developmental needs.				
	Comments:				

**Bowie State University
College of Education**

Department of Teaching, Learning and Professional Development

Special Population Perspectives:					
13	Demonstrates awareness of inclusion practices that provide for pupils with special needs.				
	Comments:				
Reflective Practitioner:					
14	Implements classroom management and organizational techniques that are developmentally appropriate (orderly routines, reinforcement of positive behavior, recognition of cooperation, etc.).				
15	Consistently employs fair and effective disciplinary procedures when dealing with difficult situations.				
16	Presents information clearly and gives directions concisely.				
17	Monitors student responses accurately and adjusts instruction accordingly.				
18	Makes smooth transitions between instructional activities within and between lessons.				
19	Uses instructional time effectively, paces instruction successfully, providing summation and lesson closure.				
20	Assesses lesson effectiveness and the extent of goal achievement; conceives alternative strategies for improvement of lesson presentation.				
	Comments:				
Personal and Interpersonal Perspective:					
21	Adheres to the standards of attendance and punctuality set by the school administration.				
22	Displays ethical and professional behavior, including demeanor and attire.				
23	Develops rapport with students, interacts with warmth and interest towards each child as an individual.				
24	Shows sensitivity to and respect for feelings of parents, pupils and staff.				
25	Receives and profits from suggestions and constructive feedback from others; shares ideas collegially with team members.				
	Comments:				
	Comments:				

BOWIE STATE UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING AND

PROFESSIONAL DEVELOPMENT

WEEKLY LOG OF ACTIVITIES

NAME: _____ DATE: _____ WEEK NO: _____
 CONTENT: _____

Record the number of hours spent each day in the following activities:

	M	T	W	T	F	Weekly Totals	Cumulative Totals
Observation/Participation							
Teaching							
Preparation for Teaching							
Supervisory/ Other Activities							
Totals							

On page two of your log describe specific experiences for the week. Your descriptions may focus on one or more of the following for each week:

1. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.
2. Problems that concerned you this week. What steps did you take to solve the problem? Were you successful?
3. New or innovative strategies used during the week. Were your strategies successful? How did students respond to your lessons?
4. Principles of learning that guided your planning for the week. Did you use activities that were matched to the academic levels of pupils?
5. Techniques used to solve a discipline problem. Were you successful?
6. Strategies used to motivate pupils. Did strategies make learning fun for the pupils?
7. Effective use of collaborative planning by teachers, parents, and administrators. What meetings have you attended that enabled you to interact with parents, teachers and administrators?

RECORD OF INTERNSHIP

Bowie State University School of Education

All information must be printed in ink.

Intern's Name	Fall _____ Spring _____	Year _____
SS#		
Course(s) _____	Semester Hours:	Final Grade:
Local Address (No. Street, Apt.)	City	State Zip
Phone Number ()		
Permanent Address	City	State Zip
First Experience Phase I	Second Experience Phase II	Third Experience Phase II
PDS and District	PDS and District	PDS and District
Address	Address	Address
Grades and Subjects	Grades and Subjects	Grades and Subjects
Mentor Teacher	Mentor Teacher	Mentor Teacher
IHE Supervisor	IHE Supervisor	IHE Supervisor
<p>Dates of Observations by IHE Supervisor:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p> <p>6 _____</p>		

I certify that the above information is correct:

Director of Field Placement

Date

BOWIE STATE UNIVERSITY

SCHOOL OF EDUCATION

MENTOR TEACHERS Phase I II FALL 200____ SPRING 200____

REIMBURSEMENT REQUEST MENTOR TEACHER

INTERN NAME _____

SOCIAL SECURITY # _____ - _____ - _____ **HOME PHONE**(_____) _____

PLACEMENT _____ 1ST (WEEKS1-8) _____ 2ND (WEEKS 9-16)

MAJOR _____ **GRADE(S) TAUGHT** 1ST _____ 2ND _____

SUBJECT(S) TAUGHT _____

PDS PLACEMENT _____

IHE SUPERVISOR _____

TO BE COMPLETED BY THE MENTOR TEACHER TEACHER

MENTOR TEACHER NAME: _____

PDS SCHOOL _____ **GRADE** _____

SOCIAL SECURITY # _____ - _____ - _____ **EIN#** _____

(Required for State reimbursement)

(Prince George's County payment)

HOME ADDRESS _____

CITY/STATE/ZIP _____

HOME PHONE _____

ALL MENTOR TEACHERS PLEASE SUBMIT FORMS TO THE IHE SUPERVISOR.

RECOMMENDED SEQUENCE DURING INTERNSHIP EXPERIENCES – LEVEL II

WEEKS 1 & 2

- Orientation, Observation, Participation
 - Intern
 - Pre-Service Mentor
 - IHE Supervisor

WEEKS 2 & 3

- Observation, Participation/Lesson, Preparation/Teaching
 - Intern
 - Pre-Service Mentor
 - IHE Supervisor

WEEKS 4 - 7

- Progress Toward Full Time Teaching
 - Intern
 - Pre-Service Mentor
 - IHE Supervisor

WEEKS 7 & 8

- Scale Back Full Time Teaching, Expanded Observation
 - Joint Summative Evaluation
 - Intern
 - Pre-Service Mentor
 - IHE Supervisor

RECOMMENDED SEQUENCE OF EXPERIENCES FOR INTERNSHIP

Prior to accepting responsibility for all teaching duties, the intern can engage in a number of activities. The selection of activities by the pre-service mentor and the intern should be based on an analysis of the intern's skills.

It is important that a balance between the type and duration of activities be achieved. It is also important that the pre-service mentor assess the complexity of possible activities and schedule them accordingly.

Following is a recommended sequence for the intern, the pre-service mentor, and the IHE supervisor. However, if mutually agreeable, the intern can assume teaching responsibilities as soon as it seems feasible.

SEQUENCE FOR INTERNSHIP

Weeks 1 & 2

1. Orientation
2. Observation
3. Participation

Weeks 2 & 3

1. Observation
2. Participation
3. Preparing and Teaching Lessons

Weeks 4 through 7

2. Assume full responsibility for teaching: a minimum of two (2) full weeks of full-time teaching is required

Week 8

1. Wide observation
2. Partial teaching duties
3. Final evaluation and conference

RECOMMENDED SEQUENCE OF EXPERIENCES FOR INTERNSHIP

Weeks 1 / 2 - Orientation, Observation and Participation

Intern

- Become familiar with school and classroom rules and procedures; become familiar with the physical features of the building.
- Get to know the students and develop skill in communicating with them.
 - Prepare a seating chart or class roster for each class you will teach.
 - Learn the names of pupils and become knowledgeable about sub-groupings and unique needs of individual students.
- Observe instruction in all academic areas (elementary) and/or specialty (secondary) Note methodology, technique(s), and strategies used for instructional purposes. Become familiar with subject matter and materials of instruction for each course or academic area.
- Participate in classroom routines, i.e.; take roll, distribute books and materials, supervise (with pre-service mentor) pupils outside of the classroom, maintain a clean, attractive room. Note classroom management/organization strategies and techniques.
- Become familiar with all course content to be taught during the semester. Develop an outline for a sub-unit and begin to plan activities for the sub-unit. Compile a bibliography for the unit plan and preview books, films, and tapes to be included in the unit.
- Get to know other teachers and school personnel who may assist you during the internship experience.
- Plan a bulletin board related to your sub-unit (to be constructed while teaching the subunit).
- Prepare a written journal of experiences and keep the log updated.
- Participate with the pre-service mentor in all required meetings and activities (e.g., staff meetings, P.T.A. meetings, school-based management meetings., etc.)
- During week one conduct short, informal segments of lessons; tutor individuals and small groups; and construct teaching aids that will enhance the motivation of students for learning.
- During week two prepare detailed lesson plans and teach one/two lessons each day.

Pre-service Mentor

- Familiarize the intern with classroom rules and regulations as well as school policies related to emergencies (procedures for handling disruptive behavior, pupil illness, unwelcome visitors in the school, suspected child abuse, presence of weapons or drugs).
- Involve the intern in routine procedures, preparation of materials and opportunities to interact with pupils.
- Involve the intern in observing lessons, and provide time for conferencing regarding lessons observed.

- Establish clear standards for written lesson plans, utilizing the format required by the participating County school system.
- Observe at least one lesson presentation by the intern each day during week two. Provide written evaluations of the lesson and conference regarding strengths and weaknesses.

IHE Supervisor.

- Hold an orientation meeting with the intern(s) and pre-service mentors at the school. Discuss departmental policies, responsibilities of the intern and the role of the pre-service mentor and the IHE Supervisor.
- Participate in the university seminar for interns.

Weeks 2 / 3 - Preparing and Teaching Lessons

Intern

- Continue to identify characteristics of pupils and plan instruction suited to the academic needs of pupils.
- Assume responsibility for the majority of routine classroom tasks including management/organization, and classroom environment.
- Assume responsibility for additional instruction (up to 3-4 classes each day), adding additional subjects/classes at the discretion of the pre-service mentor and as teaching proficiency increases.

Write detailed lesson plans

- Continue to develop instructional materials for lessons.
- Complete the rough draft of the sub-unit and begin to write individual lesson plans for the sub-unit. Incorporate your ideas and materials as approved by the pre-service teacher.
- Become acquainted with methods of grading and reporting to parents.
- Participate with the pre-service mentor in all required meetings and activities (e.g., staff meetings, P.T.A. meetings, school-based management meetings, etc.)
- Continue observations. Note lesson planning and implementation, classroom management strategies and techniques, and selection and utilization of instructional strategies designed to meet the range of student abilities and learning modalities.
- Continue to maintain a written journal of experiences and an updated log.

Pre-service Mentor

- Review and critique all written lesson plans.
- Complete evaluations of the intern's teaching. Discuss all evaluations with the intern during a daily conference. Emphasize ways to improve lesson implementation, classroom management and planning.

- Discuss lesson presentations with the intern and provide feedback related to strengths observed and areas that need improvement.

IHE Supervisor

- Review all written lesson plans, journals, and logs.
- Observe lessons taught by the intern. Complete a written evaluation of lessons, and conference with the intern and the pre-service mentor regarding teaching strengths and weaknesses of the intern.
- Participate in the university seminar for interns.

Weeks 4 / 7 - Assuming Full Responsibility for the Internship

Intern

- Continue to assume responsibility for the majority of routine classroom tasks including management/organization and the classroom environment.
- Maintain appropriate student records and assist in evaluating student progress.
- Continue to write detailed lesson plans during weeks 4- 7.
- Continue to assume responsibility for ongoing instruction, ensuring that full responsibility is assumed no later than week 6.
- Invite the principal to observe and provide feedback for a lesson of your choice.
- Continue to maintain a journal of your experiences and an updated log.
- Begin to develop your Professional Portfolio. Completed portfolios will be reviewed and evaluated at the conclusion of the sixteenth week of the internship.
- Pre-service Mentor
- Continue to review and critique all written lesson plans.
- Observe and assess the intern's lessons and provide verbal and written feedback.
- Contribute to classroom instruction in a way that is complementary to and supportive of the intern and pupil learning.
- Conference with the intern and the IHE Supervisor regarding the intern's final evaluation during weeks 6 or 7.

IHE Supervisor

- Review lesson plans, journal entries, and logs of the intern.
- Observe and provide verbal and written feedback regarding lessons of the interns.
- Conference with the intern and the pre-service mentor regarding the intern's final evaluation.
- Participate in the university seminar for interns.

Week 8 - Concluding Experiences

Interns

- At the discretion of the pre-service mentor, continue teaching duties for approximately half of the school day, relinquishing assigned responsibilities based upon mutual decision between intern and pre-service mentor.
- Observe selected lessons of the pre-service mentor and other teachers in the school. Use these observations to aid in refining your own teaching skills.
- Continue to maintain your journal and log.
- Complete required forms and submit to the Director of Field Experience upon request.
- Pre-service Mentor:
 - Recommend and assist with the scheduling of school observations for the intern.
 - Complete the final written evaluation form for the intern, including a recommended grade, and convene a final evaluative conference with the intern.
- IHE Supervisor
 - Collect and review completed packets and other required documents.
 - Confer with pre-service mentor if there is need for clarification concerning the final evaluation.
 - Confer with the Director of Field Experience concerning the final grade for the intern (week 16 only).

GLOSSARY

Diverse Learners- learners who differ from one another in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, and/or sexual orientation.

EDOT- The Essential Dimensions of Teaching are Maryland's standard used to measure intern effectiveness and to guide program development for teacher preparation programs.

Extensive Internship- an internship of which a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in a Professional Developmental Systems (PDS).

***Handbook-** a concise manual current in use by pre-service practicum students and yearlong interns.

IHE- The Institution of Higher Education is the two, four, or five years college or university involved in the PDS partnership.

IHE faculty- The faculty includes adjunct, assistant, associate, and full professors and other faculty members in the IHE who are involved in the teacher preparation program. Arts and Sciences faculty as well as teacher education faculty are included.

IHE Supervisor- the representative who is responsible for collaborating with the Mentor Teacher to provide individualized support and guidance to the PHS intern. The IHE Supervisor (Instructional & Field) and Mentor Teacher work together to provide formative and summative assessment to the intern.

INTASC (The Interstate New Teachers Assessment and Support Consortium)- a project of the Chief State School Officers (CCSSO) that has developed model performance-based standards and assessment for the licensure of teachers. Maryland IHE's may use either the INTASC standards or EDOTs in their teacher preparation programs.

Intern- An intern is a student in a teacher preparation program who participates as a part of cohort in an extensive internship in a PDS.

Performance Assessment- A method of evaluation in which the learners is placed in an authentic situation and asked to demonstrate specific knowledge and skills.

Portfolio- A collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. Intern portfolios are most often organized around EDOT or INTASC standards and are assessed by a team of IHE and school faculty using a standards-based rubric or scoring tool. An e-portfolio is a computer based electronic version of the portfolio.

Pre-service Practicum Student- (pre-service student, student candidate). Individual enrolled in a program for the initial and or advanced preparation of teachers.

Mentor Teacher- also known as a cooperating or supervising teacher, is a tenured, professionally certified in a PDS who is responsible for collaborating with the IHE Supervisors to provide

individualized support to a PDS intern. Mentor Teachers receive specific training in guiding, supporting, and assessing the strengths and weakness of interns.

Professional Development School (PDS)- a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school systems IHE faculty. The focus of the PDS partnership is improved student performance through research- based teaching and learning. A PDS may involve a single or multiple schools, school system and IHE's and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and Pre-k-12 schools.

***Technology-** the integrated of computers and other technological applications into the curriculum to better prepare students, as they both become a part of today's ever changing society.

***Yearlong Internship-** a combination of Practicum III and student teaching.

Reference:

Maryland Partnership for Teaching and Learning K-16 Superintendents and Deans Committee Spring 2001. Professional Development Schools: An Implementation Manual.

*not included in reference cited.