



**Special Education Program  
Yearlong Internship Handbook for  
Interns, Mentor Teachers, and Supervisors**

**Fall, 2013 and Spring, 2014**

**Department of Counseling, Higher Education,  
and Special Education  
College of Education  
University of Maryland  
College Park, Maryland 20742**

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## Welcome and Introduction

On behalf of the Special Education Program in the College of Education at the University of Maryland, we want to take this opportunity to welcome you to the yearlong internship. This is the culminating experience for special education teacher candidates. The field experience during this academic year consists of a (3-½ days per week/12 hours per week) placement in the fall semester [Internship I] followed by full time (5 full days per week) placement [Internship II] in the spring semester. In this year, the intern will integrate direct teaching responsibilities and related professional duties with coursework, assignments, and the Instructional Inquiry project from EDSP 690: Teacher Candidate Research Seminar in Special Education. The goal is for the intern to become an integral, contributing member of the school community under the mentorship of school and university faculty.

The Special Education Program has been organized to provide an ongoing relationship between what the intern learns in university coursework, and what s/he can apply in the classroom. Mentor teachers and their classrooms or programs have been chosen to coordinate with the university coursework the intern must master during the internship. We arrange for university assignments to be implemented in the assigned classroom or school so interns can apply current best practices in the field of special education in carefully supervised settings.

We hope this experience will be positive for our mentor teachers and interns. We realize mentor teachers will give time, expertise, and personal resources to this effort. Our interns are expected to demonstrate the highest standards of professional conduct as they apply their knowledge and skills with increasing expertise throughout the internship. We value the collaboration between school system personnel and the university faculty to prepare highly qualified teachers for tomorrow's classrooms.

To our interns we hope your preparation at the University of Maryland will give you confidence so you are ready to participate in your chosen field, and we welcome you into the profession. To our mentor teachers we recognize the significant amount of expertise, time, and effort it takes to mentor an intern. We realize it is one of the most important experiences in each intern's preparation. Thank you!

Please feel free to call, email, or text if you have questions, suggestions, or concerns.

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## **PART 1: General Internship Information**

### **I. Yearlong Internship (Extensive Internship) Defined**

- A. MSDE Statement:** An extensive internship is a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the Professional Development School community.
- B. Special Education Program Statement:** The yearlong internship in the Special Education Program consists of a minimum of 107 days across two consecutive semesters in which coursework, supervised teaching, related professional responsibilities, and an Instructional Inquiry project are integrated during the intern's final year in the program. Interns incrementally increase responsibilities throughout the fall semester, Internship I, and culminate in full-time immersion in their school community in the spring semester, Internship II. Throughout the fall semester the intern, supervisor, and mentor teacher evaluate if this setting provides the best match for the intern's culminating field experience. If an intern is continuing in the same setting for the spring semester, it is expected that s/he will learn new classroom duties at an accelerated pace, compared to the intern who is new to his/her setting.

### **II. Professional Development School (PDS) Defined**

- A. Maryland State Department of Education (MSDE) Statement:** A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems, and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK- 12 schools.
- B. College of Education Statement:** PDSs are established in the specialties of early childhood education, elementary education, secondary education, and special education. Many PDS clusters, involving individual public schools and three departments in the College of Education, are currently implementing a variety of PDS models, varying in the details, but each sharing a commitment to excellence according to the standards developed by the Maryland State Department of Education (MSDE). Responsibility for placements, mentoring, and performance assessment of interns is shared by College of Education and school-based professionals. Staff development for teachers is jointly planned and implemented. Research and inquiry projects are developed by school- and campus-based teams, and protocols are in place for facilitation of action research in the schools. School personnel are actively involved in initial design as well as ongoing evaluation and modification of the campus-based curriculum. Additional information regarding Teacher Education at UM is found at:  
[http://www.education.umd.edu/studentinfo/teacher\\_education/](http://www.education.umd.edu/studentinfo/teacher_education/)

**C. Special Education Program Statement:** The Special Education Program has collaborative partnerships with PDSs in the three age based areas of Early Childhood, Elementary, and Secondary/Middle Special Education. Each partnership with school systems consists of networks of multiple school sites. Special Education PDS Coordinators facilitate preservice and inservice activities within their respective partnerships, including collaboration with their COE counterparts whenever possible. Our networks include students with a wide range of disabilities, as well as models of inclusive education and collaboration between general and special educators.

**D. Intern's Professional Requirements and Personal Issues:**

1. **GPA:** Interns must be in good academic standing prior to starting Internship I. Interns may not begin or continue in their internship with a "D" or an incomplete in any graduate course. Graduate students must have a GPA of 3.0 or better to begin their internship placement.
2. **Testing Requirements:** Successful completion of Special Education Praxis II is required before registration for Internship II. Tests scores must be sent to the University of Maryland. The State of Maryland required Praxis II exam in special education and the passing score as of October, 2011 is:

Test Code	Test Title	MD Score
0354 (paper-based) 5354 (computer-based)	Special Education: Core Knowledge and Application (2 hour)	151

3. **Personal Issues:** If concerns arise (e.g., illness, family issues, accident, etc.) that may affect the completion of the internship experience, an intern must contact his/her supervisor immediately to discuss a plan of action.

### **III. Professional Ethics**

There are many decisions the intern must make that may not be governed by statements of policy, rule, or law. Mentor teachers are asked to make difficult decisions that must be governed by judgment, which will be based upon a consideration of the ethics considered important to the professional educator. The Code of Ethics of the Education Profession from the National Education Association can be found at: <http://www.nea.org/home/30442.htm> The Special Education Program follows the *Council for Exceptional Children Code of Ethics and Standards for Professional Practice*, which is found at: [http://cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc\\_lang=en](http://cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en)

#### **IV. College of Education/Special Education Program Policies and Procedures for Interns and Mentor Teachers**

The following information is critical to a successful internship experience. Please read this important information, be mindful of its importance as an intern and mentor teacher.

**A. Criminal History Disclosure Statement and Fingerprinting:** All interns who participate in any field experience must have completed a Criminal History Disclosure Statement, Authorization, and Release Form prior to the first day of placement as well as submit the required fingerprinting paperwork of the intern's school district. Supervisors will notify interns of procedures for background checks and fingerprinting required by the school system of their placement. The intern is responsible for following the procedures and submitting documentation prior to the start date. No intern will be permitted to participate in any field experience if the criminal history disclosure form or fingerprinting reveals a prior conviction. Please note that the State of Maryland may not grant certification to any individual who has a criminal record.

**B. Attendance/Absences, Religious Observances, Calendar, and School Closings:**

- 1. Attendance/Absences:** If an intern needs to be absent due to a personal illness/health condition, an illness of an immediate family member, or a death in the family, **the intern must contact both the mentor teacher and the university supervisor immediately by PHONE and EMAIL/TEXT and request confirmation of the absence.** Interns must make up all absences at the convenience of the mentor teacher and intern. The supervisor will make decisions regarding excessive absences and an extension of the internship. Decisions regarding repeating and/or extending the internship will be made on an individual basis. Any changes in the placement schedule or location must have prior approval of the university supervisor/PDS coordinator. If there are more than two (2) consecutive days of absence, the university supervisor may request a doctor's note.
- 2. Religious Observances:** Interns must notify their mentor teacher and university supervisor in writing at the start of each semester regarding any absences due to religious observances and when these absences will be made up.
- 3. Calendar:** An intern must plan his/her life according to the calendar of the school district in which s/he is completing the internship to include the school system's holiday schedule and the school system's spring break dates.
- 4. School Closings:** Interns will follow the school district's school closing procedures.

**C. Emergency Preparedness Guidelines:** Mentor teachers should inform interns to the school's emergency preparedness plans and guidelines at the beginning of each semester.

**D. Substitute Teaching and Covering the Classroom for the Mentor Teacher:** A substitute teacher must be present if the mentor teacher is absent during the internship hours. The intern may not serve as the substitute teacher and may not receive

remuneration for the same responsibilities for which s/he is receiving credits.

- E. Short Term Absence of the Mentor Teacher:** If a mentor teacher is absent on a short term basis (1-5 days), a substitute teacher must be present in the classroom. The intern's responsibilities should include only those which have been previously defined. The intern may observe or assist the substitute in ongoing classroom activities.
- F. Long Term Absence of the Mentor Teacher:** If the mentor teacher is absent for an extended period of time (in excess of a week), the supervisor must be contacted to determine whether alternative arrangements must be made for the intern.
- G. Intern Interaction with Students:** Interns are directed to inquire regarding the school policy or norms with respect to touching students, social media contacts (e.g., texting, Facebook, Twitter, etc.), and outside of school time communication. Interns are cautioned to avoid physical, emotional, or social intimacy with students to avoid problems that might compromise the integrity of the intern's professional role in the classroom. There may be times when students, especially adolescents, attempt to become more personal and intimate than the intern/student relationship would warrant. Close personal relationships with students compromise the integrity of the intern's professional role in the classroom and may affect continuation in the placement.
- H. Use of Physical Intervention and Personal Care with Students:**
- 1. Physical Restraint and Seclusion:** The University of Maryland adheres to CEC Policy in the use of physical intervention techniques to be used with children, particularly those with disabilities. Interns are **not** permitted to implement physical restraint and seclusion procedures or to participate in school system training on the use of physical restraint and seclusion procedures. We urge interns to become thoroughly familiar with the ethical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link:  
<http://www.cec.sped.org/~media/Files/Policy/Restraint%20and%20Seclusion/policy%20on%20r%20and%20s.pdf>  
Additional information on CEC's Restraint and Seclusion Policies can be found at the following website:  
<http://www.cec.sped.org/Policy-and-Advocacy/Current-Sped-Gifted-Issues/More-Issues/Restraint-and-Seclusion>
  - 2. Personal Care Statement:** If personal care procedures including toileting and dressing are implemented at the placement site, interns must review the placement protocols with the mentor teacher and university supervisor as soon as possible after the start of the placement.
- I. Intern Interaction with Parents:** A teacher's ability to interact appropriately and positively with parents or guardians is part of the professional responsibility to be learned by an intern. Any notes or memos composed by interns to parents must be co-signed by

the mentor teacher. However, interns should take only a limited role in these interactions. Under no circumstances should interns give professional advice or counsel to parents. Due to the sensitive nature of school/community relations, interns are advised not to jeopardize their own positions or the position of the school in the community by initiating or responding to any personal overtures from parents. Inappropriate behavior should be reported to the mentor teacher and the supervisor immediately.

**J. Confidentiality and Student Welfare:** If a student confides information to an intern which has serious implications for the student's welfare, interns are instructed to tell the student that information important to their welfare will be passed on to the mentor teacher or others in authority immediately. Interns should not promise confidentiality to students. Mentor teachers should review policies regarding school and school system procedures for reporting indications of abuse, pregnancy, suicide, or other welfare-threatening conditions with the intern. If a student shares such information with the intern, or the intern witnesses or suspects child abuse or neglect, an intern must inform his/her mentor teacher and notify the university supervisor immediately. Other areas of confidentiality must concern the intern:

1. Any identifying information regarding the student or his/her family must be removed from documents for use outside the classroom setting (e.g., seminars, coursework assignments).
2. Remove all identifying names; use pseudonyms or general references (e.g., "the district") for your state, school, district, and mentor teacher. Mask or remove all names on any typed or written material (e.g., lesson plans, work samples, data sheets) that could identify individuals or schools. During video recording, use the target learner first name(s) only.
3. Interns should refrain from any unprofessional discussions about students/parents and avoid discussing specific students/parents inside or outside of the school setting UNLESS it is regarding a professional matter or is part of a university faculty guided discussion without using student or parent names.
4. Interns should never discuss information about a student with the parent of another student, never discuss information about one student with another student, and never discuss information about a student with school personnel who are not considered members of the service providing team.
5. Interns should always go through the proper channels as developed by your school to obtain a student's records and always keep confidential files in a secure area with controlled access. Do not create personal files on a student or family.
6. Before photographing or videotaping students, written informed parent consent must be secured. Check with the university supervisor, mentor teacher, and school principal for school system policies for each school system has an approved procedure on student release forms. Interns are required to obtain signed parental permission via the school district's **Student Release Form** prior to photographing or videotaping students. Each Student Release Form should remain on file in the intern's placement and be available for the supervisor to view when s/he comes to visit the placement site. To ensure confidentiality of your students and yourself, never share your videos on any publicly accessible platforms or websites such as YouTube, Facebook, etc.



- K. Relationships with Other Teachers or Adults in the Schools:** In a relatively small number of cases, placement experiences have become unsuccessful because of a lapse in professional behavior on the part of an intern, mentor teacher, or other adult in the school placement. Interns are cautioned to avoid intimate, personal relationships such as dating other individuals associated with their internship site. It is very difficult to maintain the conditions necessary for the intern's growth when too close of a personal relationship exists between the intern and another individual at the school. If a school staff member approaches an intern in a personal or intimate manner, s/he is advised to discourage such attention. University policy prohibits sexual harassment. The University's policy and procedures related to sexual harassment can be found at the following website: <http://www.president.umd.edu/policies/vi120a.html>. An intern should report sexual harassment to his/her university supervisor (or other faculty member or administrator in the College of Education), who will inform the proper campus resource to provide appropriate information and support to the intern.
- L. Policy Regarding Leaving the Intern Alone in the Room:** Since a major focus of the internship is the mentoring relationship between the intern and the mentor teacher(s), we discourage the mentor teacher from leaving an intern alone in the room with students for reasons other than an emergency or a pre-planned period to provide independent teaching time for the intern. If the mentor teacher leaves the room, the intern should be informed of whom to contact in case of emergency and how to work the intercom system, if available. There are concerns for issues of liability should the intern be left alone and a serious problem arise. Overall, we encourage the use of collaborative teaching models in which the intern ultimately takes the lead teaching role and is responsible for delegating responsibilities to the classroom team and making daily on-the-spot decisions and adjustments. In this model, the mentor and other classroom staff members collaborate under the intern's leadership to provide student support, differentiated instructional groupings, one-to-one instruction, individualized assessment, etc.
- M. Dress and Appearance:** Although school and school system norms for dress vary, interns must maintain a professional image. Consult with the mentor teacher and supervisor concerning policies regarding appropriate dress and appearance.
- N. Inappropriate Language, Instructional Content, or Activities:** Interns must avoid language, topics, or instructional activities prohibited by the school system and/or are offensive to teachers, parents, and students. In cases where the mentor teacher provides the intern with a great deal of autonomy, the intern is advised to ask questions about the policies and norms governing classroom language, topics, and activities to plan appropriate instruction.
- O. Requesting a Change in Placement:** For various reasons, an intern may request a change from the fall to spring internship placement. This must be discussed with the university supervisor and the PDS coordinator for the age base. The intern must fill out the Yearlong Internship Semester II Placement Form and submit it to the PDS Coordinator for the age base area. The form must be submitted by December 1.

## **V. Intern Authority and Liability**

- A. Because of an act passed in the Maryland legislature in 1974, university interns qualify for liability insurance and worker's compensation in the amount comparable to those of regularly employed teachers in the school system in which they are placed. In other words, the intern is covered under the law for the time s/he is in the classroom during placement.
- B. Because the school system coverage is sometimes limited, interns are strongly encouraged to consider purchasing additional coverage. More information regarding liability and coverage can be obtained from room 1204 Benjamin Building.
- C. Student members of the Council for Exceptional Children are eligible to be covered under the Professional Liability Plan offered by Forrest T. Jones and Company; phone: 1-800-821-7303 or go to [www.ftj.com](http://www.ftj.com).

### **Liability Insurance and Workman's Compensation**

University interns are considered agents of the county board for the limited purposes of: (a) comprehensive liability insurance coverage and (b) workman's compensation coverage is not to exceed the salary of a first year teacher in the MD county school system.

**Authority of University Interns:** The intern shall be given the same authority as if s/he were a certified teacher of the county. The authority of the intern extends to every aspect of student management of discipline/the handling of records of students, and any other aspect of authority granted to a certificated employee of a county.

## **VI. Maryland State Certification and Highly Qualified Status**

- A. **Maryland State Certification in Special Education:** Soon after graduation, an intern will receive a transcript stamp indicating s/he has completed a Council for the Accreditation of Educator Preparation (CAEP) and Maryland State Department of Education (MSDE) accredited Master's degree program in teacher education. Special education program graduates in the Combined BS/MEd and 2 Year Master's Certification Programs will be eligible for certification in the areas listed below; 1 Year Master's Certification Program graduates will receive the same certification, but not in the area of severe disabilities.

### **UMD/EDSP Preparation Areas:      MSDE Certification:**

Early Childhood (EC)

Generic Special Education: INFANT/PRIMARY  
(Birth-Grade 3) & SEVERE DISABILITIES

Elementary (EL)

Generic Special Education: ELEMENTARY/  
MIDDLE (Grades 1-8) & SEVERE DISABILITIES

Secondary/Middle (SM)

Generic Special Education: SECONDARY/ADULT  
(Grades 6-12) & SEVERE DISABILITIES

The graduate's name will be sent to MSDE verifying s/he is eligible for Maryland State certification. After a school district in Maryland offers a teaching contract to a University of Maryland graduate, the school district will process the application for certification. If an intern is seeking certification in another state after graduation, that state will determine how to verify eligibility for certification. Additional questions about receiving a Maryland certificate should be directed to the MSDE. The website with certification content is located at:

[http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/)

**B. Praxis II: General Education Tests for Prospective Special Educators Seeking Maryland State Certification and Highly Qualified Status as of October, 2012:**

While the "Highly Qualified" designation is not required for initial licensure, interns will want to obtain this status as soon as possible. **MSDE** allows new teachers to earn this designation by passing the applicable general education Praxis II tests, listed below. For current information on Praxis II requirements, go to [www.ets.org/praxis/md/requirements](http://www.ets.org/praxis/md/requirements).

EDSP Area	PRAXIS II GENERAL EDUCATION Certification, Test Code, and Title
<b>EC: Generic or Severe</b>	<b>Early Childhood Education (PreK-3)</b> 0022 (paper) or 5022 (computer) EC: Content Knowledge AND 0621 (paper) or 5621 (computer) Principals of Learning & Teaching: EC
<b>EL: Generic or Severe</b>	<b>Elementary Education (1-6)</b> 5015 (computer only) Elementary Education: Instructional Practice and Analysis <u>AND</u> 0622 (paper) or 5622 (computer) Principles of Learning and Teaching: K-6
<b>SM: Generic</b>	<b><u>MIDDLE SCHOOL (5-9):</u></b> 0623 (paper) or 5623 (computer): Principles of Learning and Teaching: 5-9 <u>AND</u> any Middle School Academic Subject Area Test (See <a href="http://www.ets.org/praxis/md/requirements">www.ets.org/praxis/md/requirements</a> for list of middle school subject area tests.)  <b><u>HIGH SCHOOL (7-12):</u></b> 0624 (paper) or 5624 (computer) Principles of Learning and Teaching: 7-12 <u>AND</u> Any Grade 7-12 Academic Subject Area Test (See <a href="http://www.ets.org/praxis/md/requirements">www.ets.org/praxis/md/requirements</a> for list of grade 7-12 subject area tests.)
<b>SM: Severe - ALT-MSA Classroom</b>	5015 (computer only) Elementary Education: Instructional Practice and Analysis <u>AND</u> 0622 (paper) or 5622 (computer) Principles of Learning and Teaching: K-6 ----- OR core academic area content tests, as above

## **PART 2: Roles and Responsibilities of the University Intern, Mentor Teacher, and University Supervisor**

### **I. University Intern**

- A. Regarding University Assignments:** Interns will have assignments from courses and their Internship I and II seminars lead by the PDS coordinators. **It is the intern's responsibility to tell the mentor teacher the specifics of their university assignments in a timely manner.** To help them in this regard, interns provide the mentor teacher with a professional resume, an attendance form on which the intern's placement attendance will be recorded, and an assignment sheet which includes due dates. It is the intern's responsibility to consult with the mentor teacher well in advance of implementing instructional lessons and assignments.
- B. Focus and Sequence of Semester Practicum Placement:** The purpose of the internship and weekly seminars is to develop a knowledge and skill base related to observation of students, lesson and unit planning, evidenced based instructional strategies, behavioral supports and interventions, data based decision making and assessment, IEP development, collaboration with professionals and paraprofessionals, and professional conduct and reflection. The Council for Exceptional Children Standards (2009, 2012) form the basis for evaluation of internship and seminar performance; see Appendix B for the Performance Based Assessment [PBA].) The expectation is that interns will have the skills to involve themselves in teaching tasks of all kinds. They will write lesson plans, review those plans with the mentor teacher, implement them in the classroom, and revise/reflect on their instructional practices. They will be expected to have lead teaching responsibilities for several weeks in Internship I and four-six of the final weeks of their Internship II.
- C. Ordering Priorities:** The yearlong internship is generally the most exciting and rewarding experience of the teacher preparation program. Interns are expected to comply with a full range of professional responsibilities while in the schools to include conforming to all of the regulations and procedures that apply to the mentor teacher. It is expected that interns in the fall semester will maintain their scheduled hours while in the spring semester interns will keep the same hours, attend the same meetings, and in general, behave as though the intern was an employee of the school system. It is very important that interns take the initiative to be included in the routine of the classroom as quickly as possible. We suggest that soon after interns arrive, they talk to their mentor teacher about how s/he expects the intern to participate both directly, while teaching, and indirectly when not teaching. Observing is fine initially, but it is important for interns to become actively involved, and to get to know the students as soon as possible. Having the time to practice and grow professionally is the essence of this experience. The internship provides the opportunity to have a team of individuals working together to assist and support professional growth and development. It is important for interns to take advantage of the full range of professional opportunities during this time.
- D. Personal and Professional Transitions:** Moving from being a university student to becoming a teacher may require a significant change in an intern's life style. The campus

student who is presently concerned with the stress of reading textbooks, attending classes, passing tests, and earning grades, will now become concerned with the stress of interpreting curriculum guides, creating lessons, and assessing student outcomes. This transition is an exciting one, but one which may require modification of how interns use their time and energy. In the following sections, we have incorporated some thoughts to be considered as interns engage in the process of preparing for this important transition. The decisions interns make about how to modify their life-style, and how to change the ways in which time is managed can potentially make the difference between an adequate internship experience and an exceptional one. Interns will have many demands on their time for they will have to spend significant amounts of time in the planning, delivery, and evaluation of student instruction. Time which used to be available evenings and weekends may no longer exist. Interns will need to make decisions about how to order priorities and manage their time based on what is critical and essential in learning how to teach. This will allow interns to obtain maximum benefits from the internship experience.

**E. Building Professional Relationships with Students and Adults:** There are many areas in which interns need to demonstrate professional competency. None is more important than the ability to develop and maintain positive working relationships with students, teachers, school staff, administrators, parents, and university personnel. The relationships interns build with students and adults in the teaching environment will go a long way in making the preparation as a teacher a rewarding and successful experience. The future ability as a teacher, and the perceived value as an employee, have a great deal to do with the way in which interns handle these relationships. The following are some suggestions that will assist interns in building and maintaining quality professional relationships:

- The assigned classes or the caseload will be culturally diverse. Treat each student as an individual. Respect their contributions as worthy and important and intentionally create a classroom climate that reflects a multicultural and individualized perspective with attention given to materials, activities and positive interactions. Remember to use positive nonverbal behavior like smiling and nodding.
- Listen to and watch what is going on in the school, classroom, or community. Be a skillful observer, take notes, gather information, and ask questions which strive for understanding. This is an opportunity to tap the expertise of professional educators and learn as much as much as possible during this short time.
- The practices we observe in the field may not always conform to what you believe in or have learned in university coursework. If you have some concerns about a specific practice, ask questions in a non-judgmental manner to gain further insight about school policy, a teacher, classroom practices, or a student's behavior.
- Often information shared in the school setting is not appropriate for other audiences. Not only is it important to respect the information you have about students and their families but you also need to be discrete about sharing the experiences you encounter in the classroom or in the school with those outside of that environment. Confidentiality is an expected professional attribute.
- Be sure you really do know your personal biases, particularly as they are going to affect your attitudes and actions toward students, parents, or other professionals in the school. Interns need to be sure that these biases do not interfere with professional responsibilities.
- Recognize that you communicate through both verbal and nonverbal avenues. Be sure that

both your verbal and nonverbal communication reflects a positive attitude and professional image.

- Recognize that others judge you and make decisions about you based upon your personal appearance and manner. Take your cues from the standard or norms established within your school building.
- Often interns will be expected to participate in collaborative activities with other teachers. In inclusive settings, interns may co-teach with another educator. As a special educator, interns may work closely with a variety of general educators in co-teaching situations. It is essential that interns learn how to work effectively with others. Communicating openly and honestly and being respectful of other views are essential attributes of a team player and will facilitate the maintenance of a healthy work environment.
- The relationship with your mentor teacher is a vital one. The way you conduct yourself initially will have a significant influence upon the working relationship with the mentor teacher. Exhibit an interest in what goes on in the classroom. Taking notes, asking questions, becoming actively involved, and being responsive to requests for assistance will contribute to the mentor teacher's perception of your potential to assume increased responsibility.
- Observations will be conducted on a regular basis by your university supervisor and mentor teacher. This may be a stressful experience for some interns. In order to make the observation less stressful and maintain a positive working relationship, consider their written and verbal feedback objectively, ask questions about points that may be unclear, and be willing to problem solve together. Try not to react defensively and produce excuses for instruction that did not go as you intended. Instead, be proactive and analyze what went wrong. Incorporate their suggestions into your teaching. Showing an interest in improving and learning will promote good relationships, and make it easier for your supervisor and mentor teacher to be helpful.
- Interns will have the opportunity to interact with parents during the internship experience. Try to learn as much as possible about the community. Help parents to feel welcomed and appreciated when they visit the school. Always be courteous and professional. Always have the mentor teacher present when conferring with a parent about their child's performance.

## **F. Role of the Intern**

### **Intern Yearlong Responsibilities**

- Arrive on time, be prepared, and be ready to accept daily challenges; maintain the Intern Attendance Sheet daily
- Become an active part of the school and community culture
- Communicate/collaborate openly with mentor teacher and other school staff
- **Refer to all course syllabi for specific information about all required assignments and well before the assignment is to be completed, communicate in writing each course's expectations, assignments, and due dates to the mentor teacher**
- Review student records thoroughly to become familiar with each student's instructional goals
- Request and expect constructive feedback; make changes according to feedback
- Consistently submit professionally written lesson plans 48 hours in advance to mentor teacher and/or university supervisor

- Meet with mentor teacher for 30 minutes weekly for feedback, review progress, and determine specific times intern to observe mentor teacher and mentor teacher to observe intern
- Attend, participate in, and complete all assignments related to all methods courses and seminars
- When the university supervisor arrives for a planned observation, be sure to have made the following arrangements or following the procedures listed in the seminar syllabus:
  - Provide a place in the classroom for the supervisor's observation
  - Arrange for a conference time after the observation which may include the mentor teacher
  - Provide a copy of the typed formal lesson plan for the supervisor, which has been previously discussed with the mentor teacher.
  - Provide a copy of any books, worksheets, or any other pertinent resources or materials which are part of the lesson.
  - Provide the notebook and/or Enotebook which includes all previous lesson plans, the anecdotal journal, mentor feedback, and evaluation feedback.
  - Attend and actively participate in all on-site meetings with university supervisor

#### **Intern Semester I Responsibilities (Refer to Seminar Syllabus also)**

- Participate in Internship I orientation session with mentor teacher and university supervisor
- Participate in the UM Foundational Competencies self-assessment process as indicated in the seminar syllabus
- Share schedule for coursework assignment completion deadlines with mentor teacher
- Write letter of introduction to students' parents with mentor teacher co-signing
- Arrange dates of three observation visits by the university supervisor
- Arrange dates of midpoint and final 3-way conferences with university supervisor and mentor teacher; record dates on the calendar in the field placement notebook.
- Participate in the Performance Based Assessment process as indicated in the seminar syllabus
- Participate in the Performance Based Assessment at midpoint and final conferences with mentor teacher and university supervisor
- Participate in the development of the Midpoint Action Plan at midpoint conference with mentor teacher and university supervisor (see Appendix D)
- Participate in Performance Contract if needed and complete expectations
- Collaborate with mentor teacher in the scheduling and delivery of lessons
- Work with mentor teacher to develop transition plan for lead teaching
- Complete 2 weeks of lead teacher responsibilities
- Maintain required notebook and Enotebook that includes plans for every formal lesson taught, observation feedback, and seminar assignments
- Complete journal entries required by university supervisor
- Begin portfolio development (e.g., collect artifacts, written reflections, and university supervisor or mentor observations/evaluations)

## **Intern Semester II Responsibilities (Refer to Seminar Syllabus also)**

- Participate in Internship II orientation session with mentor teacher and university supervisor
- Participate in the UM Foundational Competencies self-assessment process as indicated in seminar syllabus
- Share schedule for coursework assignment completion deadlines with mentor teacher
- Arrange dates of four observation visits by the university supervisor
- Arrange dates of midpoint and final 3-way conferences with university supervisor and mentor teacher; record dates on the calendar in the field placement notebook
- Participate in the Performance Based Assessment process as indicated in the seminar syllabus
- Participate in the Performance Based Assessment at midpoint and final conferences with mentor teacher and university supervisor
- Participate in the development of the Midpoint Action Plan at midpoint conference with mentor teacher and university supervisor (Refer to Appendix D)
- Participate in Performance Contract if needed and complete expectations
- Collaborate with mentor teacher in the scheduling and delivery of lessons and any required videotaping
- Work with mentor teacher to develop transition plan for lead teaching
- Complete 4 – 6 weeks of lead teacher responsibilities
- Maintain required notebook and Enotebook that includes plans for every formal lesson taught, observation feedback, and seminar assignments
- Complete journal entries required by university supervisor
- Continue development of professional portfolio and complete portfolio as a graduation requirement

## **II. Mentor Teacher**

- A. Selection of Mentor Teachers:** Special Education teachers who are chosen to become mentor teachers come to our attention in a variety of ways, usually through principal or school district recommendation and/or as a graduate of the Special Education Program at the University of Maryland. Interns complete a placement feedback form when they finish the fall and spring semesters (refer to Appendix E). This provides ongoing feedback of sites across interns over time.
- B. Mentor Teacher as Role Model:**
- **Provide time and maintain communication.** The enormous demands on teachers' time are recognized, but carving out time to give feedback, discuss students' progress, and provide teaching strategies to the intern is very important to his/her development as a teacher. Interns have commented they appreciated teachers taking time to explain their teaching before, during, and/or after model lessons. Providing regular feedback, both written and verbal, is a key responsibility of the mentor teacher.
  - **Provide a positive orientation and opportunities to be involved in the classroom.** Generally, the most positive relationships have been built with students when the intern is introduced as another teacher and treated that way. Please share your enthusiasm for teaching and your thoughts on how to become organized and flexible dealing with the day-to-day operation of your classroom.



- **Provide clear expectations immediately.** Interns are visitors to your classroom and may not know what to expect from you or the students. Please clearly state your expectations of the intern's role in interacting with students, staff, and parents; clearly state how you expect to proceed in providing the intern with teaching opportunities; clearly state what the intern could be doing when not teaching; clearly state your school's and classroom's policies and procedures on matters such as dress codes, interactions with students, personal care needs of students, or use of records. Additionally, interns will need to review students' IEPs to make good instructional decisions.
- **Provide timely and honest evaluation.** Interns have much to learn in our challenging profession. Mistakes will happen and the midpoint evaluation could show much room for improvement. Please take time to observe the intern teaching and provide verbal feedback as much as possible. A minimum of four formal lessons should be observed with written feedback provided by the mentor teacher for both Internship I and II. Mentor teachers may use the observation form provided in the Appendix C. Communicate problems with an intern's performance by being specific and suggesting alternative approaches. Documenting any problems and contacting the university supervisor should be done as soon as possible. Finally, complete the midpoint and final Performance Based Assessment (PBA) forms (refer to Appendix B) and participate in a minimum of two 3-way conferences with the intern and supervisor for Internship I and II.

### **C. Role of the Mentor Teacher**

#### **Mentor Teacher Yearlong Responsibilities**

- Remain engaged in classroom instruction throughout the internship experience
- Model effective teaching and intervention strategies
- Model effective behavioral and classroom management within a positive environment
- Assure compliance with school district and program standards, policies, and procedures
- Meet with your intern for 30 minutes weekly to give feedback, review progress, and determine specific times mentor teacher is to observe intern
- Assist intern in writing all lesson plans based on student needs
- Review and constructively comment on written lesson plans 2 days prior to implementation by intern
- Regularly initiate discussions that analyze and reflect upon the intern's instruction
- Plan and teach collaboratively with the intern
- Conduct weekly meetings with intern and take an active role in planning throughout the internship experience
- Provide access to resources such as curriculum guides, materials, technology, manipulatives, etc. and share protocols for use of those resources
- Communicate openly and be supportive as possible with the intern
- Problem solve with intern as needed
- Keep written feedback in a folder to be made available to university supervisor

#### **Mentor Teacher Semester I Responsibilities**

- Attend the intern/mentor orientation session for the fall semester of the full year internship
- Introduce all assigned students to the intern and explain his/her role to them. Introduce the intern in a manner that fosters respect and acceptance from the students. Introduce the

intern to other staff members including the principal and office personnel. The orientation should include a tour of the building and an explanation of the way in which special education is organized within the school.

- Make lesson plans/book available for intern to refer to in first weeks of internship
- Conduct a minimum of four formal observations with written feedback (at least two prior to the midpoint conference), noting date/time, circumstances, and constructive feedback
- Assess intern's performance based upon the identified performance standards and complete/discuss the Performance Based Assessment at midpoint and final 3-way conferences with intern and university supervisor
- Participate in the development of the Midpoint Action Plan at midpoint conference with intern and university supervisor (refer to Appendix D)
- Participate in the UM Foundational Competencies process and evaluation

### **Mentor Teacher Semester II Responsibilities**

- Attend semester II orientation session with intern and university supervisor. If this is a new placement, introduce the intern to other staff members including the principal and office personnel. The orientation includes a tour of the building and an explanation of the way in which special education is organized within the school.
- Conduct a minimum of four formal observations with written feedback (at least two prior to the midpoint conference), noting date/time, circumstances, and constructive feedback
- Assess intern's performance based upon the identified performance standards and complete/discuss the Performance Based Assessment at midpoint and final conferences with intern and university supervisor
- Participate in the development of the Midpoint Action Plan at midpoint conference with intern and university supervisor
- Assist intern in videotaping at least one lesson and discuss the lesson/videotape with intern, providing feedback about the lesson
- Participate in the UM Foundational Competencies process and evaluation
- Complete a letter of reference if requested by intern – discuss content with intern in advance of writing letter, based on cumulative feedback across the internship

## **III. University Supervisor**

### **A. Role of the University Supervisor**

#### **University Supervisor Semester I Responsibilities**

- Arrange and conduct orientation meeting with the mentor teacher and intern. [This might consist of the supervisor meeting with all mentor teachers and interns in the building.]
- Assure compliance with university, college, and program standards, policies, and procedures
- Develop a relationship with intern and mentor teacher
- Provide formal and informal feedback to the intern throughout the semester
- Conduct a minimum of three (3) formal observations and provide constructive feedback to the intern
- Send reminder email to mentor teacher and intern to thoroughly complete the PBA and FCs prior to the midpoint and final 3-way conference

- Assess intern's performance based upon the identified performance standards and complete/discuss the Performance Based Assessment at midpoint and final 3-way conferences with the intern and mentor teacher
- Participate in the development of the Midpoint Action Plan at midpoint conference with intern and mentor teacher (refer to Appendix D)
- Develop and monitor an Action Plan as needed
- Problem solve as needed and be available by phone or email for both the mentor teacher and the intern when problems or concerns arise
- Check with mentors monthly (at a minimum) regarding their observations and insights about intern performance. Report this information to the PDS coordinator
- Respond to interns' journal entries via email/LiveText/Canvas
- Maintain a file of observation information for each intern
- Attend university supervisor meetings with PDS coordinator
- Participate in the UM Foundational Competencies process
- Conduct or attend weekly seminars for the interns
- Grade the intern's performance based on the final performance assessment and assignments. The university supervisor is the connection between the mentor teacher and the university. If at any point there are problems, the university supervisor and PDS Coordinator should be contacted immediately.
- Distribute intern's placement feedback forms at end of semester; results are analyzed and reviewed

#### **University Supervisor Semester II Responsibilities**

- Arrange and conduct orientation meeting with the mentor teacher and intern. [This might consist of the supervisor meeting with all mentor teachers in the building.]
- Assure compliance with university, college, and program standards, policies, and procedures
- Provide formal and informal feedback throughout the semester
- **Conduct a minimum of four (4) formal observations and provide constructive feedback**
- Send reminder email to mentor teacher and intern to thoroughly complete the PBA and FCs prior to the midpoint and final 3-way conference
- Assess intern's performance based upon the identified performance standards and complete/discuss the Performance Based Assessment at midpoint and final conferences with intern and mentor teacher
- Participate in the development of the Midpoint Action Plan at midpoint conference with intern and mentor teacher (refer to Appendix D)
- Develop and monitor Performance Contract as needed
- Develop a relationship with interns/mentor teachers
- Problem solve as needed and be available by phone or email for both the mentor teacher and the intern when problems or concerns arise.
- Check with mentors monthly (at a minimum) regarding their observations and insights about intern performance. Report this information to the PDS coordinator
- Respond to interns' journal entries via email/LiveText/Canvas
- Maintain a file of observation information for each intern
- Attend university supervisor meetings with PDS coordinator
- Participate in the UM Foundational Competencies process
- Conduct or attend bi-weekly seminars for the interns

- Grade the intern's performance based on the final performance assessment, Foundational Competencies, and assignments. The university supervisor is the connection between the mentor teacher and the university. If at any point there are problems, the university supervisor and PDS Coordinator should be contacted immediately.
- Complete a recommendation letter and/or reference form for the intern
- Distribute intern's placement/mentor teacher and supervisor evaluations at end of semester; results are analyzed and reviewed

### **PART 3: Evaluation of University Interns**

- I. College of Education Statement:** The internship evaluation process helps to interpret and give perspective to all aspects of the intern's performance. Evaluation should be as routine as teaching, should cover every aspect of the experience, and stress analysis and reflection rather than criticism and finding fault. A comprehensive approach to evaluation involves ongoing analysis of plans, procedures, alternatives, and implications so that teaching will be improved. Interns need to be taught how to make valid judgments about their teaching so throughout their professional careers, they can rely on their reflective skills to grow professionally. A goal of the intern and university supervisor should be to enable the intern to become increasingly proficient at evaluating his/her own teaching effectiveness. For this to happen, a considerable amount of time must be devoted to reflecting on and discussing teaching concepts and performance. Effective evaluation focuses on concern for the intern's progress and improvement of teaching. If an intern approaches evaluation with the perspective that s/he is working in concert with the mentor or supervisor to solve a problem, s/he is likely to be more accepting of and responsive to constructive criticism. A successful internship should prepare an intern to perform at a level that is consistent with professional standards for a beginning teacher. Mentor teachers and university supervisors are responsible for assisting in the achievement of that level of proficiency ensuring that the intern is qualified to enter into the teaching profession.

### **II. Due Process in Evaluation**

- A. Mentor Teacher as Evaluator:** One of the roles of the mentor teacher [and the university supervisor] is that of evaluator. Mentor teachers are being asked to provide both formal (midpoint and final) and informal feedback to the intern. Each evaluation should be based on objective, descriptive feedback given to the intern over time and formal written feedback. As a professional, the mentor teacher has the obligation, authority, and ability to evaluate interns during the field experience within the following established due process protections.
- Thoroughly discuss the PBA evaluation with the intern to be sure s/he understands all criteria on which s/he will be evaluated. This is also done by the university supervisor, but a specific review as it applies to the school setting is recommended.
  - To the degree possible, conduct frequent observations of the intern and provide evaluative feedback on an ongoing basis.
  - Provide written feedback for a minimum of four formal observations (at least two prior to the midpoint conference) in spring, noting date/time, circumstances, and constructive feedback.

- Inform the intern about specific strengths, needs, and areas for improvement before the formal midpoint and final 3-way conference, both verbally and in writing.
- Participate in the midpoint and final evaluation conferences with the intern and university supervisor to discuss and complete the PBA.
- Participate in the development of the Midpoint Action Plan at midpoint conference with the intern and university supervisor; refer to Appendix D.

**B. Performance Based Assessment (PBA) and Final Recommendation:** Making the transition from student to teacher via the role of an intern requires attention to basic habits and attitudes that make up professionalism. The intern will be expected to perform the competencies indicated on the field performance based assessment for his/her specific program. The Performance Based Assessment (PBA) for the Special Education Program (refer to Appendix B) is based on the Council for Exceptional Children Standards for Beginning Special Educators (2009, 2012), the Danielson Framework (The Danielson Group, 2013), and the InTASC Standards (Interstate Teacher Assessment and Support Consortium, 2013). The mentor teacher and university supervisor will evaluate the intern's performance at midpoint and final evaluation conferences, based on guidelines for completion of the field performance based assessment. Special education interns are collaboratively evaluated on the PBA at midpoint and final of the fall and spring semesters by the mentor teacher and university supervisor. Individual observation sessions and collaborative 3-way conferences are scheduled for each intern each time the PBA is completed.

**C. Foundational Competencies (FC):** These are a comprehensive set of expectations that all teacher candidates/interns must demonstrate during their teacher preparation programs. These are criteria in which all interns will be evaluated during both the fall and spring semesters (refer to Appendix A) and include the following.

- **English Language Competence:** The ability to express oneself in standard written and oral English
- **Interpersonal Competence:** The ability to interact effectively with others
- **Work and Task Management:** The ability to organize and manage multiple work demands
- **Analytic/Reasoning Competencies:** The ability to think analytically and reason logically about professional topics, issues, and problems
- **Professional Conduct:** The ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace
- **Physical Abilities:** The ability to meet the professional demands of the profession and/or workplace
- **Professional Dispositions:** A commitment to one's own continuing professional development and to the belief that one can be a responsible agent for the improvement and reform of education; commitment to the belief that all children and adults can learn.

**D. Dealing with Unsatisfactory Performance:** It is the mutual responsibility of the mentor teacher and university supervisor to assure graduates are thoroughly prepared as beginning practitioners. It is expected that the interns will be an asset in their

assigned classrooms. If an intern is doing unsatisfactory work at any point during the internship and fails to improve after intensive support, s/he faces the prospect of not passing Internship I or II. If it is determined the intern is ineffective, s/he must be provided with specific feedback regarding unsatisfactory performance. If there are concerns, the university supervisor needs to be contacted immediately. Interns must know how to function as professionals and the mentor teachers must inform the university supervisor if the intern is:

- Consistently late and/or frequently absent
  - Demonstrating an unprofessional attitude
  - Lacking preparation or failing to follow through on responsibilities
  - Not fulfilling his/her obligations in the classroom
  - Exhibiting other unprofessional behavior
  - Demonstrating ineffectiveness in planning, delivery of instruction, assessment, collaboration, or management
1. **Promoting Change:** Promoting change with an intern with less developed skills and competencies or who is not progressing is a collaborative process including the intern, MT, and US reflection, facilitation, and/or direct communication. Suggestions include the following.
- Be certain the intern understands the performance expectations of the internship.
  - Identify the intern's strengths and have him/her work in those areas to enhance the possibility of success.
  - Identify specific problems, make specific suggestions, and/or develop an action plan with the university supervisor to remedy the situation.
  - Notify the university supervisor and arrange for a three-way conference.
  - Keep accurate records of specific instances of difficulties and discuss these with the intern and the university supervisor.
  - Arrange for the intern to self-evaluate using audio or videotaping, with specific opportunities to reflect on the instruction and assess his or her own performance.
  - Arrange for the intern to observe you as you model teaching a lesson to a small group and then have the intern teach the same lesson to another group.
  - Arrange for a co-teacher or the principal to observe the intern and provide feedback.
  - Discuss the situation with the university supervisor.
2. **Intervention Options:**
- Conduct additional observations and conferences by the mentor teacher and the supervisor
  - Modify the intern's takeover/lead teaching plan
  - Extend intern placement time
  - Involve the university faculty advisor or other faculty member(s); request a formal observation
  - Request a Performance Contract in which a meeting is convened with the PDS coordinator/supervisor, EDSP Program Director, faculty advisor, Director of Student Services, and/or other invitee to discuss program options, make decisions regarding actions to be taken, and generate a formal contract with a timeline. The

teacher candidate signs the contract indicating s/he understands the change in his/her status to "probationary."

3. **Documentation and Decision Process:** If it appears an intern is headed toward an unsatisfactory evaluation, it is crucial mentor teachers keep the university supervisor involved in the ongoing documentation, and monitor the intern's performance and collect relevant data including:
- Log of dates, times, and events/activities that are pertinent for remediation
  - Copies of feedback from observations the intern has received and signed
  - Summaries of formal and informal meetings/conferences
  - Notes from telephone calls and all pertinent email correspondence
  - Explanations of specific teaching or other incidents
  - Written feedback from other professional staff
  - Any other documents you deem appropriate

A decision must be made regarding the intern's continuation of this experience. This decision will be made with the mentor teacher, PDS coordinator/supervisor, faculty advisor, EDSP Program Director, Director of Student Services, and/or other invitee.

## **PART 4: Internship II Information**

### **I. EDSP 690: Teacher Candidate Research Seminar In Special Education**

**Professors Kohl and Moon.** This research seminar starts on Monday, January 27, 2014 and will meet each morning of that week from 9:00-12:00 through Friday, January 31, 2014. The seminar will also meet at other times throughout the semester; refer to the class schedule for specific dates. During this week, some orientation sessions will be scheduled with your mentor teacher and supervisor who will notify interns of these dates. Interns are to leave all afternoons open until arrangements are confirmed.

#### **A. Instructional Inquiry Project (Electronic Submission to *LiveText*)**

Each intern will develop and implement an instructional inquiry project during the Internship II experience as part of EDSP 690. The purpose of this activity is to give interns an ongoing experience in assessing and instructing the academic needs of their students. During the EDSP 690 course, the intern will:

- generate instructional inquiry questions related to an academic content area
- generate an instructional design and data collection system to observe and record results
- select and implement appropriate evidenced based educational instructional procedures
- analyze data on a continuous basis and make data based decisions
- interpret and discuss the results of the project

The project can involve one student, a group of students, or the entire class. Instructional areas vary due to the students with whom interns will instruct, but the project must relate to:

- (a) each participating student's IEP objective(s) or IFSP outcome(s) **and**  
(b) a standard from the Maryland Common Core Curriculum  
(<http://www.corestandards.org/>) **or** Maryland Model for School Readiness  
(<http://mdk12.org/instruction/ensure/MMSR/index.html>)

A final written report of the project will be completed for EDSP 690. The requirements for this final report are found in the EDSP 690 syllabus. Interns must discuss the proposed inquiry project with their mentor teacher and faculty advisor before submitting the approval form.

#### **B. Professional Portfolio (Electronic Submission to *LiveText*)**

According to Costantino and DeLorenzo (2006), a professional portfolio is a selection of artifacts and reflective entries representing professional experiences, competencies, and growth over a specified period of time. The development of a professional teaching portfolio is a valued process for documenting teaching performance, breadth and depth of teaching abilities, and reflective thinking. Interns will complete a professional portfolio collecting assignments from their internship and from previous practicum placements and coursework. The EDSP Professional Portfolio Requirement Chart is found in *LiveText* as well as all other information on the professional portfolio. All portfolio submissions from previous semesters should be collected, saved, and uploaded to *LiveText*. The Instructional Inquiry Project (see



above) must be included in your portfolio. More information on Professional Portfolios will be presented in EDSP 690.

## **II. Intern Expectations**

Interns are expected to teach five full days per week, with the exception of EDSP 690 class dates, seminars held by each supervisor, or required classes approved for Master's certification program interns. Interns must arrive at the same time or before the mentor teacher is to report to work and leave no sooner than the official end of the teacher workday when your school based responsibilities are complete (including planning, staff meetings, etc.). The university supervisor will inform interns of seminar dates.

## **III. University Assignments during Internship II**

In addition to the Instructional Inquiry Project and the Professional Portfolio to be completed during the Internship II experience, the intern has additional assignments which are presented in the Internship II seminar's syllabus. It is the intern's responsibility to discuss all assignments in advance with his/her mentor teacher.

## **IV. Supervisory Visits during Internship II**

Formal university supervisory visits will occur a minimum of four times during the Internship II semester. However, it is always possible that unscheduled visits will be made. Interns should always be prepared. We expect that within a two - four week period, interns will be taking over significant portions of the instructional day.

## **V. Scheduling Guidelines for Internship II**

The following is a week-by-week breakdown of the Internship II experience. It is intended as a guide that addresses the major needs of the internship. It can be modified based on input from the mentor teacher and/or the university supervisor. Please review the guidelines. Some supervisors may offer additional guidelines in their syllabus. Please follow the guidelines recommended by the supervisor; check and date tasks as they are completed. This list should be kept in the intern's field placement notebook for the university supervisor to review it during supervisory visits.

### **Weeks 1 and 2 (Attend Research Seminar Sessions during mornings of Week 1)**

- \_\_\_\_\_ 1. Arrange/attend orientation session with mentor teacher and university supervisor.  
Bring one copy of your professional resume.
- \_\_\_\_\_ 2. Determine dates of observation visits by the university supervisor; determine dates of midpoint and final evaluations 3-way conferences with university supervisor and mentor teacher; record dates on the calendar in the field placement notebook.
- \_\_\_\_\_ 3. If new site, participate in school-wide orientation to include:
  - \_\_\_\_\_ a. Obtain general information regarding school policies and procedures, including parking and school ID procedures.
  - \_\_\_\_\_ b. Become acquainted with school administrators, instructional assistants, secretaries, and members of the teaching staff. Be prepared to introduce yourself.

- \_\_\_\_\_ 4. Follow/observe your mentor teacher in a variety of settings (e.g., teaching, planning, meeting with other teachers).
- \_\_\_\_\_ 5. Work with individual learners and small groups of students. Write your own lesson plans, using the recommended format, based on the mentor teacher's plans. If this is the same internship, continue with the groups and individuals you taught in your previous lead teaching time, creating your own lesson plans. **Provide written lesson plans for mentor teacher review at least 2 days prior to teaching them. Revise plans if needed based on mentor teacher feedback, prior to teaching the lesson.**
- \_\_\_\_\_ 6. Familiarize yourself with the role of your mentor teacher in your school.
- \_\_\_\_\_ 7. Review all student records and IEPs/IFSPs
- \_\_\_\_\_ 8. Meet with your mentor teacher to determine ALL classroom responsibilities including 30 minute weekly meetings for feedback, review progress, and determine specific times for intern to observe mentor teacher and mentor teacher to observe intern. Together, put this information in writing, to review with supervisor at first observation visit. **Put dates and times on your calendar.**
- \_\_\_\_\_ 9. Meet with instructional assistant(s) and mentor teacher and determine how to divide responsibilities between you.
- \_\_\_\_\_ 10. Assist in noninstructional tasks in the classroom.

### **Weeks 3 and 4**

- \_\_\_\_\_ 11. Continue to instruct individual and small groups of learners. Add at least one new group each week. If this is a new site, begin to develop your own plans. Have them reviewed **2 days** in advance by your mentor teacher. Remember, your goal is to have the lead-teaching responsibility for at least the last 6 weeks of the internship.
- \_\_\_\_\_ 12. Be observed by your mentor teacher and discuss his/her feedback on your performance. Your lesson plan, critique, and teacher feedback should be kept with your lesson plans in your notebook.
- \_\_\_\_\_ 13. Continue to meet weekly with your mentor teacher.
- \_\_\_\_\_ 14. Be observed by the university supervisor (Observation #1). Make necessary arrangements for the supervisory visit.
- \_\_\_\_\_ 15. Continue to assist in noninstructional responsibilities.

### **Weeks 5 and 6**

- \_\_\_\_\_ 16. Continue to instruct the groups assigned to you using your own plans. Review plans with your mentor teacher before implementing them.
- \_\_\_\_\_ 17. Continue to add groups and responsibilities in accordance with the plans formatted with your mentor teacher. By the 6<sup>th</sup> week, the intern should have lead teaching responsibilities for at least a portion of the day.
- \_\_\_\_\_ 18. Continue to meet weekly with mentor teacher. Discuss specifics for assuming the lead teaching responsibilities
- \_\_\_\_\_ 19. Be observed by your mentor teacher and discuss his/her feedback on your performance. Your lesson plan, critique, and teacher feedback should be kept with your lesson plans in your notebook.
- \_\_\_\_\_ 20. Arrange specific times for the midpoint evaluation. Make necessary arrangements. Review and complete the PBA evaluation form in advance.
- \_\_\_\_\_ 21. Participate in the midpoint evaluation (Observation #2). Follow-up on Midpoint Action Plan.

### **Weeks 7 through 10**

- \_\_\_\_\_ 22. Assume lead teaching responsibilities with close supervision from your mentor teacher.
- \_\_\_\_\_ 23. Meet with instructional assistant(s) to review delegation of duties.
- \_\_\_\_\_ 24. Continue to meet with your mentor teacher weekly.
- \_\_\_\_\_ 25. Initiate block planning and phase out individual lesson plans if this is approved by your university supervisor.
- \_\_\_\_\_ 26. Be observed by your mentor teacher and discuss his/her feedback on your performance. Your lesson plan, critique, and teacher feedback should be kept with your lesson plans in your notebook.
- \_\_\_\_\_ 27. Be observed by the supervisor (Observation #3). Make necessary arrangements.

### **Weeks 11 through 14**

- \_\_\_\_\_ 28. Continue lead teaching responsibilities in the classroom. When appropriate, conduct instruction “on your own” in the classroom.
- \_\_\_\_\_ 29. Continue to meet weekly with your mentor teacher. Solicit feedback as to your progress.
- \_\_\_\_\_ 30. Be observed by your mentor teacher and discuss his/her feedback on your performance. Your lesson plan, critique, and teacher feedback should be kept with your lesson plans in your notebook.
- \_\_\_\_\_ 31. Consider inviting the school principal or coordinator to observe you teach and ask him/her to write you a recommendation.
- \_\_\_\_\_ 32. Around the end of Week 12 begin to phase out as necessary.
- \_\_\_\_\_ 33. Review goals and Midpoint Action Plan from midpoint evaluation and reflect on your progress.
- \_\_\_\_\_ 34. Be observed by the supervisor (Observation #4). Make necessary arrangements.
- \_\_\_\_\_ 35. Participate in a final evaluation meeting with mentor teacher and supervisor. Make necessary arrangements and review the evaluation forms (e.g., PBA, Foundational Competencies) in advance of the meeting.
- \_\_\_\_\_ 36. Complete all required evaluations and feedback forms.
- \_\_\_\_\_ 37. Finalize Instructional Inquiry Project; upload to LiveText.
- \_\_\_\_\_ 38. Finalize Professional Portfolio; upload to LiveText.

## **VI. Evaluation and Grading for Internship II**

- A. College of Education Foundational Competencies and Department of Special Education Performance Based Assessment (PBA):** Making the transition from student to teacher via the role of intern requires attention to basic habits and attitudes that make up professionalism, and specific skills and competencies needed in the field of special education. The intern will be expected to receive satisfactory ratings on the College of Education Foundational Competencies; see Appendix A for the rating form. The intern will also be expected to perform the competencies indicated on the Performance Based Assessment (PBA) for a beginning special educator. The mentor teacher, intern, and university supervisor will evaluate the intern’s performance using the PBA; see Appendix B for the PBA Rubric.

**B. Grading during Internship II:** Interns in the spring semester receive a grade of Satisfactory (S) or Fail (F) for their internship. Input from the intern, mentor teacher, and university supervisor is considered in grading. Every effort is made to provide interns with clear expectations and opportunities to demonstrate necessary teaching competencies. Interns are expected to maintain open communication with the university supervisor and mentor teacher and to initiate questions or comments about any areas that are not clear. Likewise, mentor teachers are expected to alert interns and supervisors to any concerns as they develop during the semester. **The University supervisor is responsible for assigning the final grade.**

### **Grading Criteria for Internship II (Spring) Spring 2014**

The following procedures form the basis for grading interns using the FBA at the completion of the Internship II. Special Education interns receive a Satisfactory (S) or Fail (F) for Internship II.

1. At the midpoint and final evaluation, the Performance Based Assessment (PBA) is completed by each intern and his/her mentor teacher and university supervisor. Likewise, the Foundational Competencies evaluation is completed by the university supervisor with input from the mentor teacher at the midpoint and final conference. Increased opportunities to improve and succeed will be put in place for any intern who has marginal skills on the PBA and Foundational Competencies at the midpoint conference.
2. At the midpoint evaluation, ratings of “4” on the PBA are not given because consistency across the entire semester has not yet been demonstrated. If the intern receives one or more ratings of 2 - “Emerging” on any indicator at the midpoint evaluation by the university supervisor, the Midpoint Action Plan must include specific target areas which must be demonstrated consistently across time to pass Internship II. A Performance Contract may also be written at the discretion of the supervisor if it is determined additional structure and support is needed to clarify and meet expectations. If the intern receives one or more ratings of 1 - Unsatisfactory/Needs Improvement at the midpoint evaluation, a Performance Contract must be written to discuss program options, make decisions regarding specific actions to be taken, and/or present a formal contract with a timeline.
3. For the final evaluation, the intern and mentor teacher independently complete the PBA and then, during the 3-way conference with the university supervisor, discuss the intern’s competence on each PBA indicator (N = 100). The university supervisor is responsible for assigning the final rating on each PBA indicator based on input from the intern and mentor teacher.
4. To receive a Satisfactory (S) for Internship II, the intern is expected to earn ratings of 4 - “Meets Standard” by the final evaluation which is a total of 400 points on the PBA. A rating of “4” per indicator is earned for consistent progress and a high level of performance showing the intern has met the indicator. However, due to circumstances in #5 below, the intern will receive a Satisfactory (S) if s/he receives a total of 390 points or above (based on ratings of 4 - “Meets Standard” and 3 - “Approaches Standard” only).

5. In some instances, based on the supervisor's professional judgment, a rating of 3 – "Approaches Standard" may be considered passing on an indicator at the final evaluation. In order for a rating of "3" on an indicator to be considered passing at the final evaluation, the intern must have demonstrated consistent, positive change from the midpoint PBA and awareness of the area(s) of need stated on the Midpoint Action Plan. Again, to receive a Satisfactory (S) in Internship II, the intern must receive a total of 390 points or above (based on ratings of 4 - "Meets Standard" and 3 - "Approaches Standard" only).
6. All written assignments delineated in the seminar syllabus must be satisfactory to receive high ratings on the FBA. Assignments that are late or incomplete will not be accepted; assignments that are not written to a professional standard will be considered unsatisfactory, but may be re-submitted only once by a specified due date and reconsidered as satisfactory. Quality and timeliness of written assignments will be reflected in the ratings on the final PBA.
7. If performance on any indicator remains marginal to low and the intern has not shown consistent, positive change across the semester, s/he will earn a rating of 2 or lower for that indicator on the final PBA evaluation. Any rating of 2 or below on any indicator on the final evaluation will result in the student not passing Internship II.
8. If the intern engages in conduct that could be deemed unethical or unprofessional during Internship II and a violation of the ***Council for Exceptional Children Code of Ethics and Standards for Professional Practice***, the incident will be immediately referred for a Performance Contract review to a committee comprised of the supervisor, faculty advisor, PDS Coordinator, Department Chair, Director of Student Services, and/or Dean's representative. A determination will be made as to whether the conduct occurred and whether immediate termination of the placement with a resulting grade of "F", depending on factors such as the severity of the infraction, and whether this concern has been evidenced in previous settings and is recurring.