

Master of Arts in Teaching
Elementary Program

Frostburg State University

Mentor Teacher
And
Supervisor
Handbook
2010-2011

Program Coordinator
John L. Stoothoff, Ph.D.
240-527-2736 or jlstoothoff@frostburg.edu

TABLE OF CONTENTS

Introduction	
Overview.....	3
Purpose.....	4
Objectives of the Field Experience	4
Fieldwork Overview	5 - 6
Roles and Responsibilities	
The Mentor Teacher.....	7
The MAT Candidate.....	7
The University Supervisor.....	7
Policies and Practices	
Placement of Candidates in Field Experiences.....	7 - 8
Attendance and Punctuality.....	8
Disability Awareness.....	8 - 9
Procedures for Observation.....	9
Observation Schedule for Supervisors	10
Field Assessments and Evaluations (Explanation of Forms)	
Internship Performance Rating Form.....	11 - 12
Disposition Assessment	12
Evaluation of Intern’s Content Mastery.....	12
Mentor Observation Form	12
Mentor Teacher Check-off Sheet	13
Timesheet.....	13
School Improvement Plan/Action Research Project.....	13
Typical Implementation Guideline	
Candidate.....	14
Supervisor	14 - 15
Mentor.....	15 - 16
Submission Outline	
Supervisor.....	17
Mentor Teacher.....	17
Candidate Assignments in the PDS	
EDUC 696 – Practicum I.....	18 - 19
EDUC 697 – Practicum II	19 - 20
Master of Arts in Teaching Program Overview.....	21
Entry into the MAT Program	22
Overview of Performance Outcomes for the MAT program	
Portfolios.....	23
Field Experiences.....	23
Course Assessments.....	23
Licensure Tests.....	23
Technology Outcomes.....	23
Unique State Requirements.....	23
Appendix: Field Assessments and Evaluation Forms	
Internship Performance Rating Form.....	25 - 29
Disposition Assessment Form	30 - 31
Evaluation of Intern’s Content Mastery Form.....	32 - 33
Mentor Observation Form	34
Mentor Teacher Check-off Sheet	35
MAT Timesheets	36 - 37
School Improvement Plan/Action Research Project and Rubric.....	38 - 41
Maryland Teacher Technology Standards Chart.....	42
Developmental Portfolio.....	43
FSU Conceptual Framework.....	44 - 45
PDS Activity Sheet.....	46
Frostburg State University Web-Link Resources.....	47
Full FSU/State of Maryland Policy Manual Appendix Listing by Topic.....	48 - 53

Our Word of Thanks

On behalf of the Board of Trustees, our President, Dr. Jonathan Gibraltar, and the staff members and students of Frostburg State University, we extend our thanks to you for agreeing to serve as mentor and supervisor to the ladies and gentlemen of our Master of Arts in Teaching Program in Elementary Education. You already have established yourselves as invaluable contributors to the professional growth of our candidates.

This document is intended to serve you as you interact with our energetic and enthusiastic teachers in training. I ask that you provide any manner of comment, inquiry, constructive criticism and collegial inquiry in order to enhance your service to our students. In the same vein, I ask that you provide such exchanges with us so that you will quickly recognize your role of mentor and supervisor among your most satisfying of professional experiences. Let us know how we can be of service to you.

-John L. Stoothoff

Master of Arts in Teaching Program Coordinator
Office 305 – USM Hagerstown
240-527-2736
jlstoothoff@frostburg.edu

Introduction

Overview

This handbook is designed to orient mentors and supervisors to their roles and responsibilities. The handbook also explains the field and coursework requirements for the candidates in the Master of Arts in Teaching (MAT) Elementary Program. As mentors and supervisors, you provide important structure and guidance, primarily within the three main elements of field service which our program stipulates, “Practicum I” and the first and second halves of “Practicum II”.

The Master of Arts in Teaching (MAT) program provides initial elementary teacher certification in grades 1-6 and a master’s degree for mostly “career-changers” and “late-deciders”. The MAT program teaches pedagogical theory and applies it in the elementary classroom through coordinated university classroom and Professional Development School (PDS) experiences. Classes are held at the University System of Maryland Hagerstown center. The Professional Development Schools are located in Allegany, Frederick, and Washington Counties.

This full-time program is an intense 46 credit hour program completed in one year. All study and field experience aspects of our program are explained later in this document in far greater detail.

Purpose

The primary purpose of the field experience is to provide exposure to authentic teaching settings. Experiences in the MAT Program comprise various types of observations and interactions in Professional Development Schools, including an assistantship during the beginning of the school year and eight (8) weeks of practice in lesson development and implementation. We now refer to this array as “Practicum I”. In keeping with this format, during the Spring semester, the two halves of “Practicum II” are designed to capture for our candidates all classroom and school culture dimensions of the teacher’s craft and experience, conducted at a grade level different from the Practicum I first semester experience.

Objectives of the Field Experiences

Those of us who work through Frostburg State University view the MAT candidates’ field experiences as the most critical and valuable components of the teacher education program. As mentors and supervisors to our candidates, we hope you see how ultimately the success of these experiences emerges through critical work under your direction and guidance. We share these field experience objectives with you.

The field experiences will:

- Provide the MAT candidate with a realistic laboratory where he/she can observe teachers and children.
- Provide opportunities for the candidate to comprehend more fully the tie between the theory of the college curriculum and the reality of the school classroom.
- Offer insights to the total school context including the roles of school personnel, the school’s community, and parents.
- Help the candidate gain knowledge of the diverse settings and populations associated with American schools.
- Provide opportunities for the candidate to determine for himself/herself whether he/she possesses the necessary qualities for becoming a teacher of excellence and can demonstrate total commitment to the profession of teaching.
- Enable the candidate to see different roles assumed by a teacher.
- Enable the candidate to gain insight into the individual needs of students.
- Assist the candidate in identifying areas in which they might need additional development.
- Enable the candidate to continue to show progress towards what Frostburg State University has identified as core attributes: *dedicated professional, instructional leader, continuous assessor, educational advocate, collaborative bridge-builder, and reflective decision-maker.*

Fieldwork Overview

Each candidate in the MAT program must complete an extended internship in Professional Development Schools. These experiences comprise various types of observation and interactions, which include two full-time internships. The following description provides an overview of each field placement.

Practicum I

The fall field experience is separated into two blocks of PDS fieldwork dispersed among coursework. Those of us representing the Frostburg State University Faculty in Educational Professions will provide official university calendar dates to assist mentors' and supervisors' understanding of important dates.

First Field Block:

Mid-August – First Week in September

- Each candidate begins with an assistantship that supports their Induction into the Classroom course.
- The candidate assists mentor and reflects upon experience.

Method's Block:

September- Early October, a total of six (6) weeks:

- Upon completion of the beginning of the year experience in the PDS, the candidate returns to the university classroom for methods courses in social studies, science & health, and mathematics. The candidate also takes a Literacy Instruction course that is offered throughout the whole semester. Specific dates when the candidate will be attending the university classroom during the practicum are listed in the yearly calendar.

Second Field Block:

Second Week in October – First Week in December, a total of eight (eight) weeks:

- The candidate returns to the same field placement to apply the knowledge acquired from the methods courses and to participate in the daily activities.
 - This internship time is to provide the candidate with practice on lesson planning and implementation.
 - It is also a time to develop management skills. The mentor should provide support in planning and have discussions on the implementation and assessments of the lessons.
 - Long-term planning starts with the mentor's assistance and develops to an independent level by the end of the experience.
 - The candidate should teach a minimum of 5 days and a maximum of 10 without the teacher's assistance by the end of the eight-week experience.

Practicum II:

Beginning with this 2010-1011 academic year, "Practicum II" now refers to all field block work of the year's second semester. Though divided into two segments, first, the second week in February to either the last week in March or the earliest days of April (the end of which is designated later in this document as Practicum II Mid-term), depending on the academic calendar and, finally, early April to mid-May (the end of

which is designated later in this document as Practicum II Final). Mentors and Supervisors are directed to the FSU academic year calendar at the following address: <http://www.frostburg.edu/academic/acalendar.pdf> . The Fall 2010 MAT-E program calendar accompanies this handbook in a different attachment. The Intersession and Spring 2011 MAT-E program calendar will be distributed during the fall 2010 semester.

Second Week in February – Last week in March/early April

Candidates begin in an experience different from Practicum I, one marked by a different grade level and a new mentor teacher.

- The candidate arrives at the PDS assignment in mid- February
- The first week should be a time for the candidate to assist and team with the mentor so he/she can acclimate to the developmental changes of a new placement.
- Because of testing schedules and the need to have a broad view of the teaching, this portion of Practicum II should include time for a whole school experience.
 - First and foremost, we look for the candidate to be able to assume the responsibilities of the classroom teacher by slowly taking over the teaching day.
 - When testing schedules prevent the candidate from assuming responsibilities of the teacher, he or she should spend time shadowing as many such professionals in the building, including reading specialists, special educators, and skilled teachers who may showcase specific important strategies
 - If testing does not interfere with the grade level, we are hopeful the PDS and the Mentor will be able to find other time during the first part of this experience for the candidate to visit other classrooms and specialists.
 - Candidates should experience the roles involved in assisting testing coverage
 - We further encourage supervisors and mentors to have candidates provide assistance to special full school projects.

Early April to Mid-May

- By mid-April, each candidate should be teaching the full day if testing is not a factor in assuming these responsibilities.
- The candidate should be responsible for the mentor's classroom, as independent of mentoring assistance as is possible and practical. If testing is a factor preventing independent teaching, the candidate needs to quickly assume all the teaching responsibilities at this point in the field experience.
- It is desired that such candidate independence extend to a general benchmark of three (3) full weeks. In any case, our MAT-E programming views ten (10) days of non-consecutive independent teaching time as being of the strictest of minimums.

Roles and Responsibilities

The Mentor Teacher

The role of the mentor teacher is believed to have the greatest influence on the MAT candidate and the continued attitude of the beginning teacher toward further growth and development. The significance of this responsibility can only be measured by the continued success of the candidate as related to the attributes of a dedicated professional, instructional leader, continuous assessor, educational advocate, collaborative bridge-builder, and reflective decision-maker. Evaluation tools will be in this packet, and more forms can be obtained through the supervisor. It is also important that the mentor teacher provide quality time to discuss the candidate's knowledge, skills, and dispositions. Observation and discussion tools will also be provided to help in this process. We extend to the mentor teacher, our sincere appreciation for the knowledge, skills, and professional commitment provided to the MAT candidate.

The MAT Candidate

Field experiences provide opportunities for the MAT candidate to observe, practice, and reflect on the content of his/her methods courses. Education is characterized as powerful when it is meaningful, integrated, value-based, challenging, and active. The process of learning to teach requires total commitment by the MAT candidate to the profession of teaching and to the creation of a learning environment for students.

The University Supervisor

The university supervisor is the major link between the school and university. It is his/her responsibility to establish a partnership with the PDS mentor teacher based on trust and collaboration that provides the MAT candidate with a positive climate in which to become the best possible teacher. The university supervisor observes, guides, and evaluates the MAT candidate. Assessment and evaluation tools are provided to the supervisor through the program coordinator. He/she and the mentor teacher collaboratively share university methodology that blends with the mentor's practices found in the real world setting.

Policies and Practices

The following policies describe important procedural information for the MAT program.

Placement of Candidates in Field Experiences

Placements of MAT Candidates are arranged through the university and the PDS/county administration, specifically the principals.

- The MAT Program Coordinator will send requests for candidate placements to the FSU Placement Coordinator.
- The Placement Coordinator will prepare a list of candidates for specific counties and geographical areas.
- The Placement Coordinator brings this list to a placement meeting. Principals, MAT program coordinator, and PDS Network Coordinator meet to discuss

attributes of mentors and candidates to make placements. The Placement Coordinator records the placements from this meeting.

- The Mentor Teachers will receive a letter and handbook prior to the internship or at an orientation at or before the internship begins.
- University Supervisors will meet with Mentor Teachers to clarify the guidelines and to discuss the assessment and evaluation forms.

The following University Policies shall govern the placements:

- Policy 1: In accordance with accreditation guidelines, the placement is to be in a Professional Development School.
- Policy 2: No candidate may return to the senior high school/middle school from which he/she graduated since there is a concern that this provides a very limited experience.

Exceptions: *If ten years have elapsed since the candidate's graduation or extreme placement difficulties are present.*

Attendance and Punctuality

The candidate is to be present each day for the teacher duty time (example: 8:30 AM – 4:00 PM)*. If absent from a scheduled practicum day, the candidate must notify the mentor teacher, principal (teacher may wish to convey to the principal the candidate's absence), and MAT Coordinator (jlstoothoff@frostburg.edu). Additionally, the University Supervisor needs to be notified if an observation is scheduled for that day.

*It is discussed with the candidates that practicum days sometime require them to come early and/or leave late to discuss critical information with their mentor teachers or to attend professional meetings.

All absences must be made up at the rate of one day for each day missed. Absences must be recorded on the timesheet. For such purposes, two (2) half teaching days are the equivalent of one (1) full teaching day.

If the candidate has the responsibility of preparing a lesson or teaching the full day, he or she must prepare substitute plans for the mentor teacher. Supervisors and mentors are asked to review all policies, practices, and procedures related to the provision of emergency lesson planning. MAT-E leadership assumes the PDS would require such advanced preparation.

During the field experiences, the candidate follows the county's calendar.

Disability Awareness:

If a candidate has a disability, one that requires special consideration by the instructor, supervisor, mentor, and PDS, and has been confirmed by the Office of Student Services or other qualified persons, accommodations in writing need to be followed. (It is the responsibility of the candidate to provide this written documentation of special considerations to provide appropriate accommodations.) Accommodations include suggestions for assistance in participating in class and/or completing class

assignments or field experiences. This documentation should be submitted before the course enters the second scheduled day or a week in advance of the field placement or methods classes.

Procedures for Observation

Each candidate will be observed both by the mentor teacher and university supervisor. For any formal observation, the candidate needs to submit a lesson plan using FSU's lesson plan format. Lesson plans should always be submitted two days in advance to the mentor teacher and upon arrival for the university supervisor.

Mentor Teachers are encouraged to both formally and informally assess the candidate daily.

- Formal observation, using the Mentor Observation Form, (See appendix) should take place for each content area to help assess the candidate's growth and performance.
 - The MAT Program Coordinator needs to collect **a minimum of one lesson plan with a Mentor Observation Form per content area.** (Math, Science, Social Studies, Healthy Living (Health), and Language Arts.) Note: It is ideal to have the lesson plan that will be submitted to the fall method's class instructor be observed by mentor or supervisor. If the content area is not being taught during the field experience, please notify the Coordinator so arrangements can be discussed.
- Informal observations should be conducted through discussion with the candidate. Past mentors have found it useful to keep a conversation journal of comments and suggestions, sticky note pad, and more formalized comment sheets with specific phrases such as:
 - "I like _____"
 - "I think you can improve by _____"
 - My overall reaction watching the students was _____"
- Mentor Teachers sometimes need to speak to candidates about such potentially sensitive issues as dress, timeliness, and professionalism. To alleviate this awkward discussion, a Mentor Check-off Sheet opens the conversations by requesting that the mentor and intern check off certain items for discussion. This sheet is also a place to provide comments that can later serve to reinforce ratings at the end of the practicum. (See Mentor Check-off Sheet in the appendix.) *In addition, however, those of us serving in Frostburg State capacities stand, at-the-ready, to assist with the handling of items which can be discomforting.*

Supervisors will observe candidates formally and informally throughout the semester. (See appendix for observation forms.)

- Formal observations need to be scheduled in advance.
- Candidates will need to have a field experience notebook that will have specific information outlined. He/She is expected to give the practicum notebook, which includes timesheets, plan book, and lesson plan to the University Supervisor upon arrival, before the observation.
- Informal observations are at the discretion of the supervisor with mentor approval to lessen classroom disruptions. Supervisors have triplicate informal observation forms to provide candidates with immediate feedback. Mentors should also receive a copy to ensure consistency in communicating the same goals for the candidate.
- When candidates are independently teaching, supervisors may visit unexpectedly to check the candidates' progress. They will look at plan books and check timesheets. An informal observation form is available for feedback if the supervisor stays to watch the lesson. Candidates do not have to have formal lesson plans on Taskstream during full-time teaching, but they must have a plan book with the curriculum connection, clear outline of activities, and assessments. Candidates should also have a way to note successful lessons and problems with lessons.

Minimally Required Observation Schedule for Supervisors:

- Practicum I – “Hello Visit”, One (1) Formal Observation and one (1) Informal Written Observation.
- Practicum II, first portion: “Hello Visit”, one (1) Formal and one (1) Informal Observation.
- Practicum II, second portion: Two (2) Formal Observations.

Observations are encouraged by the **principals, site coordinators, and county supervisors** when the candidates are ready to showcase their professional growth.

All Observations are approved by the mentor teacher to ensure a minimum of classroom disruption to the classroom routine unless the candidate is teaching full time.

- Mentors, please request that your principal visit for an observation. Please make as much effort as is practical for an observation visit from a county-level supervisor
- Sometimes it is also appropriate to request a visit from a site coordinator or another teacher in the grade level to provide candidates with additional comments and different perspectives.
- Additional Note: Mentors, during the 2010-11 academic year, members of the Administration and Supervision division of Frostburg University's Department of Educational Professions hopes to begin a practice in which FSU administrative interns conduct classroom observations of MAT-E candidates. Contact MAT-E Coordinator John Stoothoff at (jlstoothoff@frostburg.edu) about this.

Field Assessments and Evaluations

Introduction

In keeping with detail already shared regarding classroom observation and formative evaluation, the FSU Department of Educational Professions seeks the assistance of PDS's supervisors and mentors in the establishment of a unique approach to the summative evaluation of MAT-E candidates. A battery of form devices are employed to assist professionals in satisfying this approach. Each form, identified below, is included in the 'Appendix' section, beginning on page 25.

The overall performance of the candidate should be secured through the **Internship Performance Rating Form**. Frostburg State University seeks specific attainment within core areas of competency for the education professionals it trains. These are assembled within the education unit's "Conceptual Framework Themes". These themes are also referred to as the program's "Attributes" and Indicators". Each candidate must engage in an assessment along these attributes. See in the Appendix: "*Frostburg State University Education Unit Conceptual Framework Themes, Conceptual Framework Attributes and Indicators*".

The **Disposition Assessment Form** is used by both the mentor teacher and the university supervisor to evaluate the performance of the candidate in relation to characteristics and qualities that indicate his/her professional dispositional development.

Intern's knowledge of content structure and accuracy with content details is measured with the **Evaluation of Intern's Content Mastery Form**.

In relation to their spring Research course, interns will conduct an **Action Research Project** focusing on student achievement that is aligned with their specific Professional Development School's School Improvement Plan.

Each mentor is asked to complete the **Mentor Teacher Checklist** during the Practicum I experience (and Practicum II if needed) to address intern's Planning, Promptness, and Professionalism. The mentor is also required to assist in review and verification of their intern's **Timesheet** used to document both the time spent in and details of the internship.

* * *

The Internship Performance Rating Form

According to College of Education policy, the candidate, the candidate's university supervisor, and the mentor teacher are required to conduct a three-way conference upon the completion of the fall Practicum I and spring Practicum II mid-term (denoting the end of the first segment) and final (denoting the end of the second segment) experiences for the purpose of evaluating the candidate's performance. All three parties should be together and present to discuss the outcome of the evaluation. The "three-way" sessions are so important that College administration members ask that rescheduling occur if any member of the threesome is unable to participate on a designated day.

The candidate's Practicum I and Practicum II scores must be passing grades in order to ensure the candidate's continuing or graduating status. The Internship Performance

Rating Form is a summative assessment regarding the performance of the candidate in each field experience. If outstanding marks or substandard marks are indicated on the forms, documentation should be evident to highlight areas of strength or to provide for improvement. Candidates with substandard marks need to meet with the program coordinator or his designee to complete a developmental plan to reach the acceptable level. This meeting should take place within a week of the evaluation meeting or prior to times for repeating the field experience.

Disposition Assessment

At the **end of Practicum I and Practicum II Mid-term**, mentors and supervisors are asked to rate the candidate according to Frostburg State University's list of professional dispositions. This information allows the program coordinator, mentor, and supervisor to determine any additional steps required to demonstrate professionalism on the part of the candidate. Mentors and supervisors should use the "Mentor Check-off Sheet" to support the Disposition Assessment scores.

Evaluation of Intern's Content Mastery

Upon completion of Practicum I and Practicum II-Final, the design and intent is that all candidates would have taught in each specific content area. In the cases of Health, Physical Education, Music, and Art, those are to be taught through an integrated approach. These approaches are to be assessed during both semesters. The program's design specifies that candidates become challenged to incorporate the arts, movement, and health and healthy decisions as part of the general education classroom. Each indicator needs to be assessed on the Content Mastery form.

If candidates fall below proficient level at the end of Practicum I, they will be instructed to work with the MAT Coordinator on the formation of a developmental plan. The candidate's progress on this plan will be assessed at the conclusion of Practicum II.

Mentor Observation Form

As alluded to above, mentors are asked to document the instructional decision-making progress of the candidate throughout the semester. The MAT Coordinator requests that at least one (1) mentor observation form be submitted per semester in the areas of science, mathematics, health, social studies and reading. These are, naturally, meant for the documentation of the candidate's progress in Practicum I by the end of the fall semester, and by the end of Practicum II in the spring.

The Mentor Observation Form can be used throughout the semester as often as desired to document the progress of the candidate. Completed forms also help to support final marks as assigned to the Internship Performance Rating Form.

Mentor Teacher Check-off Sheet

This form needs to be used during the first six weeks of the Practicum I. Further, the form is designed to help mentors in their responsibilities to guide candidates in their performance and behaviors which provide data about candidates' dispositions. Such guidance duties have shown themselves in the past to be additional areas of sensitivity. The document communicates to the candidate the areas requiring improvement, and it provides information to the supervisor on the deficits. If the candidate has satisfactory marks on Practicum I, there isn't a need to continue this process. However, if the candidate shows identifiable lapses in performance during Practicum II, then the form can, and perhaps, should be reinstated.

Timesheet

The candidate will be documenting his/her time spent in the Professional Development Schools during his/her internships. This document needs to be **reviewed for accuracy and initialed by the mentor on a weekly basis**. At the end of the semester, mentors will sign to verify the candidate's time in the field experience. Absences are to be recorded on the timesheet. Failure to accurately record time spent in the field experiences is the same as falsifying records. This action can be reason for dismissal from the program as outlined under cheating in *Pathfinder (see the Appendix)*.

School Improvement Plan/Action Research Project

The candidate is responsible for completing a research project based on the PDS's School Improvement Plan goals, and the project must be designed to show student achievement. The candidate will complete the research project during the spring internship. An outline of the project's elements is included in the appendix of this manual. The candidate is evaluated on this project during their exit interview by a team of teachers, principals, FSU faculty and supervisors.

Typical Implementation Guidelines

This section is designed only as a sample guide. Supervisors may need to vary this schedule based on the number of candidates, travel time, and teaching obligations. Mentors may need to adjust the schedule due to required county mandated teaching time prior to the MSA, and the candidate's progress in the setting, and progress at their professional duties.

Prior to Field Experience in October and February, **Candidates** are expected to:

- Contact their mentor teacher by email or phone to set up a time to visit before the end of the school year for fall placement and prior to December break for spring placement.
- Share the portfolios of past experiences.
- Discuss the time teachers need to report to school.
- Exchange contact information with their Mentor teacher.

Prior to Field Experience in October and February, **Supervisors** are asked to:

- Contact the mentor by email or phone to schedule a time for a "Hello Visit".
- Inform the building principal of their presence
- Meet with the principal, if possible.
- Discuss plans to visit and observe in order to make future communication possible.

Week 1:

The "Hello Visit" should occur during the first week of the Practicum. The purposes of the "Hello Visits" are to:

- Review the Mentor/Supervisor Handbook for questions.
- Discuss the forms and evaluation tools.
- Set up a time for the first observation.
- If possible set the formal observations for the rest of the semester or a window for informal observations to ensure teaching will occur during that time.
- Provide contact information to the mentor and the candidate

Week 2-3:

First Observation should occur as the candidate assumes teaching responsibilities. This initial observation will give baseline information to observe the candidate's professional growth.

- Check Timesheet and Plan-book for completeness. (Note: Plan-book should only show information when the candidate is teaching.)
- Lesson Plan should be ready for observation.

Week 4 - Through Completion of Experience

Formal and Informal Observations should be scheduled along intervals of two- to four weeks (2-4). The intervals will depend on the candidate's need for more or less support based on the initial observation.

- Check notebook, Timesheet, and Plan-book for completeness. (Note: Plan-book should only show information when the candidate is teaching.)
- Lesson Plan should be ready for observation.

Last Week of the Experience:

- Request the candidate complete a self-assessment using the **Internship Performance Rating** form and give that form to the mentor to complete prior to the scheduled evaluation conference.
- Conduct a three-way conference and add your ratings.

Mentor Teacher:

Prior to Candidate's Arrival:

- Read over the handbook and write down any questions to be discussed with the supervisor or program coordinator.
- Decide on a tentative teaching schedule for the candidate.
 - Practicum I: Add a different content area each week until the candidate is teaching all content areas. (Long-term planning should be evident by the end of Practicum I through a designated Unit that was discussed during the beginning of the year experience.)
 - Practicum II: Candidate should be team-teaching and teaching any content area that does not conflict with preparation for testing. It is also a time to have the candidate visit other teachers and specialist in the building. You should devise the schedule of outside classroom visits in relation to the intern's teaching responsibilities.
 - The candidate needs to assume all teaching responsibilities until independently teaching the whole day.
 - The candidate should ideally be teaching independently for two (2) weeks and for as many as four (4) weeks.
- Decide on a communication method during the day when there isn't time to talk.
- Prepare a desk or table space, which the candidate may refer to as his/her own. Part of beginning a relationship is to make the candidate feel welcome. This desk area can be personalized to show students that the candidate is also a teacher. If at all possible, try not to use a student desk in meeting this accommodation.

Week 1:

- Discuss when and how candidate can participate in the setting. (The candidate will not want to interrupt the classroom, so may not know when he/she can assist.)
- Set a time to discuss the day's observations of the candidate's professional growth. Planning time or after school are the usual times. (Example of discussions: "You used higher level questioning, but I noticed that you were only picking on certain people. Why don't you try...", I like how you kept them engaged, but when you turned your back, they were not with you. Why don't you move around the classroom more to ensure they know that you are always watching them.")
- Plan for instruction with the candidate. Talk aloud about the rationale for choosing specific objectives, activities, and assessments. In other words, model your thought process in planning.
- Allow candidate to do as much as possible with the students during the non-instructional parts of the day.
- End the week by reviewing the Mentor Check-off Sheet and the candidate's timesheet.

Week 2:

- Co-teach and have the candidate teach one content area. (Example: Plan times when you can support each other during instruction, and/or pull small groups following introduction of a concept.)
- Find time to discuss the candidate's progress each day. (Use the conversation notebook or post-its to review questions or observations during the day.)
- At the end of the week, discuss the Mentor Check-off Sheet (Practicum I only) and review/initial the timesheet.

Week 3 – *Through the End of Experience*

- Progressively add in more teaching time. Use the Mentor Observation form at least once for each content area or provide informal written feedback of the observation.
- Remember to find time to discuss issues and progress.
- Look over the timesheets and discuss the Mentor Check-off (Practicum I only).

One Week Prior to Final Day:

- Remind candidate to complete self-assessment using Internship Performance Rating form.
- Complete the mentor's section of the Internship Performance Rating form when the candidate completes his/her section.
- Attend a three-way conference for the final evaluation.

MAT E Submission Outline

Supervisors & Mentors:

Please check off each artifact as you complete and/or submit.

Supervisor

_____ Turn in your observation form(s) with lesson plans attached.

_____ Completed Professional Disposition Assessment at the end of Practicum I and Practicum II Mid-term.

Collect from Mentor Teacher:

_____ Mentor's observation forms with lesson plan

_____ Mentor Check-off sheets at the end of Practicum I and Practicum II* (if needed)

_____ Intern Disposition Assessment at the end of Practicum I and Practicum II Mid-term

_____ Content Mastery Form at end of Practicum I and Practicum II

_____ Internship Performance Rating form

_____ Timesheets (NOTE: Interns can project to the end of the semester but are responsible for notifying Kathy Griemsmann if there is a change.)

Mentor Teacher

_____ Sign the For and Against Form and the W-9 form for payment.
(\$150 for Practicum I, \$200 for Practicum II)

_____ Send this form to: Frostburg State University, Office of Clinical and Field Experiences, 101 Braddock Road, Frostburg, MD 21532

Please submit the following documents to the Supervisor:

_____ Review and initial the candidate's timesheet throughout the experience and sign the cover page at the end.

_____ Complete the Internship Performance Rating form with the candidate and supervisor at the end of each experience (Practicum I, and Practicum II Mid-term and Final)

_____ Complete with the candidate the Mentor Teacher Check-off Sheet as part of Practicum I (and throughout Practicum II – if needed).

_____ Complete Disposition Assessment at the end of Practicum I and Practicum II Mid-term.

_____ Complete Content Mastery Assessment for Practicum I and Practicum II -Final.

Candidate's Assignments in the PDS

EDUC 696: Practicum I

Assignment	Description	Assessment	Unit Outcome
PLAN-BOOK: Records Candidate's plans	Plan-book documents management and organizes the PDS teaching experiences; includes county outcomes. CANDIDATES ONLY NEED TO PLACE THEIR LESSONS INTO THIS PLAN BOOK...NOT THEIR TEACHERS.	Assessed by Supervisor	CA/RD
FULL LESSON PLANS FOR CONTENT LESSONS WITH REFLECTIONS	<p>Fall formal observations are to be based on Science, Health, Mathematics, Social Studies, and Literacy lessons. The lessons should also demonstrate management skills.</p> <p>Each Candidate should begin with five formal lesson plans before moving to shortened versions as required by the mentors' county format.</p>	Supervisors will schedule one formal observation and will make several informal observations. They should observe science, mathematics, or a guided reading lesson.	IL

*The following assignments affect EDUC 696 **Practicum I** because they are extensions of the courses. However, candidates are to work on these projects during non-instructional time.*

BEGINNING OF THE YEAR HANDBOOK	Assignment originated from Induction into the Classroom course. Handbook is a collection of critical information for the beginning of the school year.	Assessed by the instructor	RD
CONTENT LESSONS	Candidates are to submit a minimum of one fully developed lesson plans in each of the content areas of Reading, Science, Health, and Mathematics, which follow the FSU approved format. Some content method instructors require more than one lesson be submitted.	Assessed by the instructor	RD
LEARNING CENTERS	Candidates are to develop centers according to content that matches Maryland State Outcomes. One center with multiple activities is required.	Assessed by the instructor	RD
ASSESSMENT ANALYSIS TASK	Candidates will need to develop and implement assessments according to the curriculum for their grade level. Reflection of outcome is essential.	Assessed by the instructor	IL

MATHEMATICS CASE STUDY	Candidates will analyze student error patterns and choose one or two students to try an alternative strategy, then analyze and record results. (Must take place during instructional time.)	Assessed by the instructor	IL
SERVICE LEARNING PROJECTS	Candidates design, implement, and reflect on a service learning activity that meets the needs of the school and/or community.	Assessed by the instructor	CA
UNIT	Long term planning and the ability to coordinate instruction in a cohesive and comprehensive way is a requirement of initial teacher certification programs. Although candidates will not be asked to implement a full unit into their placements, they will still design and implement appropriate parts of the unit during their independent teaching time.	Assessed by the instructor	IL

EDUC 697: Practicum II-February through Midterm

Pre-requisite for Practicum II is successful completion of Practicum I Internship Performance Rating assessment with at least 80% of the overall outcomes being a passing score and at least a 3.0 Cumulative GPA.

Assignment	Description	Assessment	Unit Outcome
PLAN-BOOK WITH REVISION COMMENTS	Fully developed Plan-book that contains outcomes, procedures, assessment, and reflection comments. Candidates keep a plan-book with revision comments.	Assessed by the supervisor	RD
FULLY DEVELOPED LESSON PLANS WITH REFLECTIONS FOR OBSERVATIONS	Candidates may use the county's approved format after completing a minimum of five full lesson plans using Taskstream. Any observed lessons by supervisor or principal need a fully developed typed lesson plan using FSU Taskstream format.	Assessed by the supervisor. Observed lessons assessed by supervisor or principal	IL
ACTION RESEARCH SIP PROJECT	Research project initiated.	Assessed by the Instructor of EDUC 603	CB/DP

The following assignments affect the Practicum because they are extensions of the courses.

Assignment	Description	Assessment	Unit Outcome
UNIT	Candidates are required to implement a ten-day county unit and demonstrate how they meet the needs of students who are struggling with the content area.	Assessed by the Instructors	IL
READING ASSESSMENTS	Implementation and reflection of required reading assessments TBA.	Assessed by the instructor	CA
PLAYGROUND TEACH	As part of physical education course, candidates must develop, teach, and reflect on implementation of a PE lesson.	Assessed by the instructor	IL

EDUC 697: Practicum II-Mid-term through Final

Assignment	Description	Assessment	Unit Outcome
PLAN-BOOK WITH REVISION COMMENTS	Fully developed Plan-book that contains outcomes, procedures, assessment, and reflection comments.	Assessed by supervisor	IL/RD
FULLY DEVELOPED LESSON PLANS WITH REFLECTIONS	Full lesson plans are to be developed for formal observations. If there are problems with lesson implementation, mentors may elect to have candidates complete full lesson plans on a particular content area.	Assessed by mentor and university supervisor	IL/RD

Master of Arts in Teaching Program Overview

The Master of Arts in Teaching (MAT) program provides initial elementary teacher certification in grades 1-6 and a master's degree for mostly "career-changers" and "late-deciders". The MAT program teaches pedagogical theory and applies it in the elementary classroom through coordinated university classroom and Professional Development School (PDS) experiences. Classes are held at the University System of Maryland Hagerstown center. The Professional Development Schools are located in Allegany, Frederick, and Washington Counties.

This full-time program is an intense 46 credit hour program completed in one year. The following outlines the plan of study:

Summer:		Credit Hours
EDUC 606	Developmental Theory and Experiential Growth	3
REED 530	Processes and Acquisitions of Language and Reading	3
EDUC 663	Management and the Learning Environment	2
EDUC 664	Diversity in the Classroom	3
SPED 510	Introduction to Special Education	1
Fall Semester:		
EDUC 564	Induction into the Classroom	1
EDUC 661	Mathematics: Curriculum, Instruction, and Assessment	3
EDUC 662	Science and Health: Curriculum, Instruction, and Assessment	3
EDUC 666	Social Studies: Curriculum, Instruction, and Assessment	2
REED 531	Literacy Instruction	3
EDUC 696	Practicum I	3
Intersession (January):		
REED 532	Reading Materials	3
EDUC 665	The Arts: Contrasts and Connections	3
Spring Semester:		
EDUC 603	Principles and Practices of Research	3
REED 533	Reading Assessment	3
PHEC 604	Human Movement and Physical Activities for the Elementary Classroom	1
EDUC 697	Practicum II	6

Entry into the MAT Program:

Before entering the program, potential candidates must complete a three-step process.

Step one requires a bachelor's degree from a regionally accredited institution and completion of all state-required undergraduate courses for certification. Undergraduate requirements include 9 credit hours of Mathematics, 10 credit hours of Natural Science (including a minimum 1 laboratory credit), 3 credit hours of Literature, 3 credit hours of Psychology, 3 credit hours of History, and 6 credit hours in Social Sciences. Candidates must also demonstrate advanced writing skills through an advanced writing course or a course using advanced writing skills such as a research course. Each Potential candidate must be admitted to the FSU Graduate School and pass the Praxis I examinations.

Step two requires each candidate to develop an entrance portfolio. The portfolio documents the candidate's intellectual capacity along with personal and professional qualities. The portfolio needs to be constructed on the six unit outcomes of Frostburg State University's College of Education's Conceptual Framework. The Graduate Admissions Officer and the MAT Program Coordinator assess all entrance data to determine which candidates qualify for an interview.

Step three involves an in-person assessment. An assessment team, composed of both internal and external members (teachers, principals, faculty members, and past MATs), review each portfolio for intellectual, personal, and professional qualities. The assessors ask each potential candidate a series of questions based on the unit's conceptual framework.

During the program, candidates must adhere to graduate school policies, including maintaining a 3.0 average and successfully completing the required courses. Each candidate designs and builds a developmental portfolio throughout the year. This portfolio is based on the University's Conceptual Framework and clearly indicates the Elementary Standards. Additionally, candidates work in PDS teams, based on their placement in a PDS, to research, plan, and implement an action research project based on the needs of that school as determined by the PDS's school-improvement plan. Throughout the year, the cohort collaborates with the schools to design this project and present it to the school.

Finally, candidates complete exit requirements before obtaining their degrees. These requirements include an exit portfolio presentation, completion of a research project, completion of Praxis II, and approval of the assessment team, which includes internal and external members of the educational community (teachers, principals, past MAT candidates, and university faculty). At the end of their program, members of the cohort need to successfully articulate their role in the research and development of this project at the portfolio review presentation. With the successful completion of the portfolio presentation that includes the portfolio and the project and documentation that other requirements were completed, the candidates are awarded their degrees.

Overview of Performance Outcomes for the MAT Program

Portfolios

Candidates build developmental portfolios based on the unit outcomes and education standards. The artifacts are gathered from coursework and field experiences. When appropriate, the instructors, supervisors, and mentor teachers monitor the quality of the work throughout the program.

The candidates finish the year by presenting their portfolios to a team of external and internal reviewers during exit presentations. The exit portfolio presentations require candidates to use their portfolio to demonstrate how they have performed over the year in relation to the unit outcomes.

Field Experiences

During their internships, candidates gain confidence and independence in their ability to assume the teaching role. They reflect on their performances and ability to plan, evaluate, and strengthen instruction through specifically designed course assessments and by assuming the requirements of their mentor teachers in their school system. Mentor teachers use observation tools, notes, and conferences to assist candidates in assessing their daily performance. Mentor teachers and supervisors complete formal assessments both during and at the end of Practicum I and Practicum II Mid-term and Final to continue assisting in the professional growth of the candidates. Assessments of the candidates are formal and informal, formative and summative.

Course Assessments

Candidates also demonstrate their performance through course assessments that monitor their acquisitions of knowledge, skills, and dispositions necessary to be effective elementary teachers. (Assessments forthcoming in this document)

Licensure Tests

Candidates must pass the Praxis II examinations to obtain their Standard Professional Certificate. The two parts of the Praxis II: Content Knowledge and Content Area Exercises demonstrate their content and pedagogical knowledge. This evidence also provides data to the program for program improvements.

Technology Outcomes

Technology has become a powerful and essential tool for supporting teaching and learning. Candidates identify specific ways to use technology when creating educational opportunities.

Opportunities to develop the knowledge, skills, and dispositions for the appropriate use of technology in education are integrated throughout the MAT program in both course and field-based settings. The candidate products are based on the draft Maryland Teacher Technology Outcomes which addresses technology information access; evaluation and processing; technology communications; legal, social, and ethical issues; assessment; technology integration; adaptive and assistive technologies; and professional growth. Candidates are encouraged and constantly use email in communication and distribution of information. Spreadsheets and databases can be found in field experience record keeping and SIP research projects.

Unique State Requirements

As a result of the Maryland State Department of Education mandating four specific courses in reading, the program incorporates the requirement into the forty-six credit hour program. Candidates complete courses on Language Acquisition, Literacy Instruction, Reading Materials, and Reading Assessment.

**Appendix:
Forms and Other Resources
for
Mentors and Supervisors**

* * *

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
I. ROLE OF A DEDICATED PROFESSIONAL			
Exhibits a solid base of content knowledge			
Exhibits a solid base of professional knowledge			
Possesses a sound knowledge of curriculum as influenced by local, state and national standards			
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible and ethical behavior)			
Communicates effectively in spoken, written, visual and technologically assisted forms of communication			
COMMENTS: (Initial in space provided)			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
II. ROLE OF AN INSTRUCTIONAL LEADER			
Promotes active learning			
Communicates high expectations for all students			
Creates effective learning environments			
Manages student behavior appropriately			
Accommodates for a range of differences in culture, developmental levels and learning styles			
Models innovation and creativity in teaching			
Uses a variety of instructional strategies			
Develops activities which promote problem-solving and critical thinking			
Uses technology appropriately to promote learning			
Exhibits skills in short and long-range planning			
Uses a variety of questioning strategies			
COMMENTS: (Initial in space provided)			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
III. ROLE OF A CONTINUOUS ASSESSOR			
Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment			
Uses curriculum standards as indicators of student learning to create or select appropriate assessments			
Uses various assessment strategies to accommodate all learners			
Creates and/or uses multiple assessment measures that are authentic to real world situations			
Uses technology to facilitate the collection, presentation and interpretation of data			
Collects, analyzes, and uses assessment data to improve instruction/learning			
Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research			
Monitors and reports student/school progress effectively and professionally			
COMMENTS: (Initial in space provided)			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
IV. ROLE OF AN EDUCATIONAL ADVOCATE			
Embraces the belief that all students have the right and ability to learn			
Exhibits enthusiasm for the subject matter he/she teaches			
Supports programs that work to promote safe school, home and community environments			
Values the increasingly diverse nature of current and emerging school populations			
COMMENTS: (Initial in space provided)			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
V. ROLE OF A COLLABORATIVE BRIDGE BUILDER			
Promotes cooperative learning opportunities			
Links subject matter within and across discipline and/or grade levels			
Builds effective school/home/community partnerships			
Creates powerful learning communities within the classroom and the school			
Treats all students and members of the educational community equitably and respectfully			
Promotes effective pro-social behavior in and among students			
COMMENTS: (Initial in space provided)			

MAT RATING	PRACTICUM I		
	Intern	Mentor Teacher	Supervisor
VI. Role of a Reflective Decision Maker			
Views classroom instruction as a continuous set of decision-making opportunities			
Exhibits ability to identify and analyze classroom instructional problems			
Exhibits ability to identify and analyze classroom management problems			
Monitors the effectiveness of one's own instructional practices and decisions			
Strives for continuous self-improvement as measured by learner success data			
Encourages the students to engage in thoughtful, productive self-criticism			
COMMENTS: (Initial in space provided)			

Intern's Name _____

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PUSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Signature _____

FROSTBURG STATE UNIVERSITY
Assessment of Candidate Dispositions
Initial Certification Programs
(Completed at the end of Practicum I and Practicum II-Mid-term)

Circle one: Block I Intern I Intern II MAT-E (fall) MAT-E (spring) MAT-S

Candidate's Name _____

Subject Area _____ **Grade** _____

School _____ **Date** _____

Mentor Teacher _____

Print name

University Supervisor _____

Print name

Directions: The statements on this form are characteristics and qualities that the candidate is expected to demonstrate and which indicate the extent of his/her professional dispositional development. As you carefully consider each item, please circle the appropriate number corresponding to the level of performance you think the candidate has demonstrated.

Evaluation Scale

- 5 – Exemplary:** candidate performed at a level well beyond that expected of a beginning pre-intern (this rating should be reserved to highlight exceptional strengths)
- 4 – Proficient:** candidate performed commendably; reflective of successful efforts
- 3 – Acceptable:** candidate performed adequately with few exceptions; reflective of acceptable efforts
- 2 – Inadequate:** candidate performed at a level less than acceptable; reflective of the need to strengthen and/or redevelop
- 1 – Unsatisfactory:** candidate exerted poor effort; extensive redevelopment needed
- 0 – Not Applicable:** item not evaluated or no basis for judgment

I. – Professional and Personal Communication Skills (To be completed by Mentor Teacher)						
1. Relationship with mentor teacher – the candidate promotes a professional and effective relationship with the mentor. Comments:	5	4	3	2	1	0
2. Relationship with other building staff – the candidate maintains a professional attitude and relationship with the building staff. Comments:	5	4	3	2	1	0
3. Personal appearance, mannerisms – the candidate is neatly dressed, well-groomed, and conducts him/herself professionally in speech, personal habits, and mannerisms. Comments:	5	4	3	2	1	0
4. Adherence to building policies – the candidate adheres to building and staff policies and procedures, is punctual, observes schedules, regulations, and expectations of the district-college relationship Comments:	5	4	3	2	1	0

<p>5. Attendance, responsibility – the candidate is reliable, regular in attendance, fulfills obligations, notifies appropriate persons if absent, carries through assigned responsibilities Comments:</p>	5	4	3	2	1	0
<p>6. Level of preparedness – the candidate shows evidence of being well-prepared academically, attitudinally, and in methodology; approaches assigned tasks in an organized and skillful manner. Comments:</p>	5	4	3	2	1	0
II. Frostburg State University’s Program Outcomes (To be completed by University Supervisor)						
<p>1. Dedicated Professional – the candidate shows dedication to the knowledge base and contributing to its expansion, dedicated to continuing mastery of that knowledge base, and dedicated to the care of his/her educational community. Comments:</p>	5	4	3	2	1	0
<p>2. Instructional Leader – candidate maintains an energetic process of getting others to understand, contribute to, and commits fully to meet agreed-upon outcomes. Comments:</p>	5	4	3	2	1	0
<p>3. Continuous Assessor – candidates effectively use formal and informal methods within the classroom and school to measure student learning. Comments:</p>	5	4	3	2	1	0
<p>4. Educational Advocate – candidate exhibits enthusiasm for the subject matter and the students he/she teaches. Comments:</p>	5	4	3	2	1	0
<p>5. Collaborative Bridge Builder – candidate promotes cooperative learning opportunities. Comments:</p>	5	4	3	2	1	0
<p>6. Reflective Decision-Maker – candidate spends quality time reflecting on decisions and their impact on the learner and other members of the educational community. Comments:</p>	5	4	3	2	1	0

Overall Comments: (Recommendations for a second assessment should be noted in this area. Noteworthy comments should also be added here.)

Mentor Teacher Signature _____ Date _____

University Supervisor Signature _____ Date _____

Evaluation of Intern's Content Mastery
By Mentor Teacher
(Completed at the end of Practicum I and Practicum II)

Candidate's Name _____ Circle one: MAT-ELEM ECE/ELEM

Candidate's Area of Specialization (if Elementary) _____

Mentor Teacher _____ Grade Level _____

School _____ Semester/Year _____

Please rate your intern using the scale below on his/her **mastery** in each of the content areas. Our interpretation of the standards includes the intern being **knowledgeable** about the structure of the area and **accurate** with content details.

- 5 = thorough understanding of structure and content; a defining strength in this area
- 4 = solid knowledge background is evident
- 3 = knowledge is adequate for instruction, but intern needs to study to teach accurately
- 2 = sketchy knowledge; intern misinterprets and often makes mistakes
- 1 = inadequately prepared in area and should not be teaching or modeling in this area.
- N/O = not observed

1. How would you rate your intern's **overall strength** in the following content areas?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

2. Does your intern appropriately use his/her knowledge of the arts and physical and health education to **enrich and enhance** students' learning experiences?

Music	5	4	3	2	1	N/O
Visual Arts	5	4	3	2	1	N/O
Dance/Movement	5	4	3	2	1	N/O
Drama	5	4	3	2	1	N/O
Physical Education	5	4	3	2	1	N/O
Health Education	5	4	3	2	1	N/O

3. Does your intern have an adequate grasp of the structure of the content area in order to adequately **interpret the meaning** and **key components** of state or national standards?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

4. Does your intern know enough about each content area in order to help the students appropriately make **connections with other content areas** (integrate instruction)?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

5. Does your intern know enough about the subject areas in order to **differentiate instruction** (challenge the able or provide help/assistance to needy learners)?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

6. Does your intern know enough about the content area to **select quality-learning experiences well aligned to the standards** or objectives of the curriculum?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

7. Does your intern know enough about the content area including essential prior knowledge and experiences to make learning in that content area **meaningful at the students' developmental level**?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

8. Does your intern know enough about the content area in order to have the students use the **problem solving or thinking skills of the area** in meaningful, authentic ways?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

9. Does your intern know enough about the content areas in order to meaningfully **assess** students' learning of the content or mastery of the skills?

Mathematics	5	4	3	2	1	N/O
Science	5	4	3	2	1	N/O
Language Arts	5	4	3	2	1	N/O
Social Studies	5	4	3	2	1	N/O

Thank you for taking the time to help us with our efforts at program improvement!

Mentor Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

FROSTBURG STATE UNIVERSITY

Master of Arts in Teaching Elementary *MENTOR OBSERVATION FORM*

INTERN _____ MENTOR _____

PDS _____ Grade _____

DATE _____ Content Area _____

Check the following and write below:

RATING ELEMENTS	U=0	NI=1	SAT.=2	EFF.=3	OUTST.=4
Planning for lesson demonstrates:					
Clear understanding of content based on standards.					
Clarity of purpose (curriculum, pacing guidelines, connection to prior and upcoming instruction.)					
Clearly defined procedures					
Relevant assessments					
Presentation:					
Clearly articulated the content to students.					
Followed lesson objectives.					
Adapted for individual differences.					
Actively engaged students.					
Used assessments during lesson to guide instruction.					
Related well with students.					

Outstanding -Effective - Satisfactory --

Needs Improvement - Unsatisfactory -

Candidate went beyond the preparation/implementation of the element.

Candidate met the preparation/implementation of the element.

Candidate met the element but with some difficulties in preparation/implementation. Candidate attempted the element with many difficulties in preparation/implementation. Candidate did not attempt the element.

Written Comments, Questions, Suggestions: (Please write to support your assessments)

MENTOR TEACHER CHECKOFF SHEET

Intern's Name: _____
School: _____
Grade: _____

Score
 3 – Effective/Appropriate
 2 - Satisfactory
 1 – Needs Improvement

*** Please initial to signify intern's progress.**

PLANNING	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Intern is completing plan book.						
Intern is planning instruction on a long-term basis.						
Intern sketches out ideas for upcoming week.						
Intern is submitting lesson plans 2-3 days prior to teaching lessons.						
Intern is adjusting plans based on assessments of the lessons.						
PROMPTNESS						
Intern arrives at/or before teacher arrival time.						
PROFESSIONALISM						
Intern dresses professionally.						
Intern acts in a professional manner.						
Intern attends professional meetings (faculty ...).						
Intern is completing weekly time records.						
Intern is contacting site coordinator (site coordinator's signature _____).						

Weekly comments by Mentor Teacher:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Supervisor comments:

**Master of Arts in Teaching Program
Frostburg State University
32 West Washington Street, Hagerstown, MD 21740**

Time Record for MAT Interns

MAT Intern _____ Semester and Year _____

School Name & Address _____

Subject(s) and Grade(s) _____

The teacher intern is required to keep this time record. The mentor teacher is requested to authenticate this record by his/her signature. This record will be submitted to the university supervisor with the student's final evaluation form.

1. Enter as "teaching" any time when you are in charge of the classroom, laboratory, or study activities of three or more pupils.
2. Enter as "observation" any time when you are watching another person who is in charge of such activities.
3. Enter as "other" all items related to the work of teaching that cannot be easily classified as teaching or observation. For example: attending a faculty meeting, correcting papers, preparing tests, conference hours, working on records and reports, in charge of homerooms, cafeteria duty, tutoring one or two pupils, and so on. Briefly describe "other" activities in the space provided.
4. Include days/time spent in classroom during the first week that students return to school.

Sample

*** Note:** Please write legibly on your timesheets. This timesheet is not valid unless it has all required signatures. Original timesheet needs to be submitted to FSU College of Education personnel in office 307 at USMH at the end of this internship experience.

DATE	TEACHING	OBSERVING	OTHER	OTHER-DESCRIPTION	Day Total	Mentor Signature	Supervisor Signature
3/16/02	150 min.	75 min.	90 min. 60 min. 45 min.	Faculty Meetings Scoring tests Records and reports	420 min.	Signature	Signature
3/27/02	140 min.	60 min.	120 min. 70 min. 30 min.	Preparation – In School After-school conference Cafeteria duty	420 min.	Signature	Signature

Summary of Attached Timesheets

"Teaching" Total Hours _____ 1. _____
MAT Intern Signature

"Observation" Total Hours _____ 2. _____

"Other" Total Hours _____ Mentor Teacher Signature

Total Hours _____ 3. _____
FSU University Supervisor Signature

Total Days _____ 4. _____
FSU MAT Coordinator Signature

Date _____

MAT Time Records (Times shown in minutes, average teacher day is 420 minutes)

Date	Teaching	Observing	Other	Other-Description	Day Total	Mentor Signature	Supervisor Signature
Total Minutes							
Total Hours							

School Improvement Plan Action Research Project (Completed in Spring)

Objectives: *Each candidate will:*

- *conduct an action research study to assist the diverse student population within the classroom and promote student achievement.*
- *develop the project to meet the goals of the PDS School Improvement Plan (SIP).*
- *successfully complete the action research project to fulfill program exit requirements.*

Procedure:

- I. **Identify Problem Statement** – Read the School Improvement Plan (SIP) for the year and discuss any student achievement problems with mentor that relate to the goals of the plan. The candidate will narrow down the issues to formulate a specific problem that can be addressed through an action research study conducted during the spring placement. Write a problem statement for the research study and have it *approved by the mentor and the instructor of Diversity in the Classroom course*. (Mentors should provide assurance that the principals will approve of the study.)
- II. **Conduct Literature Study** - Conduct a literature review of similar projects and current research regarding the problem statement. (An appropriate lit review for this type of study should contain five to ten recent, within last five years, research based studies.) This literature review needs to be *checked for completion by the Diversity instructor* before writing the rationale statement and reported as the bibliography in the finished product. (Follow Technology Performance Assessment Outcome I.) The literature review should support and confirm the need to conduct the study.
- III. **Write Rationale** – Write several paragraphs describing: 1. The reason for selecting the study. 2. The diversity that exists within the classroom (the diversity discussion should include one or more of the following influences: cultural, religious, gender, exceptionalities, and socio-economic). 3. The specific connections to the PDS School Improvement Plan.
- IV. **Develop Methodology** – Decide on a projected method of conducting the research study and write a one-page single spaced methodology in a sequential format (consider information from EDUC 603 on pre- post assessments to collect data on student achievement).
- V. Prepare a proposal for the **Institutional Review Board**. All the information concerning human participant proposals can be accessed through the Frostburg website. <http://www.frostburg.edu/admin/orsp/irb.htm>. *Submit methodology and IRB form to Instructor for check and seek approval before moving to the next step.*
- VI. **Implementation of Study** - With the instructor's approval and IRB consent if needed, conduct study and collect data. (Collect data in an organized way for future analysis, which may include charts, anecdotal coded notes, journals, divided sections in a binder, etc.)
- VII. **Analyze and Report Results** - Analyze data and write the results of the study. Note: The results do not contain opinions of the outcomes. This section of the study should contain aggregated data including charts and/or graphs of results and narrative discussion of the results. The length will depend on the depth and breadth of the study. *Submit methodology and results for a check by the Diversity Instructor.*
- VIII. **Write Conclusion and Further Research** - If the results section is completed appropriately, write conclusions and ideas for further research. The conclusions should include how the study meets the diverse student population within the classroom and promotes student achievement to address the School Improvement goals. (This section is one to three single spaced pages.)
- IX. **Share Results** - Devise a PowerPoint of the project, which will include: (See Performance Assessment Technology Outcome II.) *Remember this presentation isn't the whole report just the highlights in a concise manner.*
 - The problem statement,
 - Rationale for the study (links to significant literature findings will be on this slide. Two or three significant literature connections are appropriate for the overview.)
 - Method of conducting the study.
 - Results demonstrating student outcomes.
 - Conclusion
 - Ideas for further research
- X. *Submit the completed written project to Diversity Instructor and place PowerPoint in exit portfolio.*

EXAMPLE:

Timeline for Spring 2009:

Return to PDS February 9, 2009

Submit by:

2/17/2009

Identify Problem Statement – Read the School Improvement Plan (SIP) for the year and discuss any student achievement problems with mentor that relate to the goals of the plan. The candidate will narrow down the issues to formulate a specific problem that can be addressed through an action research study conducted during the spring placement. Write a problem statement for the research study and have it *approved by the mentor and the instructor of Diversity in the Classroom course*. (Mentors should provide assurance that the principals will approve of the study.)

2/27/2009

Conduct Literature Study - Conduct a literature review of similar projects and current research regarding the problem statement. (An appropriate lit review for this type of study should contain five to ten recent, within last five years, research based studies.) This literature review needs to be *checked for completion by the Diversity instructor* before writing the rationale statement and reported as the bibliography in the finished product. (Follow Technology Performance Assessment Outcome I.) The literature review should support and confirm the need to conduct the study.

3/9/2009

Write Rationale – Write several paragraphs describing: 1. The reason for selecting the study. 2. The diversity that exists within the classroom (the diversity discussion should include one or more of the following influences: cultural, religious, gender, exceptionalities, and socio-economic). 3. The specific connections to the PDS School Improvement Plan.

3/16/2009

Develop Methodology – Decide on a projected method of conducting the research study and write a one-page single spaced methodology in a sequential format (consider information from EDUC 603 on pre- post assessments to collect data on student achievement).

Prepare a proposal for the **Institutional Review Board**. All the information concerning human participant proposals can be accessed through the Frostburg website. <http://www.frostburg.edu/admin/orsp/irb.htm>. *Submit methodology and IRB form to Instructor for check and seek approval before moving to the next step.*

4/17/2009 OR BEFORE:

Implementation of Study - With the instructor's approval and IRB consent if needed, conduct study and collect data. (Collect data in an organized way for future analysis, which may include charts, anecdotal coded notes, journals, divided sections in a binder, etc.)

4/27/2009 OR BEFORE:

Analyze and Report Results - Analyze data and write the results of the study. Note: The results do not contain opinions of the outcomes. This section of the study should contain aggregated data including charts and/or graphs of results and narrative discussion of the results. The length will depend on the depth and breadth of the study. *Submit methodology and results for a check by the Diversity Instructor.*

5/4/2009 OR BEFORE:

Write Conclusion and Further Research - If the results section is completed appropriately, write conclusions and ideas for further research. The conclusions should include how the study meets the diverse student population within the classroom and promotes student achievement to address the School Improvement goals. (This section is one to three single spaced pages.) **Submit full report by this date or before.**

BEFORE EXIT PORTFOLIO PRESENTATION:

Share Results - Devise a PowerPoint of the project, which will include: (See Performance Assessment Technology Outcome II.) *Remember this presentation isn't the whole report just the highlights in a concise manner.*

- The problem statement,
- Rationale for the study (links to significant literature findings will be on this slide. Two or three significant literature connections are appropriate for the overview.)
- Method of conducting the study.
- Results demonstrating student outcomes.
- Conclusion

Assessment Rubric
Research Design, Implementation, Presentation
 MAT Elementary
 Action Research

Name _____ Date _____

Criteria	Levels	Target (3) (No Revision Required)	Acceptable (2) (May Need Minor Revisions)	Not Acceptable (1) (Needs Major Revisions)	Score
Problem Statement and Hypothesis CF INTASC		The researcher presents a detailed and insightful explanation of the nature of the problem supported by an appropriate literature review. The question shows creativity, is clearly stated, and is measurable.	The research presents a thoughtful explanation of the nature of the problem supported by a literature review. The question shows minimal creativity and is unclear OR not measurable.	The researcher presents a basic treatment of the nature of the problem not supported by a literature review. The question shows no creativity and is not clear or measurable.	
Research Procedure/ Limitations Weight: 2x CF INTASC		The project plan is clearly defined including available resources and limitations. The timeline is reasonable and organized. Assessment instruments are well-written and are included in the presentation. Data is clearly presented and is illustrated through the use of graphs, tables, etc.	The plan is missing a clearly defined project procedure, resources, limitations, and/or a reasonable timeline. Assessment instruments are adequate and are included in the presentation. Data is clearly presented with no visual illustrations.	The plan is missing or lacks clarity in organization, resources, limitations, and/or timeline. Assessment instruments are missing OR not well-written and/or not included in the presentation. Data is not clearly presented.	
Demographics/Sampling CF INTASC		The researcher presents a thorough description of relevant population (participants) characteristics. Population sampling corresponds to the nature of the problem. (The researcher targeted the correct population for the study.)	The researcher presents a description of relevant population (participants) characteristics. Population sampling somewhat corresponds to the nature of the problem.	The researcher presents a very narrow description of population (participants) characteristics. Population sampling does not correspond to the nature of the problem.	

Data Analysis/Findings/Error Analysis/ Weight: 2x CF INTASC	The analysis of data is highly effective, insightful. The analysis reflects on how the study changed/will change/ effecting teaching or policy. The analysis of impact on student learning is in-depth and very effective.	The analysis of data is somewhat effective and comprehensive including limited error analysis. The analysis somewhat reflects on how the study will change their teaching. The analysis adequately relates impact on student learning and/or attitudes.	The analysis of data is ineffective or incomplete and/or does not include error analysis. The analysis does not address impact on student learning or does so ineffectively.	
Conclusions/Reflections CF INTASC	The researcher provides a well-organized, thorough treatment of the results. The researcher provides a thoughtful and thorough interpretation of what the results mean for teaching and learning and reflection upon what he/she understands better as a result of the study. He/she explains how the results matter, to whom, and why.	The researcher provides an organized treatment of the results. The researcher provides a limited interpretation of the meaning of the results. The researcher's reflections do not contribute to his/her prior understandings. He/she provides a limited explanation of the implications of the results.	The researcher does not provide an appropriate treatment of the results. The researcher does not include an interpretation of the results and/or a reflection. He/she is not explicit about further implications of the results.	
References CF INTASC	The researcher includes comprehensive and relevant references to support the research.	The researcher includes relevant references to support the research.	References are irrelevant or missing.	
Presentation of research CD INTASC	The research presentation follows all of the conventions of writing and uses explicit and unambiguous language. The multimedia presentation is highly organized, neat, and professional in appearance. The oral presentation of the project is organized and communicates the relevant aspects of the research in a professional way. The researcher elicits feedback from the audience and is able to provide informative responses.	The research presentation follows all of the conventions of writing. The multimedia presentation is organized, neat, and professional in appearance. The oral presentation of the project is organized and adequately communicates the relevant aspect of the research. The researcher elicits feedback from the audience and is able to provide responses.	The research presentation contains instances where conventions of writing are not followed. The multimedia presentation is fairly organized but lacks a professional appearance. The oral presentation of the project is somewhat disorganized or fails to communicate some relevant aspects of the report. No feedback is elicited.	

Evaluator _____

Comments:



**MARYLAND TEACHER TECHNOLOGY
STANDARDS**

MAT Elementary

Name _____ Dates in the Program _____

Standard List standard number and indicator(s)	Description of Performance (how did you use technology and with whom)	Documentation (application/product, lesson plan, etc.) List and attach	Student work (examples) List and attach

Checked by supervisor _____

Signature

Date _____

DEVELOPMENTAL PORTFOLIO

EXIT REQUIREMENT

Purpose:

The Development Portfolio is the accumulation of your learning experiences during the MAT program. You will share your knowledge, skills, dispositions, and impact on student learning at an exit portfolio interview near the end of the program. Teams of PDS teachers, faculty members, mentors, principals, and/or LEA administrators will assess your ability to conceptualize, articulate, and share your impact on students through the documentation you share.

As with your entrance portfolio, the format is divided into six sections. These sections reflect the College of Education's conceptual framework with the attributes we perceive are the hallmark of teacher effectiveness. Your products and reflections will demonstrate how you have grown as a Dedicated Professional, Educational Advocate, Instructional Leader, Reflective Decision-Maker, Collaborative Bridge-builder, and Continuous Assessor.

Procedure:

Throughout the program, collect tasks and projects from your methods classes, lessons/activities/assessments from your field and professional experiences in the PDSs. These artifacts need to be placed into the binder and an electronic file on your computer. After completing each activity, reflect on how the product connected to the Conceptual Framework and impacted student learning. It will help you to write a short post-it note to why you chose that section or keep a running record of your decisions in a journal or electronic journal.

After Summer and Fall semesters, and Intersession, spend time adding and removing all documents except the most relevant that demonstrate clearly the attribute and supports evidence of impact on student learning. During the spring session after completing all method's classes, complete your portfolio but continue to add pictures and exemplary lessons that demonstrate your continual growth. The Exit Portfolio Presentation is held the second week of May.

Frostburg State University Education Unit Conceptual Framework Theme

Linked Hands, Heads, And Hearts *Building Powerful Learning Communities*

Conceptual Framework Attributes and Indicators

Attribute (Outcome) 1: DEDICATED PROFESSIONAL

Indicators:

- 1.1 Exhibits a strong base of content and professional knowledge and continues to build upon that base as a life-long learner
- 1.2 Possesses a strong knowledge of curriculum as influenced by local, state, and national standards
- 1.3 Exhibits Professional Dispositions (e.g. caring, ethical, passionate, and responsible)
- 1.4 Communicates effectively in spoken, written, visual, and technology-assisted forms of expression
- 1.5 Adheres to professional codes of ethics and strives toward professional leadership

Attribute (Outcome) 2: INSTRUCTIONAL LEADER

Indicators:

- 2.1 Promotes active learning
- 2.2 Communicates high expectations for all students
- 2.3 Creates effective learning environments
- 2.4 Manages student behavior appropriately
- 2.5 Accommodates for a range of differences in culture, developmental levels, and learning styles
- 2.6 Models innovation and creativity in teaching
- 2.7 Uses a variety of instructional/educational strategies
- 2.8 Develops activities which promote problem-solving and critical thinking
- 2.9 Uses technology to promote learning
- 2.10 Exhibits skills in long-range and short-range planning
- 2.11 Uses a variety of questioning strategies

Attribute (Outcome) 3: CONTINUOUS ASSESSOR

Indicators:

- 3.1 Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment
- 3.2 Uses curriculum standards as indicators of student learning to create or select appropriate assessments
- 3.3 Uses various assessment strategies to accommodate all learners
- 3.4 Creates and/or uses multiple assessment measures that are authentic to real world situations
- 3.5 Uses technology to facilitate the collection and interpretation of data
- 3.6 Collects, analyzes, and uses assessment data to improve instruction/learning
- 3.7 Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research
- 3.8 Monitors and reports student/school progress effectively and professionally

Attribute (Outcome) 4: EDUCATIONAL ADVOCATE

Indicators:

- 4.1 Embraces the belief that all students have the right and the ability to learn
- 4.2 Exhibits enthusiasm for the subject matter she/he teaches
- 4.3 Participates in organizations that promote the professions of education
- 4.4 Is committed to equal access to quality public education for all students
- 4.5 Encourages programs that work to ensure safe school, home, and community environments
- 4.6 Supports initiatives to make schools technologically rich environments for learning
- 4.7 Values the increasingly diverse nature of current and emerging school populations

Attribute (Outcome) 5: COLLABORATIVE BRIDGE-BUILDER

Indicators:

- 5.1 Promotes cooperative learning opportunities
- 5.2 Links subject matter within and across disciplines and grade/school levels
- 5.3 Builds effective school/home/community partnerships
- 5.4 Creates powerful learning communities within and beyond the classroom and the school
- 5.5 Treats students and all members of the educational community equitably and respectfully

Attribute (Outcome) 6: REFLECTIVE DECISION-MAKER

Indicators:

- 6.1 Views classroom instruction as a continuous set of decision-making opportunities
- 6.2 Exhibits ability to identify and analyze classroom/school problems
- 6.3 Monitors effectiveness of one's own practices/decisions
- 6.4 Strives for continuous self-improvement as measured by learner success data
- 6.5 Encourages students to engage in thoughtful, productive self-criticism
- 6.6 Analyzes results of research-based best practices for planning curriculum, instruction, and assessment

SAMPLE (A new PDS form will be used each semester.)

NAME: _____

Fall 2009

SCHOOL: _____

Circle one: *Internship I Internship II Pre-practicum Practicum I Practicum II*

Record of Professional Development School Activities/Experiences

Directions: Get signature of person acknowledging your participation/completion and date on space below.

1. Dialogue/Reflect with mentor teacher daily _____
about effective instruction/educational decision-making
2. Meet with PDS Site Coordinator _____
(minimum of entry and exit meetings)
3. Attend/participate in team/department planning _____
4. Attend/participate in all faculty/staff development meetings _____
5. Engage in instructional intervention with one or more students _____
(other than regular classwork with students)
6. Create a bulletin board displaying student work _____
7. Attend a school-sponsored event _____
(dance, sporting event, fair, PTA meeting)
8. Attend/assist after-school assistance/intervention program _____
9. Meet with the following:
 School counselor _____
 Special educator _____
 Media specialist _____
 Academic support staff _____
 Other _____
10. Participate in parent conference _____
11. Use student assessment data to plan instruction _____
12. Observe a teacher other than your mentor teacher _____
13. Request an observation by an administrator _____

List all workshops and training you attended (school and countywide). Be specific about the topic covered by the workshop. Add date of workshop/training.

Local School

County

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Signatures: Intern _____

Mentor Teacher _____

PDS Site Coordinator _____

University Supervisor _____

Frostburg State University Web-Link Resources

Pathfinder: The Frostburg State University Student Handbook:

<http://www.frostburg.edu/clife/ses/pathfinder.pdf>

Alphabetical Index of FSU Policies:

<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

The entire FSU Policy Manual:

<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

NB: On the following pages is an entire listing of the University's and the State of Maryland's Board of Regents Policies, arranged by topics.

The FSU Weblink for Graduate Students:

<http://www.frostburg.edu/grad/index.htm>

The On Line Graduate Catalog:

<http://www.frostburg.edu/grad/catalog.htm>

Personnel Roster and Student Policies from the Online Graduate Catalog:

<http://www.frostburg.edu/grad/pdf/2010-2012/115pr-policies-index.pdf>

Frostburg State University State of Maryland

Board of Regents Policy Manual Listing

	Page/Policy No.	BOR Ref.
Academic Advising	<u>2.009</u>	III-2.50
Academic Dishonesty	<u>2.017</u>	III-1.00
Academic Freedom	<u>2.023</u>	III-1.00
Access Policy	<u>3.100</u>	VII - 2.20I
Accident Investigations	<u>3.050</u>	Internal
Accident Reports & Record Keeping	<u>3.063</u>	Executive Order
Adding and Withdrawing from Courses	<u>2.010</u>	Internal
Admissions	<u>4.005</u>	III-4.00
Advising Student Organizations	<u>4.019</u>	V-1.00
Affirmative Action/Equal Employment Opportunity	<u>1.002</u>	VI-1.00
Aids	<u>1.003</u>	VI-11.00
Airport Transportation	<u>3.052</u>	Internal
Advertising by Off-Campus Individuals	<u>4.021</u>	VI-3.00 VIII-6.00-1
Advertising for Employment	<u>3.037</u>	Internal
Alcoholic Beverages	<u>4.001</u>	VI-8.00-1
Alcoholic Beverages - Vehicle Policy	<u>3.059</u>	Internal
Art Exhibition Space	<u>2.030</u>	VI-4.10
Assignment and Use of State Vehicles	<u>3.012</u>	VI-4.10
Athletic Eligibility	<u>2.020</u>	V-2.00
Attendance	<u>2.024</u>	Internal
Audio Visual Equipment Policy	<u>2.042</u>	VII-3.00
Bed Lofts	<u>4.022</u>	V-5.00
Buckley Amendment	<u>4.030</u>	Federal Law
Calculating GPA in Major	<u>2.026</u>	III-6.30
Campus Playing Fields (Use of)	<u>2.028</u>	VI-4.10
Candidate Reimbursement Policy	<u>3.103</u>	Internal
Capitalization of Equipment	<u>3.095</u>	Internal
Capitalization and Inventory Control	<u>3.069</u>	Internal
Cellular Telephones and Services Policy & Procedures	<u>3.106</u>	
Chargeback Policy	<u>3.057</u>	Internal
Children in the Workplace	<u>1.011</u>	Internal
Class Standing	<u>2.039</u>	III-6.40
Classification for Admission, Tuition and Charge Differential Purposes - Students Residing in Contiguous Counties	<u>3.112</u>	Internal
Classroom Visitation (Policy On)	<u>2.027</u>	Internal

Code of Ethics	<u>1.005</u>	III-1.00
Commercial Activity	<u>4.014</u>	.VIII-6.00-1
Compliance with Disability Discrimination Law	<u>3.073</u>	Internal
Computer Security	<u>3.039</u>	Internal
Contingent Category II Employment for Non-Exempt & Exempt Employees	<u>3.084</u>	VII-1.40
Continuing Education	BOR Policy Manual	III-2.00
Continuing Instruction When Faculty are Absent	<u>2.032</u>	Internal
Contracts and Grants	<u>2.002</u>	Internal
Cooke Memorial Fund	<u>3.101</u>	Internal
Copyright	BOR Policy Manual	IV-3.10
Cost Sharing Policy	<u>3.116</u>	Internal
Cost Transfer Policy	<u>3.117</u>	Internal
Credit by Examination	<u>2.011</u>	III-1.40
Credit Cards	<u>3.083</u>	Internal
Death of an Employee	<u>3.093</u>	Internal
Deferred Payment Plan	<u>3.040</u>	VIII-2.20
Degree Requirements	BOR Policy Manual	III-7.00
Department Chairpersons	<u>2.003</u>	Internal
Departmental Name Change(s)	<u>3.098</u>	Internal
Diagnostic/Placement Testing	<u>2.012</u>	III-4.00
Disability Student Services Policy	<u>4.036</u>	
Disclosure of Student & Educational Records	<u>4.030</u>	Buckley Amendment
Disposal of Excess and Surplus Property	<u>3.025</u>	VIII-1.20
Disruptive Behavior of Individual Students	<u>4.003</u>	V-1.00
Distribution of External Billing Revenues	<u>3.082</u>	Internal
Distribution of Indirect Costs	<u>3.035</u>	Internal
Diversity	<u>1.006</u>	Internal
Donations of Meeting Rooms or Bed Spaces	<u>3.019</u>	VI-4.10
Dual Employment Policy for Exempt & Non-Exempt Employees	<u>3.099</u>	
Early Admission and Concurrent Enrollment	<u>4.028</u>	III-2.40 III-4.00
Effort Reporting and Cost Sharing	<u>2.047</u>	Internal
Electronic Accessibility Policy	<u>3.107</u>	Internal
Eligibility to Register	<u>2.036</u>	III-2.30
Emergency Preparedness Procedure	<u>3.086</u>	Internal
Emeriti Administration	<u>3.051</u>	Internal
Employee Fringe Benefits	<u>3.001</u>	VII-1.00
Employee Grievance	<u>3.010</u>	VII-3.00 II-4.00
Employee Health & Safety Training	<u>3.060</u>	Executive Order
Employee Volunteer Firefighters	<u>3.006</u>	Internal

Employment Clearing	<u>3.004</u>	Internal
Employment of and Benefits for Graduate Students	<u>2.041</u>	VII-4.50
Energy Efficient Purchasing Policy	<u>3.115</u>	Internal
Equipment Removal	<u>3.008</u>	VI-4.10
Examinations	<u>2.015</u>	Internal
Facility Reservations	<u>3.009</u>	VI-4.10
Faculty		
Definition	BOR Policy Manual	Section II
Faculty Member's Contract	BOR Policy Manual	Section II
Faculty Senate of State Universities and Colleges	BOR Policy Manual	Section II
Ranks & Qualifications for Ranks	BOR Policy Manual	Section II
Tenure	BOR Policy Manual	Section II
Promotion	BOR Policy Manual	Section II
Leaves	BOR Policy Manual	Section II
Teaching Schedule	BOR Policy Manual	Section II
Role of the Faculty in University Governance	BOR Policy Manual	Section II
Faculty Handbook	BOR Policy Manual	Section II
Faculty Compensation	BOR Policy Manual	Section II
Faculty Evaluation	BOR Policy Manual	Section II
Faculty Office Hours	<u>2.005</u>	Internal
Faculty Personnel	<u>2.001</u>	RefBOR II
Faculty Searches	<u>2.029</u>	Internal
Financial Aid Policy for Undergraduate Students	<u>4.033</u>	VIII-2.41
Fees and Charges	<u>3.003</u>	VIII-2.10
Final Examinations	2.016	Internal
Financial Aid Eligibility	<u>4.013</u>	V-3.00
Fire/Safety/Health Procedural Info	<u>3.062</u>	Executive Order
Fiscal Irregularities	<u>1.007</u>	Internal
Flags	<u>3.018</u>	Internal
Fund Raising	<u>5.003</u>	IX-3.00
Garnishment	<u>3.005</u>	Internal
General Administrative	<u>1.001</u>	Internal
General Education Program	<u>2.007</u>	III-7.00
Gift Policy	<u>5.004</u>	IX-3.00
Grading	<u>2.013</u>	III-6.20
Graduate Assistants	BOR Policy Manual.	VIII-2.60
Graduation with Honors	<u>2.021</u>	III-7.00
Gramm-Leach-Bliley Act Information Security Program	<u>3.113</u>	
Greek Organizations	<u>4.017</u>	Internal
Guidelines for Course Syllabi	<u>2.025</u>	III-4.00
Hazing	<u>4.018</u>	Internal
Health & Safety Committee	<u>3.087</u>	Internal
Health & Safety Inspections	<u>3.047</u>	ExecOrder
Hiring of Foreign Nationals	<u>3.114</u>	Internal
Honorary Degrees	<u>5.005</u>	III-3.00

Identification Cards	<u>3.002</u>	Internal
Identity Theft Prevention Program	<u>3.118</u>	Internal
Immunization Documentation Policy	<u>4.024</u>	Federal Law
Independent Study Courses	<u>2.022</u>	Internal
Intellectual Property Policy	<u>1.010</u>	IV-3.20
Judicial System	<u>4.020</u>	V-1.00
Layoff, Policy on Layoff, Implementation of Unclassified and Classified Personnel	<u>3.033</u>	VII-1.30
Leadership Position Eligibility	<u>3.034</u>	VII-1.30
Leadership Programs Scholarship	<u>4.016</u>	Internal
Leased Vehicle Operation	<u>2.045</u>	Internal
Leave of Absence	<u>3.053</u>	Internal
Leave Without Pay for Faculty	<u>2.004</u>	II-2.00, II-2.30
Library Collection Development	<u>2.033</u>	II-2.20
Logo	<u>2.006</u>	Internal
Lost and Found Procedure	<u>5.001</u>	Internal
Maintenance of Personnel Files for Frostburg State University Employees	<u>4.026</u>	Internal
Medical/Health Management Services	<u>3.102</u>	BOR VII 6.02
Memberships in Professional and Academic Organizations	<u>3.061</u>	Executive Order
Mid-Semester Warnings	<u>3.081</u>	Internal
Modified Duty Procedure	<u>2.038</u>	Internal
Monthly Payment Plan	<u>3.070</u>	VII-7.41
Moving Expenses Payment	<u>3.040</u>	VIII-2.20
Moving Violations	<u>3.056</u>	Internal
Naming of Facilities and Educational Programs	<u>3.054</u>	Internal
New Student Refund Policy for Title IV Funds	<u>5.006</u>	BOR VI-4.00
Non-Discrimination/Equal Opportunity	<u>3.075</u>	Federal Law
Nonexempt Employees Overtime Meal Policy	<u>1.008</u>	Internal
Non-Exempt Employees Who Participate in University-Recognized Service	<u>3.058</u>	Internal
Notification of Change in Name or Status of FSU	<u>3.072</u>	Internal
Occupational Exposure To Bloodborne Pathogens	<u>4.034</u>	Internal
Off-Campus Housing	<u>3.048</u>	BOR VI-11.00
Off-Road Traffic Policy	<u>4.011</u>	Internal
On-Call/Call-Back Policy	<u>3.036</u>	Internal
Orientation Requirement	<u>3.105</u>	BOR VII - 4.62
Overload on Sponsored Projects	<u>2.008</u>	Internal
Parking Enforcement Officers	<u>2.043</u>	II-3.10/3.20
	<u>3.024</u>	VI-9.00

Parking Privileges-Retired or Emeritus Faculty/Staff	<u>3.066</u>	Internal
Pass/Fail	<u>2.014</u>	Internal
Passengers in State Vehicles	<u>3.079</u>	Internal
Personal Property of State Employees	<u>3.007</u>	Internal
Personal Protection Procedures	<u>3.046</u>	Exec Order
Pets on Campus	<u>3.020</u>	Internal
Petty Cash Accounts	<u>3.031</u>	Internal
Placement Credential Files	<u>4.023</u>	V-1.0
Positive Time Reporting for Contractual Faculty and Graduate Assistants	<u>3.088</u>	Internal
Posting of Notices	<u>3.021</u>	Internal
Preventive Maintenance Program Policy	<u>3.085</u>	Internal
Procurement	<u>3.089</u>	Internal
Procurement Cards	<u>3.111</u>	Internal
Professional Librarians	BOR Policy Manual	VII-1.00
Publications	<u>5.002</u>	V-1.10
Raffles and Sales	<u>4.015</u>	IX-3.00
Refund Policy	<u>3.074</u>	VIII-7.00
Registration	<u>4.004</u>	III-2.30
Residence Hall Contract	<u>4.006</u>	V-5.00
Residence Hall Damage Deposit	<u>4.007</u>	V-5.00
Residence Halls Extended Contract	<u>4.025</u>	V-5.00
Residence Hall Room Painting	<u>4.009</u>	Internal
Residence Hall Security Procedures	<u>4.031</u>	Internal
Residence Hall Visitation	<u>4.010</u>	Internal
Residency Status Appeal	<u>4.002</u>	VIII-2.70
Responsible Computing at FSU	<u>2.046</u>	Internal
Restricted Grade Forgiveness for Returning Undergraduate Students	<u>2.035</u>	III-1.30
Risk Management Policy	<u>3.023</u>	Internal
Risk Management Program Employee Health & Safety Promotion	<u>3.044</u>	Internal
Risk Management Program Evaluation	<u>3.049</u>	Internal
Risk Management Program Staffing	<u>3.042</u>	Internal
Risk Management Program Rules/Regulation	<u>3.043</u>	Internal
RMP Employee Assistance Program	<u>3.045</u>	Internal
Room Reservation Fee	<u>4.008</u>	Internal
Scheduling of Academic Assignments on Dates of Religious Observance	<u>2.034</u>	III-5.10
School Closing Due to Inclement Weather	<u>3.013</u>	Internal

Search and Seizure	<u>4.012</u>	Internal
Sexual Assault	<u>4.032</u>	VI-1.30
Sexual Harassment	<u>1.004</u>	Internal
Sick Leave for Exempt & Non-Exempt Employees	<u>3.094</u>	VII-7.45
Signature Stamp	<u>3.064</u>	Internal
Skateboarding	<u>3.022</u>	Internal
Smoking	<u>3.014</u>	Governor's ExecOrder
Sponsored/Co-Sponsored Events/Activities and Fee Waivers	<u>3.038</u>	IV-2.00
Standards Governing Low Scholarship	<u>2.018</u>	Internal
Student Academic Responsibility	<u>2.037</u>	Internal
Students with Disabilities	<u>4.035</u>	Internal
Student Drivers	<u>3.016</u>	VI-4.10
Student Employment Policies	<u>4.029</u>	V-4.00
Student Fees for Courses Offered at Off-Campus Sites	<u>3.092</u>	VIII-2.61
Student Grievances on Course Grades	<u>2.019</u>	III-1.20
Substance Abuse Policy	<u>1.009</u>	State/Federal Law
Summer Session Parking Fee	<u>3.032</u>	Internal
Summer Internship Pay	<u>2.044</u>	Internal
Tailgating Policy	<u>3.076</u>	Internal
Terminal Leave for Faculty	<u>2.031</u>	VII-2.00
Tent	<u>3.017</u>	Internal
Textbook Information	<u>3.071</u>	Internal
Thesis/Dissertation Printing	<u>3.065</u>	Internal
Travel Approval Policy	<u>3.090</u>	Internal
Travel Limits on State Vehicles	<u>3.055</u>	Internal
Travel Procedures	<u>3.029</u>	BOR VIII-11.10
Tuition and Fee Charges for Students Enrolled Concurrently at the Frostburg and Hagerstown Sites	<u>3.067</u>	Internal
Tuition Fellowships for Graduates	<u>2.040</u>	VIII-2.60
Tuition Remission for Faculty and Staff	<u>3.027</u>	VII-4.10
Self-Supported Programs	<u>3.028</u>	VII-4.10
Dependent Children of Faculty & Staff	<u>3.026</u>	VII-2.40
Tuition Waiver for Certain Members Of The Maryland National Guard	<u>3.091</u>	VIII-2.31
Using Email as Official Communication with Students, Faculty, & Staff	<u>3.110</u>	
Vehicle Registration	<u>3.011</u>	Internal
Voice Processing/Messaging	<u>3.077</u>	Internal

System		
Waiver of Application Fees Board of Regent Policy	<u>4.027</u>	VIII-2.80
Waiver of Tuition and Granting of Other Privileges for Senior Citizens of MD	<u>3.030</u>	VIII-2.30-1
Waiver of Tuition for Teacher of the Year	<u>3.068</u>	Internal
Weapon Registration	<u>3.015</u>	Internal
Web Site Development and Operations Policy	<u>3.108</u>	Internal
Web Site, E-mail, and Data Storage Privacy Policy	<u>3.109</u>	Internal
Work Schedules and Overtime	<u>3.104</u>	BOR VII - 6.10
Workplace Violence Policy		