



# Secondary, PreK-12 & Middle School Teacher Education Programs SUPERVISOR Handbook

2013-14

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## INTRODUCTION

Welcome to the University of Maryland College Park Secondary Teacher Education program! We are excited to work closely with you as we help our interns grow into confident, knowledgeable, skilled and caring new teachers over the course of the year. This Secondary Internship Supervisor Handbook will help answer some of the questions you may have about our program and will explain the supervisors', interns' and mentors' roles, duties and requirements. Please contact us as additional questions arise.

## PROGRAM INFORMATION

### Section I: Goals of the Internship

#### **Teacher Candidates will be able to...**

- demonstrate the ability to **plan** effective learning opportunities based upon an understanding of learners, instructional practices, content, and curriculum.
- demonstrate the ability to **facilitate** instruction that engages students in meaningful learning that assures mastery of content, encourages interaction and active engagement, and utilizes a variety of instructional strategies to meet the needs of diverse learners.
- demonstrate the ability to use multiple methods to **assess student learning** in a manner which will to engage diverse learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- demonstrate the ability to **create an effective learning environment** that supports individual and collaborative learning, and to manage classrooms addressing issue of time, space, materials, student behavior, and procedures.
- demonstrate the ability to **use technology** to enhance student learning and support effective teaching practices.
- demonstrate a strong commitment to effectively **act in a professional manner** in meeting school responsibilities.
- demonstrate a strong commitment to **develop as a reflective practitioner**.

These goals align with the College of Education Conceptual Framework. See: [http://education.umd.edu/studentinfo/teacher\\_education/documents/FINALCFApproved2011.pdf](http://education.umd.edu/studentinfo/teacher_education/documents/FINALCFApproved2011.pdf)

### **Section II: Quick Glossary** (see Appendix A for detailed roles & responsibilities)

- **Interns:** aka "Teacher Candidates"
- **Mentor Teachers:** some school districts use "supervising teachers"
- **University Supervisors:** Individuals employed by UMCP to provide additional support, guidance and feedback to interns, as well as program support and information to mentors. Supervisors conduct 4-6 observations with post-

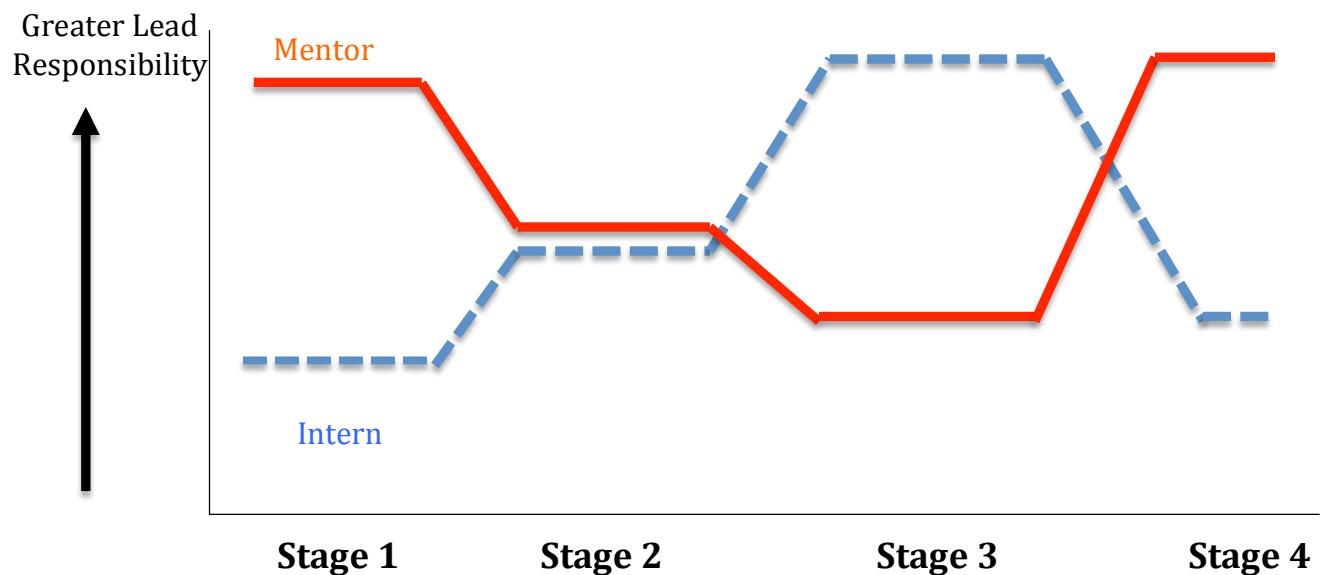
observation conferences during the full-time internship, and they evaluate interns' progress.

- **Professional Development School (PDS):** PDS Schools in the Secondary Program are middle or high schools that are part of an official partnership with UMCP. As part of that partnership, the school normally hosts 5 or more teaching interns across various content-areas.
- **PDS Coordinators:** UMCP faculty who have primary responsibility for interns, internship placements, seminars and supervisors within their specializations (English, Math, etc.).
- **PDS Site Coordinators:** Staff members at each PDS school who serve as a point of contact for interns, mentors, supervisors, and PDS Coordinators. PDS Site Coordinators often host events for the interns and/or mentors within their school.

### **Section III: Overview: Four Stages of the Internship**

Our internship is designed to ensure that interns gradually assume greater responsibilities over a four-stage process.

#### **Four Stages of the Internship:**



#### **Stage 1: Emerging Apprenticeship**

- **Planning:** Mentor serves as lead planner. Mentor models and thinks aloud about all planning procedures. Intern assists in developing instructional resources.
- **Teaching:** Mentor serves as lead teacher. Intern circulates to work with students individually and in small groups. Intern leads segments of the mentor's lesson with some class periods and gradually takes responsibility for some routines.

- **Assessing Student Learning:** Mentor serves in the lead role. Mentor develops and implements assessments and models scoring student work. Mentor and intern participate in cross-grading, and share grading for particular assignments.
- **Other:** Intern conducts focused observations in mentor's and other teachers' classrooms. Through observations, meetings and/or shadowing, intern becomes familiar with resources available to teachers and students in the Special Education and ESOL departments, media center, guidance & administrative offices, etc. Intern peruses course curriculum for the year and examines documented instructional plans for individual students.

### **Stage 2: Collaborative Apprenticeship**

- **Planning:** Mentor and intern collaboratively plan and develop materials.
- **Teaching:** Mentor and intern co-teach. They may alternate lead teaching role within lessons, with different class periods or with different lessons. While one is lead teaching, the other is assisting with individual students and small groups.
- **Assessing Student Learning:** Mentor and intern collaboratively develop assessments, evaluate student work, and provide feedback to students.
- **Other:** Intern conducts focused observations in mentor's and in other teachers' classrooms. Intern is involved in communication with parents and students.

### **Stage 3: Peak Apprenticeship**

- **Planning:** Intern serves as the lead planner, under the mentor's supervision. All plans must be written in sufficient detail and provided to the mentor in writing at least two work days prior to the lesson (earlier if requested by the mentor). Mentor offers ideas, resources and feedback throughout the planning process.
- **Teaching:** Intern serves as the lead teacher. Mentor will engage in one or more of the following during any given day: co-teaching, assisting individual students or small groups, conducting targeted observations, etc.
- **Assessing Student Learning:** Intern serves as the lead. Mentor provides oversight, assistance and feedback.
- **Other:** Intern has primary responsibility for communication with students and parents, with guidance from mentor.

### **Stage 4: Collaborative Apprenticeship**

- Mentor and intern responsibilities shift back to those described in Stage 2 and/or Stage 1 as appropriate.
- Intern should again fully engage in those activities described in Stage 1, now with a focus on gathering ideas to bring into the first year of teaching.

### **Timeframe for transitioning through the four stages:**

Each pathway (undergraduate and MCERT) provides approximate time windows as a baseline for Secondary placements from which the mentor, intern, university supervisor and PDS Coordinator will make collaborative decisions about the intern's progress through the four stages.

Stage of the Internship	Approximate window	
	MCERT	Undergraduate
Stage 1: Beginning Apprenticeship	First quarter	Fall semester
Stage 2: Emerging Apprenticeship	Second quarter	January – early February
Stage 3: Peak Apprenticeship	Third quarter	mid-February – mid-April
Stage 4: Collaborative Phase Out	Fourth quarter	Late April –May

### Modifications within the Four Stages:

Time windows will vary for K-12 and Middle School placements. Additional modifications for any intern may be made to adjust for:

- Individual differences in the preparedness and confidence of interns.
- Dynamics of particular classes and/or interns teaching two preps: one prep or set of class periods may be considered the ‘primary prep’ while the second prep or particular class period(s) may be shifted to later transitions between stages and/or condense the amount of time in Stage 3.
- Skills within different aspects of teaching: as they work to hone their skills in different aspects of teaching (planning, facilitating, assessing student learning, communicating with parents), interns may be in an earlier Stage for one aspect of teaching, while they are in a later Stage for another aspect of teaching.
- The number of classes for which the intern will be able to assume lead responsibilities.
  - *MCERT*: If the mentor’s load is such that it makes sense for the intern to take lead responsibility for less than fully half of a teacher load (for example, 2 classes rather than 3 classes), then Stage 3 may be extended for the two primary classes, and/or the intern may engage in Stage 2 with one or more additional classes while they are in Stage 3 with their two primary classes.
  - *Undergraduate*: Based on a number of factors, there may be significant variations in the loads that undergraduate interns will be assuming. In order to ensure that candidates gain adequate experience during the Peak Apprenticeship (Stage 3) of the internship, we have developed the following guideline for our Undergraduate interns:

<b><i>Guideline for modifying the undergraduate Stage 3 window</i></b>	
<b><i>If the UG intern will be assuming lead responsibilities for...</i></b>	<b><i>...the intern and mentor should be in Stage 3 for...</i></b>
6 classes	4 or more weeks
5 classes	5 or more weeks
4 classes	6 or more weeks
3 classes	8 or more weeks

## **Section IV: Key Internship Assessments**

In order to successfully complete the internship and receive a Satisfactory grade for the internship credits, a number of additional internship-related College of Education and program-specific requirements must be met:

### **Foundational Competencies:**

- Interns must complete a Foundational Competencies self-evaluation during each semester of the internship.
- Interns will be evaluated on the Foundational Competencies each semester of the internship by the mentor/supervisor/PDS Coordinator.
- Any concerns regarding Foundational Competencies will trigger a review of Foundational Competencies, at which time the intern could be put on probation or removed from the internship (see Intervention Policy below)
- For a detailed description of the College of Education Foundational Competencies and the Implementation and Review Procedures, see Appendix B or go to “Foundational Competencies” on this webpage:

[http://www.education.umd.edu/studentinfo/undergraduate\\_info/ugformspolicies.html](http://www.education.umd.edu/studentinfo/undergraduate_info/ugformspolicies.html)

### **Performance Based Assessment (PBA):**

The intern’s performance within the internship is evaluated on a series of specific items within seven categories (all certification areas except Middle School):

- Planning Instruction
- Delivering Instruction
- Assessing Student Learning
- Classroom Learning Environment
- Intern/Student Interactions and Interpersonal Skills
- Knowledge of Content
- Professionalism

Mentors and interns complete PBA evaluations at the mid-point and end of the fall semester, and at the mid-point and end of the spring semester. During the full-time portion of the internship (spring semester for undergraduates, all year for MCERTs), supervisors complete PBA evaluations as well. At each interval, a conference is held to discuss the intern’s progress and areas for continued growth.

The intern must have at least 80% or more of the indicators within each category rated as *Satisfactory* or higher to demonstrate competency on the PBA and complete the internship successfully. See Appendix C for detailed benchmark requirements.

#### ***Evaluating your intern in Live Text:***

- You will receive an email with your username and password from “Live Text Field Experience”
- You will login to [www.livetext.com](http://www.livetext.com)
- If you don’t know your username & password, hit “forgot?” and put in your email address

**Teacher Performance Assessment (edTPA):**

The edTPA is a summative assessment that requires interns to demonstrate their capacity to plan and teach a 3 to 5 hour series of lessons, referred to as a “learning segment,” and to assess their students’ understanding of the learning segment’s objectives. In addition to lesson plans and examples of student work, the edTPA requires interns to write extensive commentaries as they reflect on their planning, teaching and assessment practices, and their ability to support their students’ academic language development. Please see Appendix D for additional information on the edTPA, including what support mentors can provide.

**Maryland Teacher Technology Standards (MTTS) Portfolio:**

The MTTS Portfolio is required by the Maryland State Department of Education as a means of demonstrating interns’ capacity to use technology effectively to support their teaching practices. For additional information about the MTTS Standards, please see: <http://www.mttsonline.org/>

**Program Portfolio:**

The Maryland State Department of Education requires completion of a program portfolio. For some specializations, the edTPA also serves as the program portfolio. Other specializations have a separate program portfolio in order to address requirements of their national accrediting bodies.

**Section V: Policies**

The following policies are specific to the Secondary Internship. Additional policies of the College of Education remain applicable. For details on additional College of Education policies, see <http://www.education.umd.edu>

**Attendance Policy:**

1. The dates listed on the *Secondary Undergraduate Internship Calendar* and the *MCERT Internship Calendar* represent the specific dates interns are required to fulfill as an intern. Intern attendance on these dates is mandatory.
2. An absence is defined as *any period of time during which the intern is away from the internship setting* (e.g., an entire day or any portion of the day).
3. There are no “excused” absences—interns are obligated to explain each absence to the mentor teacher, university supervisor, and PDS Coordinator (before the absence if at all possible).
4. Only some explanations are *professionally acceptable* and must be supported by documentation, if requested:
  - a. A personal health condition;
  - b. An illness of a family member;
  - c. A death in the family;
  - d. A religious observance; and,
  - e. A job interview or job fair (such as the UMCP Education Expo).

An explanation that falls outside of the categories listed above is deemed *professionally unacceptable*.

5. If interns are sick or encounter an unexpected emergency and are unable to report to your classroom, they must contact the mentor prior to the start of the school day. Interns must make arrangements (sub plans, materials, etc.) for any lessons that they are responsible for implementing.
6. Unexplained or professionally unacceptable absences, more than four professionally acceptable absences, or absences that are not made up will trigger a review of Foundational Competencies (see Intervention Policy).

**Policy regarding Basic Professional Expectations:**

Basic professional expectations include, but are not limited to, the following:

- Interns will arrive on time every day to their classroom. “On time” will be defined as the time when the contractual day begins for teachers, or an earlier time if it has been agreed upon with the mentor.
- During planning periods, interns will engage in collaborative planning with their mentor teacher and other colleagues as appropriate.
- Interns will attend all meetings and professional development sessions that are required of contractual teachers at the placement school.
- Interns will remain at school until the end of the contractual day for teachers, or a later time if it has been agreed upon with the mentor and/or if a professional obligation (such as a faculty meeting or a meeting with a parent) runs later than the contractual day.
- Interns will dress in a professional manner and attend closely to personal grooming and hygiene. Interns must ensure that their personal appearance does not serve as a distraction from their professional role in the classroom.
- Interns will not engage in any romantic relationships or any relationships that could be perceived to be inappropriate with any students or colleagues in their placement school.
- Interns will submit written lesson plans to their mentor teacher for all lessons they teach at least 24 hours prior to the lesson, or earlier if it has been agreed upon with the mentor.
- Interns will maintain accurate and timely student records, including but not limited to students’ attendance and performance on assessments.
- Interns will abide by all district policies that apply to contractual teachers.

Any concerns regarding basic professional expectations will trigger a review of Foundational Competencies, at which time the intern could be put on probation or removed from the internship (see Intervention Policy)

**Employment during the full-time internship:**

Employment during the full-time internship is strongly discouraged because of the extensive time commitment of the internship and associated program requirements. However, if an intern will need to maintain additional employment, the intern must consult with their PDS Coordinator prior to the beginning of the full-time internship. The intern may require additional monitoring to ensure the successful completion of the internship and associated requirements.



**Substitute Teaching:**

Interns are not permitted to assume the role of a substitute teacher in the placement school during the internship. They may not receive remuneration for the same responsibilities for which they are receiving credit. If a mentor teacher must be absent on a short-term basis, a substitute teacher must be present in the classroom. If the mentor is expected to be absent in excess of one week, the PDS coordinator must be contacted to determine whether alternative arrangements should be made.

**Internship Intervention Policy**

It is expected that every intern meet all of the UMD standards in a cumulative, progressive and timely manner, and abide by all University and school system policies. Failure to meet those expectations requires an intervention that may result in additional monitoring, probationary status within the placement, extended placement and/or termination of the internship.

**Reasons for Intervention:**

1. Failure to abide by any policies governing the intern or the internship, including those of the University of Maryland and the school and school district in which the intern is placed.
2. Failure to consistently successfully demonstrate Foundational Competencies
3. Failure to meet the University of Maryland required benchmarks within the Performance Based Assessment (see Appendix C)
4. Concerns based on trend performance on either the Foundational Competencies or the Performance Based Assessment
5. Inability to meet internship requirements and/or demonstrate success in standards as a result of illness, injury or other emergency

**Intervention:**

- The mentor and/or supervisor will notify PDS Coordinator of one of the above concerns.
- A conference will be held, including at least the intern, mentor, supervisor, and PDS Coordinator. Depending on the situation of the initial intervention conference, and in the instance of a second intervention conference, any or all of the following individuals will also be involved: PDS Site Coordinator, Director of Student Services or her designee, head of the content-area specialization, MCERT Director, Secondary Education Coordinator.
- One or more of the following actions may be decided upon:
  1. Additional monitoring through an Action Plan (see Appendix E for sample Action Plan templates)
  2. Probationary status within the internship
  3. Extended internship placement
  4. Termination of the internship
- Decisions to place an intern on probationary status, or to extend or terminate an internship, must involve the Director of Student Services and/or the Secondary Education Coordinator, and if the intern is in the MCERT program, the MCERT Director.

## **Section VI: MCERT Pathway**

The Master's Certification (MCERT) pathway is an intensive one-year program combining a Master's degree with teacher certification. The program requires students to have completed a bachelor's degree with a content area major prior to beginning the program. A portion of our MCERT interns received their undergraduate degree at Maryland and completed the pre-internship coursework during their undergraduate program. Others begin the program in June and complete the initial coursework during the summer prior to beginning their internship. The program continues through the end of June following the completion of the internship.

### **MCERT Program Courses:**

- Prior to the internship:
  - All content pre-requisites (specific to content area)
  - Methods I (specific to content area, 3 credits)
  - Adolescent Learning & Development (3 credits)
  - Content Area Reading (3 credits)
  - Embracing Diversity in Classroom Communities (3 credits)
- During the internship:
  - Conducting Research on Teaching (1 credit in the Fall, 2 credits in the Spring)
  - Methods II (specific to content area, 3 credits, Fall)
  - Methods III (specific to content area, 3 credits, Spring)
  - Studying Student Learning in Diverse Settings (3 credits, Fall or Spring)
  - Reading, Cognition and Reading Instruction: Reading in the Content Areas (3 credits, Fall or Spring)
  - Teaching as a Profession (3 credits, mid-May through June)

### **MCERT Internship parameters:**

- Interns are expected to attend school 5 days a week for the full school year, from the first professional duty day in August to the last professional duty day in June
- Interns serve as half-time teaching apprentices, wherein they gradually assume lead responsibilities for half of a mentor teacher's load
- Interns have a dedicated planning period with the assigned mentor
- Interns have a second dedicated planning period
- Interns have a dedicated period for planned observation in a variety of classrooms. This time can also be used to shadow and/or confer with other professionals in the school.

Secondary MCERT Interns are in one school for the entire year. K12 MCERT interns complete a dual placement with half of their internship in an elementary school and half of their internship in a secondary school.

### **MCERT PBA Due Dates and Conferences:**

First PBA due	Friday, October 18 <sup>th</sup>
Three-Way Mid-Point Conferences	Week of October 21 <sup>st</sup> – 25 <sup>th</sup> .
Second PBA Due	Friday, December 13 <sup>th</sup>
Three-Way Final Fall Conferences	Week of December 16 <sup>th</sup> – 20 <sup>th</sup>
Third PBA Due	Friday, March 7 <sup>th</sup>
Three-Way Spring Mid-Point Conferences	Week of March 10 <sup>th</sup> – 14 <sup>th</sup>
Final PBA Due	Friday, May 23 <sup>rd</sup>
Three-Way Final PBA Conference	Week of May 27 <sup>th</sup> – May 30 <sup>th</sup>

### **Section VII: Undergraduate Pathway**

The undergraduate pathway requires students to complete a double major – a major in their certification field, and a major in Secondary Education. Students apply for admission to the Secondary Education program in December of their junior year. Prior to admission into the program, they complete the Methods I class for their content area, which is accompanied by a 20 to 30 hour field placement. They complete all of the courses for their content major by December of their senior year.

#### **Undergraduate Program Courses:**

- Prior to the full-time internship:
  - All content pre-requisites (specific to content area)
  - Adolescent Development (3 credits)
  - Cognition and Motivation in Reading: Reading in the Content Areas I (3 credits)
  - Reading in Secondary Schools: Reading in the Content Areas II (3 credits)
  - Foundations of Education OR Historical & Philosophical Perspectives on Education (3 credits)
  - Methods 1 (specific to content area, 3 credits)
  - Methods 2 (specific to content area, 3 credits)
  - Field Experience (1 credit, one-day per week fall internship during internship year)
- During the full-time spring internship:
  - Seminar (specific to content area, 1 or 2 credits)
  - Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education (2 credits) Note: this course is co-taught by instructors from the fields of TESOL and Special Education

#### **Undergraduate Internship Parameters:**

Secondary undergraduate interns have two placements – one in a middle school and one in a high school. The Introductory (“Intro”) Placement, one day per week for the first half of the fall semester, is intended to give interns exposure to the middle or high school setting and student population, and to provide insight into what

experiences students come with or need to bring when moving between middle school and high school. The Main Placement comprises the bulk of the intern's experiences, including one-day per week for the remainder of the fall semester, and the full-time internship in the spring. K12 placements are modified to balance the intern's time between an elementary placement and a secondary placement.

Secondary undergraduate interns are in their internship:

- Two days during teacher prep week (Main Placement)
- Five days during the opening week of school (3 days in their Main Placement, and 2 days in their Intro Placement)
- One day per week until the end of UMCP classes in December (first half of the fall in the Intro Placement, second half of the fall in the Main Placement)
- Full-time from the first day teachers are back in January until mid-May (Main Placement)

**Undergraduate Internship Calendar:**

The Calendar below details the required internship dates. Please note the following:

- This calendar provides a cushion of approximately 5 days over the 100-day state requirement in case of snow or personal emergencies.
- Interns begin their placements 2 or 3 weeks before the UMCP Fall Semester.
  - Interns are responsible for communicating with their mentor teachers to determine which Teacher Prep days they will attend.
  - Interns should attend Back to School Night at their Main Placement school.
- During the UMCP fall semester, the attendance obligation includes 14 days (one day per week except for the week of Thanksgiving).
  - If schools are closed on the normal day for a particular week, interns must make up that day before the end of the fall semester.
- The full-time internship begins on the first day back for K-12 teachers after their winter break, well before the UMCP Spring Semester starts.
- During the full-time internship, interns must adhere to the calendar for teachers within the school district where they are placed.
  - The internship Spring Break does NOT align with the UMCP Spring Break
  - Interns are NOT permitted to take days off during the UMCP Spring Break.
- The full-time internship may be extended beyond the final date in May on a case-by-case basis in order to address any attendance issues and/or to provide additional opportunities for an intern to demonstrate success.

### Secondary Undergraduate Internship Calendar 2013-14

Opening of School: <ul style="list-style-type: none"> <li>Attend 2 days of the Teacher Prep Week</li> <li>Attend 5 days during the Opening Week for Students</li> </ul> <p>➤ <i>Dates will vary by the school district in which you are placed.</i></p>	HCPSS & MCPS <ul style="list-style-type: none"> <li>Teacher Prep Week: Aug 19 - 23</li> <li>Opening Week for Students: Aug 26 - 30</li> </ul> PGCPS: <ul style="list-style-type: none"> <li>Teacher Prep Week: Aug 12 - 16</li> <li>Opening Week for Students: Aug 19 - 23</li> </ul>
Fall classes begin at UMCP	Tuesday, Sept 3 <sup>rd</sup>
Introductory Placement Begins	Week of September 3 <sup>rd</sup> – 6 <sup>th</sup> . One day per week.
Introductory Placement Ends, PBA Conference (intern & mentor)	Week of October 14 <sup>th</sup> – 18 <sup>th</sup>
First PBA due	Friday, October 18 <sup>th</sup>
Main Placement Begins	Week of October 21 <sup>st</sup> – 25 <sup>th</sup> . One day per week.
Praxis II Content & Pedagogy Test	By November Praxis II Test Date
Main Placement Fall Visits End, PBA Conference (intern & mentor)	Week of December 9 <sup>th</sup> – 13 <sup>th</sup>
Second PBA Due	Friday, December 13 <sup>th</sup>
Fall Classes end at UMCP	Friday, December 13 <sup>th</sup> (Exams end Dec 21 <sup>st</sup> )
Main Placement Begins Full-time	Thursday, January 2, 2014
Initial three-way conference with mentor, intern & supervisor	During the first two weeks of January
Spring Classes begin at UMCP	Monday, January 27 <sup>th</sup>
Third PBA Due	Friday, March 7 <sup>th</sup>
Three-Way Mid-Point PBA Conference	Week of March 10 <sup>th</sup> – 14 <sup>th</sup>
School District Spring Break	April 14 <sup>th</sup> – 21 <sup>st</sup>
edTPA Due	Monday, April 21 <sup>st</sup>
Final PBA Due	Friday, May 2 <sup>nd</sup>
MTTS Portfolio Due	Sunday, May 4 <sup>th</sup>
Three-Way Final PBA Conference	Week of May 5 <sup>th</sup> – 9 <sup>th</sup>
Last Day of Main Placement	Friday, May 9 <sup>th</sup>
Program Portfolio Due (if applicable)	Sunday, May 11 <sup>th</sup>
Spring Classes end at UMCP	Tuesday, May 13 <sup>th</sup>

## **SUPERVISING:**

### **Section VIII: Expectations of the Supervisor, Mentor & Intern Relationship**

#### **1. Opening meeting** between supervisor, mentor & intern:

- Goals for the meeting:
  - Establish lines of communication, clarify program requirements, etc.
  - Preview internship evaluation criteria (PBA, Foundational Competencies)
  - Share strengths and areas of focus, establish initial goals for the Intern's development (incorporating the Intern's self-assessment)
- Role of the Supervisor:
  - Supervisors helps negotiate expectations between Mentor & Intern.
  - Supervisor will work with and guide Interns and Mentors as they develop an initial plan for the semester in terms of the Intern's assumption of responsibilities in conjunction with the Transition to Lead Teaching document and in accordance with university course requirements (lessons & units for Methods class, edTPA, etc)

#### **2. Formal Observations by the Supervisor:**

##### Scheduling:

- Interns are required to have at least 4 formal Supervisor observations per semester (generally 2 before the midpoint PBA & 2 before the final PBA)
- Interns need to be proactive in scheduling observations and post-observation conferences with their Supervisors. Interns should:
  - Check the school calendar and class calendar before scheduling an observation to ensure you will be teaching during that time (no assemblies, tests, etc)
  - Spread observations apart by at least one week, preferably two weeks
  - When scheduling an observation, include a time to meet with the Supervisor for a post-observation conference (preferably immediately following observation; at least within 24 hours)

##### Formal Observation Protocol:

- Intern provides Supervisor with written lesson plan and copies of all materials in advance.
- If possible, the Intern should also communicate with the Supervisor prior to the observation to share specific aspects of the lesson, their teaching practice, student responses, etc. that the Intern wants the Supervisor to pay close attention to.
- Supervisor observes lessons
- Intern & Supervisor meet for a post-observation conference. Mentors are welcome to participate.

#### Post-Observation Conferences:

- The conference should be in person within a day of the observation if at all possible.
- If schedule conflicts prohibit a face-to-face meeting, the post-observation conference will be conducted on the phone or via Skype.
- Ideally, the Mentor will participate in one or more conferences.
- The post-observation conference should include the following elements:
  1. *Opening:* The Intern will share specific strengths and specific areas for improvement (if possible, using the post-observation notes sheet).
  2. *Continued Discussion:*
    - a. The Supervisor will address the strengths and areas for growth identified by the Intern. The Supervisor will also share data they collected, and any additional observations of strengths and areas for growth.
    - b. The Supervisor and intern will brainstorm suggestions for improvement.
    - c. If necessary, the supervisor will detail specific changes in practice that must be made.
    - d. The Intern will solicit advice on any aspect of their placement around which they would benefit from support.
  3. *Closure:* The Supervisor & Intern will agree on goals or areas for improvement that the intern will focus on in the coming weeks.

#### Observation Feedback & Goals Form:

- Supervisor completes the Observation Feedback Form (varies by certification area) and sends it to the Intern within 1-2 days after the post-observation conference. The Supervisor will share the feedback with the mentor as appropriate.
- Based on the written feedback on the form and the discussion during the post-observation conference, the Intern should develop 3 goals for further development to focus on prior to the next observation. The Intern should submit those goals to their Supervisor and PDS Coordinator (process varies by certification area).

### **3. Performance Based Assessments & Foundational Competency Evaluations**

- Performance-Based Assessments are completed by the Supervisor, Mentor & Intern by the deadlines provided by the PDS Coordinator.
- Foundational Competencies are completed by the Intern each semester
- Mentors and Supervisors provide Foundational Competency Evaluation input to the PDS Coordinator at each PBA interval (process varies by certification area)

#### **4. Midterm and Final Evaluation Conferences**

- The Intern should be proactive prior to the PBA deadline in scheduling a PBA Conference for the week after the PBA deadline.
- Supervisor, Mentor, & Intern meet as soon as possible after completion of the PBA ratings.
- If Intern receives any “needs improvement” or “unsatisfactory” ratings, the supervisor will contact the PDS Coordinator to involve him/her in the Evaluation Conference.
- PBA and Foundational Competency ratings should be discussed in terms of strengths & areas for improvement.
- During these conferences, the group should revisit the Transition Plan for the Intern’s assumption of planning, teaching & assessment responsibilities.
- The group should establish specific goals to focus on during the next PBA cycle

#### **5. Additional Communication Throughout the Internship:**

- Interns must respond to communication from their Supervisors promptly – at least within 24 hours.
- Supervisors touch base with Mentors during each visit, additionally as needed.
- If an Intern or Mentor has a concern, they should share the concern with the Supervisor proactively before it grows into a larger issue

#### **6. Additional Support for an Intern**

- Supervisors will engage in additional site visits, informal observations, and/or email exchanges to support Intern’s development as needed.

#### **7. End of the Year**

- By mid-April, the Supervisor, Mentor & Intern will develop and agree upon a plan for transitioning to Stage Four (mentor resumes lead responsibilities, Intern resumes responsibilities as described in Stage 2 and/or 1). Supervisors are responsible for submitting the updated transition plan for each intern to the PDS Coordinator.
- Interns are strongly encouraged to ask their Supervisor & Mentor for letters of recommendation.
- Supervisors maintain a file for each Intern with observation notes, written lesson plans, and Observation Feedback & Goals sheets. This file will be submitted in hard copy or electronically to the PDS Coordinator.



## **Section IX: Using Feedback to Build your Intern's Learning & Reflection**

What is feedback? According to Wiggins, feedback is information “conveyed about the effects of [one's] actions as related to a goal. The information does not include value judgments or recommendations on how to improve.”

While our interns certainly benefit from the advice we offer them, they also benefit immensely from the feedback we are able to provide from targeted observations.

### ***Grant Wiggins on Feedback vs. Advice:***

- “We often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. By doing so, we often unwittingly end up unnerving learners. [Learners] become increasingly insecure about their own judgment and dependent on the advice of experts...”
- “If your ratio of advice to feedback is too high, try asking the learner, ‘Given the feedback, do you have some ideas about how to improve?’ This approach will build greater autonomy and confidence over the long haul.”

*Wiggins, G. (2012). 7 keys to effective feedback. Educational Leadership, v. 70(1). ASCD.*  
<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

### ***Observation Strategies to generate feedback:***

- Use a seating chart to track participation in a whole class discussion or participatory lecture. Each time a student participates, put a tally mark.
- Use a map of the room to track the intern's movement. Draw lines to represent movement, and use circles of varying sizes to represent how long the intern remained in a particular spot without moving.
- Use a seating chart to track interactions between the intern and individual students, and between the students with each other. Use arrows to show interactions. One-directional and two-directional arrows can represent one or two way communication. “On” and “Off” could be added as captions to arrows between students to indicate whether an interaction was on or off task.
- Sit near a small group and transcribe the conversation of that small group.
- Transcribe the questions that the intern posed to the class
- Make a Minute-by-Minute snapshot of a portion of the lesson – for each minute, write down what was happening during that minute. Variation: write down what is happening once at every 5-minute interval over the entire class period.
- A sample observation tool can be found in Appendix G

With each strategy, use the observation record to start a conversation with your intern, inviting them to reflect on the lesson using the observation record to inform their thinking and your ensuing discussion.

## **Appendix A: Roles & Responsibilities**

The lists below are representative, but not comprehensive, in detailing the responsibilities of the intern, mentor, supervisor, UMCP PDS Coordinator and school PDS Site Coordinator.

### **INTERN**

- Arrive on time, be prepared and ready to accept daily challenges
- Become an active part of the school and community culture
- Communicate proactively, openly and frequently with mentor teacher, supervisor and PDS Coordinator
- Respond promptly to all communication from mentor, supervisor and PDS Coordinator
- Request and expect feedback. Make changes accordingly.
- Complete required PBA & Foundational Competency self-assessments thoughtfully, honestly and thoroughly
- Read PBA and Foundational Competency evaluations completed by mentor and supervisor, and participate fully in all conferences
- Complete program requirements
- Abide by all applicable UMCP, internship, school & school district policies
- Share course assignment requirements and deadlines with mentor teachers
- Become familiar with required modifications and accommodations for individual students
- Participate in at least four observations and post-observation conferences with university supervisor; submit materials before/after observation as required by your program/supervisor
- Consistently submit professionally written lesson plans by the agreed upon deadline to mentor teacher for feedback for all classes you are teaching; submit written lesson plans to supervisor in advance of each scheduled observation.
- Prepare emergency sub plans

### **MENTOR**

- Model best practices
- Think Aloud with your intern about the multitude of decisions you make before, during and after each lesson.
- Provide access to resources such as curriculum guides, materials, and technology. Share protocols for use of those resources
- Communicate proactively, openly, and frequently with intern, supervisor and PDS Coordinator
- Assess intern's performance on Foundational Competencies and PBA standards at required intervals
- Conduct conferences with intern at each PBA evaluation interval (along with supervisor all year for MCERT interns, along with supervisor in the spring for undergraduate interns)

- Alert supervisor and/or PDS Coordinator to any concerns as they arise so that appropriate supports can be put in place promptly
- Engage with Intervention Policy if needed; complete Action Plan progress reports if applicable
- Assist intern with securing student permission forms for videotaping and analyzing student work.
- Attend school-wide mentor orientation and additional mentor meetings
- Share all relevant school and system policies and procedures with intern
- Introduce intern to your students and appropriate faculty/staff in your building
- Ensure that intern has opportunities to observe other classes, visit other departments, etc.
- Ensure that intern becomes familiar with any modifications or accommodations required for your students
- Engage intern in analysis of student assessment data
- Regularly initiate discussions that analyze and reflect upon instructional decision-making and student learning
- Participate in at least one post-observation conference with the intern & supervisor
- Collaborate with supervisor and intern to determine plan for transitioning between each Stage of the internship. See Appendix G for Sample Transition Planning Guide
- Engage intern in full range of Stage 1, 2, 3 & 4 experiences.
- Review and provide constructive feedback to intern on written lesson plans, instructional materials, assessments, and intern's feedback on student work
- Observe intern frequently, including a targeted observation at least once per week during Stages 2 and 3, and provide ongoing, formal and informal, written and oral feedback using a variety of observation tools and approaches. See sample Observation Tool in Appendix H. Additional observation tools are available through your UMCP PDS Coordinator.

#### **SUPERVISOR**

- Attend orientation meeting and specialization-specific meetings for supervisors
- Communicate openly and frequently with intern, mentor and PDS Coordinator
- Facilitate initial, mid-point and final conferences with mentor and intern
- Conduct at least four observations and post-observation conferences per semester; thoroughly review all lesson plans submitted for observations; submit follow-up materials as required by your PDS Coordinator
- During site visits, check with mentors regarding interns' performance, review lesson plans and any mentor feedback records
- Apprise PDS Coordinator of intern's progress; alert PDS Coordinator to any concerns as they arise so that appropriate supports can be put in place promptly
- Engage with Intervention Policy and monitor Action Plans if needed
- Write letters of recommendation and/or serve as a professional reference
- Optional attendance at any internship seminars

**PDS COORDINATOR (UMCP – SPECIALIZATION SPECIFIC)**

- Conduct orientations for interns, mentors and supervisors
- Provide information and ongoing support to interns and mentors
- Provide supervision and guidance to university supervisors
- Ensure all PBA and Foundational Competencies evaluations are submitted
- Communicate proactively, openly and frequently with interns, mentors and supervisors
- Monitor performance of all interns
- Engage with Intervention Policy and monitor Action Plans as needed
- Implement all internship policies
- Coordinate all internship placements

**PDS SITE COORDINATOR (SCHOOL-BASED)**

- Coordinate PDS activities within one school site
- Share PDS/internship information with principal and school staff as appropriate
- Conduct on-site introductory and other meetings for interns
- Support and guide interns and mentors through formal and informal contact
- Assist interns with securing student permission forms for videotaping and analyzing student work.
- Ensure PDS representation on School Improvement Team
- Attend PDS governance meetings
- Provide school data and other information to PDS coordinators as needed
- Problem solve and/or engage with Intervention Policy as needed
- Collaborate with PDS Coordinators to help coordinate internship placements

## **Appendix B: College of Education Foundational Competencies**

The College of Education Foundational Competencies are grouped into seven categories: English Language Competence, Interpersonal Competence, Work and Task Management, Analytic/Reasoning Competencies, Professional Conduct, Physical Abilities, and Professional Dispositions.

**Within the professional context to which each candidate aspires, all candidates must demonstrate the following Foundational Competencies:**

### **English Language Competence: Ability to express oneself in standard written and oral English**

- Communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.
  - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in standard written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
  - Candidates demonstrate sufficient skills in spoken English to understand content presented in the program, to adequately complete all verbal assignments, and to meet the objectives of field placement experiences, as specified by faculty.

### **Interpersonal Competence: Ability to interact effectively with others**

- Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments.
- Demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.
  - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
  - Candidates appreciate the value of diversity and look beyond self in interactions with others. They do not impose personal, religious, sexual, and/or cultural values on others.
  - Candidates demonstrate an awareness of appropriate social boundaries between students and educators and show that they are ready and able to observe those boundaries.
  - Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.

- Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.
- Candidates exhibit respect for all University of Maryland and school personnel, as well as peers, children and their families and members of their communities.
- Candidates demonstrate flexibility, openness to new ideas, and the willingness and ability to modify their beliefs and practices related to their work.
- Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Candidates adhere to the UM Code of Conduct/University's Human Relations Code (see <http://www.inform.umd.edu/PRES/policies/vi100b.html>).

***Work and Task Management: Ability to organize and manage multiple work demands***

- Demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.
- Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.
  - Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
  - Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress levels.
  - Candidates demonstrate the ability to make and execute quick, appropriate, and accurate decisions in a stressful environment.
  - Candidates demonstrate the capacity to maintain composure and to function well in a myriad of situations.

***Analytic/Reasoning Competencies: In their academic work and in their work in professional settings, candidates demonstrate their abilities to think analytically and reason logically about professional topics, issues, and problems.***

- Candidates demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings.
- They demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments.

- Candidates demonstrate the ability to analyze, synthesize, integrate concepts, and problem-solve to formulate assessment, educational, and professional judgments.
- Candidates demonstrate the ability to think analytically about educational and professional issues.
- Candidates demonstrate the ability to perform the above skills independently.

***Professional Conduct: Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace.***

- Arrive on time for professional commitments, including classes and field experiences.
- Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors.
- Demonstrate attitudes of integrity, responsibility, and tolerance.
- Show respect for self and others.
- Project an image of professionalism.
  - Candidates meet deadlines for course assignments and program requirements. (A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.)
  - Candidates demonstrate that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
  - Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials. Candidates adhere to the UM Code of Academic Integrity (<http://www.studenthonorcouncil.umd.edu/code.html>).
  - Candidates do not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
  - Candidates demonstrate the ability to understand the perspectives of others in the context of teaching, counseling, administration, etc. and the ability to separate personal and professional issues.
  - Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners and learners for whom English is not their native language.
  - Candidates protect the confidentiality of student information unless disclosure serves professional purposes or is required by law.
  - Candidates are free of the influence of illegal drugs and alcoholic beverages in classes and field placements. They abide by the University of Maryland Code of Student Conduct (<http://www.inform.umd.edu/PRES/policies/v100b.html>).

- Candidates demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
- Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
- Candidates demonstrate appropriate personal hygiene habits.
- Candidates dress appropriately for their professional contexts.
- Candidates possess maturity, self-discipline, and good judgment.

***Physical Abilities: Ability to meet the professional demands of the profession and/or workplace***

- Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.
  - Candidates exhibit the physical abilities required to attend and participate in class and practicum placements.
  - Candidates demonstrate the ability to tolerate physically demanding workloads and to function effectively under stress.

***Professional Dispositions: Demonstrate the belief that all children and adults can learn; Commitment to own continuing professional development; Assumption that they can be responsible agents for the improvement and reform of education.***

- Candidates demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.
- Candidates understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.
- Candidates accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

**Implementation and Review Procedures for Foundational Competencies**

During the orientation phase of their professional programs, candidates will receive a copy of the College of Education Foundational Competencies Policy and be asked to sign a Foundational Competencies Acknowledgement Form.

Self-assessments of candidates and faculty evaluations of students on the foundational competencies will occur each semester (see Candidate's Self Assessment and Technical Standards Evaluation Form). Students will be monitored



and given feedback throughout the program. At specified points (e.g., field experiences), students will be notified of inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other sources. If the problem seems to be beyond remediation, continuation in professional programs, graduation or recommendation for certification may be denied.

### **Assistance for Individuals with Disabilities**

Foundational Competencies may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College of Education will endeavor to make reasonable accommodations with respect to its technical standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

Questions or requests for accommodations pertaining to the College of Education Foundational Competencies should be directed to Dr. Janis Cornell-DeMoss, [jcdemoss@umd.edu](mailto:jcdemoss@umd.edu), Director of Student Services, College of Education, 301.405.2364. All other requests for accommodations should be forwarded to the University's Disability Support Services by university policy and procedures.

### **Confidentiality**

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the College of Education administrators to which such information has been communicated shall maintain such information in a manner that preserves confidentiality. Under no circumstances shall such information become part of a student's academic records.

### **Acknowledgement, Self-Assessment and Evaluation Forms**

Candidates can access the Foundational Competencies Acknowledgement and Self-Assessment Forms through their Live Text accounts. Mentors and supervisors can access the Foundational Competencies Evaluation Forms through their Live Text accounts. These forms are also available as part of a downloadable word document: [http://www.education.umd.edu/studentinfo/undergraduate\\_info/ugformspolicies.html](http://www.education.umd.edu/studentinfo/undergraduate_info/ugformspolicies.html)

## **Appendix C: Performance Based Assessment (PBA) Benchmarks**

Interns must meet minimum benchmarks during each quarterly PBA evaluation. Failure to do so will trigger the Intervention Policy.

### Benchmark 1: Fall Semester Mid-Point PBA

- A rating of Unsatisfactory (U) on any indicator in any area(s) will trigger the Intervention Policy.
- If **more than 40%** of indicators in any of the seven assessed categories are rated less than satisfactory (NI or U), the Intervention Policy will proceed within the following minimum requirements:
  - The intervention conference must include a Student Services representative.
  - An action plan must be developed and monitored.
  - Performance will be evaluated at the Fall Semester Final PBA to determine whether the intern has made adequate progress or whether a second intervention conference is necessary. Additional steps may be taken at that time.

### Benchmark 2: Fall Semester Final PBA

- A rating of Unsatisfactory (U) on any indicator in any area(s) will trigger the Intervention Policy.
- If **more than 20%** of indicators in any of the seven assessed categories are rated less than satisfactory (NI or U), the Intervention Policy will proceed within the following minimum requirements:
  - The intervention conference must include a Student Services representative.
  - An action plan must be developed and monitored.
  - Performance will be evaluated at the end of the first month of the full-time internship, or earlier if appropriate, to determine whether the intern has made adequate progress or whether an additional intervention conference is necessary. Additional steps may be taken at that time.

### Benchmark 3: Spring Semester Mid-Point PBA

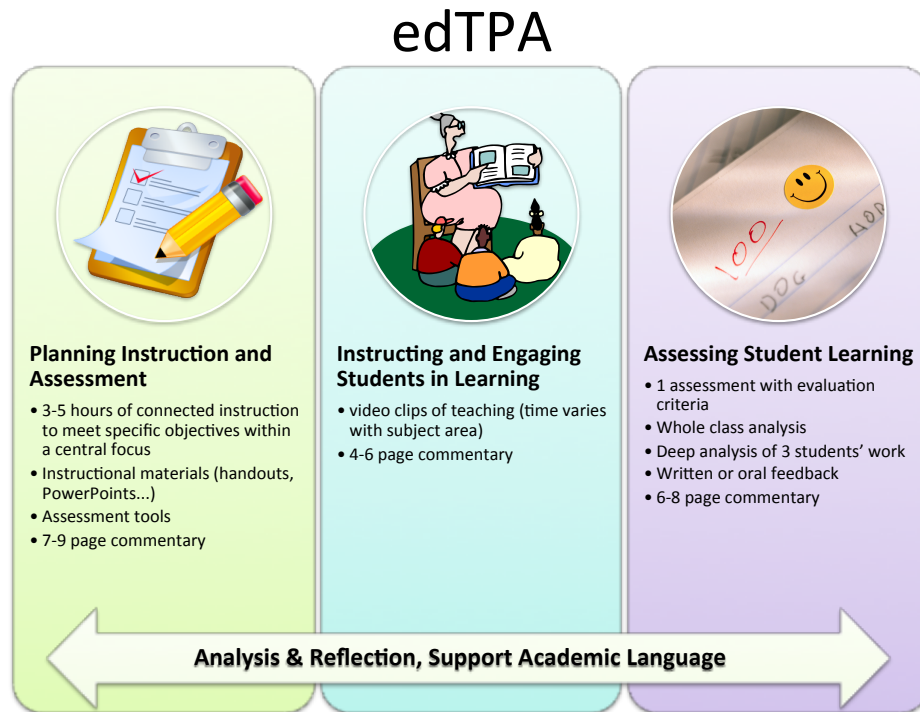
- A rating of Unsatisfactory (U) on any indicator, or 2 or more ratings of Needs Improvement (NI) on any indicators in any area(s) will trigger the Intervention Policy.
- If **more than 20%** of indicators in any of the seven assessed categories are rated less than satisfactory (NI or U), the Intervention Policy will proceed within the following minimum requirements:
  - The intervention conference must include a Student Services representative.
  - An action plan must be developed and monitored.
  - Performance will be evaluated in one month, or earlier if appropriate, to determine whether the intern has made adequate progress or whether an additional intervention conference is necessary. Additional steps may be taken at that time.

## Appendix D: edTPA

The purpose of the edTPA is to ensure that teacher candidates:

- Develop knowledge of subject matter and subject-specific pedagogy.
- Develop and apply knowledge of students' varied needs.
- Consider research and theory about how students learn.
- Reflect and act on evidence of the effects of your instruction on student learning.

The edTPA has three main sections:



### Implications for the internship:

Throughout the year:

- Help your intern distribute and collect permission forms for videotaping and analyzing student work.
- Talk with your intern about how you are supporting students' academic language needs/development
- Jointly examining assessments and assessment data with your interns, with a focus on individual students from different demographic groups and performance levels

TPA Itself:

- Ideally, the intern should have lead responsibility for planning. Team planning is fine (either with mentor or across grade-level teachers), but the intern is responsible for writing up and interpreting those plans, and cannot get specific feedback/edits on the writing of the lesson plans.
- Intern must have "primary responsibility" for instructing students during the segment and assessing student learning for this segment.

### **Acceptable forms of support to interns as they work on the edTPA**

Professional conversations about teaching and learning associated with the outcomes assessed in the edTPA are not only appropriate, but desirable. However, educators providing support should not direct candidates what to write in the edTPA. Support providers should ensure that the teaching decisions and thinking reflected in the edTPA are the candidate's own integration of their own experience, research and theory, and insights.

Many candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives.

**Acceptable** forms of support for constructing the edTPA include:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.
- Using rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.
- Using rubric constructs or rubric language to debrief observations made by field supervisors or cooperating teachers (unless the observation is made of a lesson recorded and analyzed as part of the edTPA learning segment).

**Unacceptable** forms of support for constructing the edTPA include:

- Using edTPA rubrics to provide formal feedback (as scores) on drafts of edTPA tasks prior to submission (this does NOT preclude the use of the rubrics for scoring/grading embedded signature assessments, course assignments or other formative assessments in the program prior to the edTPA).
- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.
- Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts.
- Suggesting specific changes to be made in a draft edTPA rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
- Providing coaching for candidates perceived to be weak that is aimed at helping them pass the edTPA rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission.
- Editing the edTPA (by faculty or peers).

Adapted from: Stanford Center for Assessment, Learning and Equity

## Appendix E: Sample Action Plan Template

### UMCP Secondary Education Program Action Plan

This plan was created for INTERN in response to concerns about his/her performance in his/her internship placement. Based on these concerns, INTERN is continuing his/her internship placement with MENTOR at NAME OF SCHOOL in a probationary status. INTERN will continue on in the Secondary Education program if he/she successfully completes the expectations set forth in this document.

The purpose of this plan is to guide INTERN in his/her efforts to improve his/her performance, to help him/her focus his/her efforts in specific areas, and to foster in him/her a different mindset about how to approach his/her field placement and internship experiences. It is expected that INTERN will meet these as well as all of the other University of Maryland standards in a cumulative, progressive and timely manner.

**Section 1:** *Specific Foundational Competency/PBA standards INTERN is expected to meet, and strategies for demonstrating strength*

**A. Demonstrate...(insert specific FC or PBA area of concern)**

STRATEGIES FOR DEMONSTRATING STRENGTH: *(Intervention Team will agree on specific strategies to be listed here)*

**B. Demonstrate...(insert specific FC or PBA area of concern)**

STRATEGIES FOR DEMONSTRATING STRENGTH: *(Intervention Team will agree on specific strategies to be listed here)*

*C, D, etc. Additional areas of concern will be listed as needed*

**Section 2:** *Monitoring progress through weekly Progress Reports.*

INTERN and MENTOR will each complete a progress report every Friday from (date) to (date). During the week of (date), we will review INTERN's progress and make a determination about his/her status in the program at that time.

\_\_\_\_\_  
Signature of Intern                      Date

\_\_\_\_\_  
Signature of Mentor                      Date

\_\_\_\_\_  
Signature of PDS Coordinator                      Date

\_\_\_\_\_  
Signature of Supervisor                      Date

## Sample Weekly Progress Report:

This report will be completed by the intern and mentor each Friday and submitted to UNIVERSITY SUPERVISOR, and PDS COORDINATOR, to document the progress of INTERN. During the week of (date), we will review INTERN's progress and make a determination about his/her status in the program at that time.

Submitted by: \_\_\_\_\_

Date: \_\_\_\_\_

Please record absences, if any, and provide the reason for absence:

	<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Very Good</u>
<i>A. Candidate demonstrates...</i>				
<u>Evidence:</u>          				

	<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Very Good</u>
<i>B. Candidate demonstrates...</i>				
<u>Evidence:</u>          				

	<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Satisfactory</u>	<u>Very Good</u>
<i>C. Candidate demonstrates...</i>				
<u>Evidence:</u>          				

## Appendix F: Sample Transition Plans & Templates

*Note: both examples here are written based on the undergraduate program, but the format could be applied to the MCERT program, extending over the entire school year and adjusting to focus on half of the mentor's load. Blank templates are below.*

Example 1:

	<b><i>Prep 1 or set of class periods</i></b>	<b><i>Prep 2 or remaining class periods</i></b>
<b>Week 1 (January)</b>	Modified Stage 2 (co-teaching & co-assessing using mentor's plans)	Stage 1
<b>Week 2 (January)</b>		
<b>Week 3 (January)</b>		
<b>Week 4 (January)</b>	Stage 2	Modified Stage 2
<b>Week 5 (February)</b>		
<b>Week 6 (February)</b>		
<b>Week 7 (February)</b>	Stage 3	Stage 2
<b>Week 8 (February)</b>		
<b>Week 9 (March)</b>		
<b>Week 10 (March)</b>	Stage 3	Stage 3
<b>Week 11 (March)</b>		
<b>Week 12 (March)</b>		
<b>Week 13 (April)</b>	Modified Stage 2	Stage 3
<b>Week 14 (April)</b>		
<b>Week 15 (April)</b>	SPRING	BREAK!
<b>Week 16 (April)</b>	Stage 4	Stage 4
<b>Week 17 (May)</b>		
<b>Week 18 (May)</b>		

Example 2:

	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>1<sup>st</sup> Pd.</b>	Fall	Most of January	Start of 3 <sup>rd</sup> MP thru mid-April	End of April & May
<b>2<sup>nd</sup> Pd.</b>	Fall	Most of January	Start of 3 <sup>rd</sup> MP thru mid-April	End of April & May
<b>3<sup>rd</sup> Pd.</b>	Fall	Most of January	Start of 3 <sup>rd</sup> MP thru mid-April (but co-assess thru end of Feb)	End of April & May
<b>4<sup>th</sup> Pd.</b>	Fall	Most of January	Start of 3 <sup>rd</sup> MP thru mid-April (but co-assess thru end of Feb)	End of April & May
<b>5<sup>th</sup> Pd.</b>	Fall + January	February	March	April & May
<b>6<sup>th</sup> Pd.</b>	Fall + January	February	March	April & May

**Transition Plan Template A:** Identify which stage the intern/mentor will be in during each week of the internship for the identified class periods.

	<i>Prep 1: _____ or Periods: _____</i>	<i>Prep 2: _____ or Periods: _____</i>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>		
<b>Week 12</b>		
<b>Week 13</b>		
<b>Week 14</b>		
<b>Week 15</b>		
<b>Week 16</b>		
<b>Week 17</b>		
<b>Week 18</b>		

**Transition Plan Template B:**

- Block out planning period with mentor
- For MCERT interns, block out additional planning period and period for observations. Identify half-load which will be the focus of the apprenticeship.
- For the class periods for which the intern will be gradually assuming responsibilities, identify time periods (weeks/months or content units) when intern/mentor will be in each stage

	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>1<sup>st</sup> Pd.</b>				
<b>2<sup>nd</sup> Pd.</b>				
<b>3<sup>rd</sup> Pd.</b>				
<b>4<sup>th</sup> Pd.</b>				
<b>5<sup>th</sup> Pd.</b>				
<b>6<sup>th</sup> Pd.</b>				
<b>7<sup>th</sup> Pd.</b>				
<b>8<sup>th</sup> Pd.</b>				



## Appendix G: Sample Observation Tool

### **Observation Focus:** **Monitoring Student Engagement**

Directions: Record the time in five-minute segments and, during each interval, record a brief description of the activity. Count the number of students that are on task during the given time frame. You may opt to do more than one count.

Activity Description	Time Frame	1 <sup>st</sup> Count-Number of Students on Task	2 <sup>nd</sup> Count-Number of Students on Task

*Observation Tool Developed by Alison Jovanovic, UMCP  
February 2012*

## Appendix H: Sample Post-observation Notes Sheet

Direction to intern: Please reflect the lesson you just taught and complete the first three columns of the chart. The remaining area can be used to record notes during the post-observation conference.

+	Evidence	Ideas for Further Enhancement of that Strength	Post-Observation Notes
Post-Obs. Notes:			

$\Delta$	Evidence	Ideas for Improvement	Post-Observation Notes
Post-Obs. Notes:			

## **Appendix I: Sample Written Observation Feedback Format**

### **Planning:**

*Strengths:*

*Areas for continued growth:*

### **Delivery of Instruction:**

*Strengths:*

*Areas for continued growth:*

### **Assessment of Student Learning:**

*Strengths:*

*Areas for continued growth:*

### **Knowledge & Clarity of Content:**

*Strengths:*

*Areas for continued growth:*

### **Classroom Environment:**

*Strengths:*

*Areas for continued growth:*

### **Student-Teacher Interaction/Interpersonal Skills:**

*Strengths:*

*Areas for continued growth:*

### **Professionalism:**

*Strengths:*

*Areas for continued growth:*

### **Additional Comments:**