The UMBC Department of Education mission is to research teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.
I. UMBC PDS NETWORK SITES

Elementary Education Program

Anne Arundel County Public Schools
Van Bokkelen Elementary School

Baltimore City Public Schools
Violetville Elementary/Middle School

Baltimore County Public Schools
Dogwood Elementary School – on hiatus
Halethorpe Elementary School
Relay Elementary School
Riverview Elementary School

Howard County Public Schools
Guilford Elementary School
Laurel Woods Elementary School
Talbott Springs Elementary School
Thunder Hill Elementary School

Important Contact Information

Office of Field Experiences & Clinical Practice
Director: Dr. Pamela Morgan, pwmorgan1@umbc.edu
Placement Specialist: Ms. Debbie Bell, dbell5@umbc.edu
Faculty Research Assistant: Ms. Yeji Yoon, yyoon1@umbc.edu

Elementary Education Program
Program Director: Prof. Barbara Bourne, barbara.bourne@umbc.edu

Tk20
Assessment Coordinator: Mr. Justin Schaffer, education@umbc.edu
II. Introduction to Mentoring
Mentoring is an important component of teacher preparation and induction into the profession. It requires time and communication in order to promote the intern's self-reliance. (Pelletier, 2006)

The Goals of High Quality Mentoring Include:
- developing a collaborative relationship with the intern
- fostering a tradition of cooperation, collaboration, and co-teaching among colleagues
- helping interns document their work based the ACEI professional standards for elementary education
- helping interns develop into self-directed, reflective teachers

What Does It Mean To Be a Mentor?
As a tenured, professionally certified teacher, you are responsible for collaborating with UMBC's supervisor and Program Director to provide individualized support to your intern.

Effective mentors are teachers who:
- maintain and regularly reflect and reevaluate their own goals
- maintain best practices of teaching while attending to district requirements
- relate content knowledge to actual instructional practice
- promote equity and social justice
- place student learning as the first priority of teaching
- become a professional, confidential colleague
- demonstrate teaching excellence
- respect others' viewpoints
- display social and public relations skills

In addition, mentors may have opportunities to:
- problem solve with other stakeholders on such issues as defining intern responsibilities or resolving scheduling conflicts.
- facilitate communication between the UMBC Education Department and the school community.
- participate in pre-service mentor training.
- present at conferences, institutes, and other forums to disseminate best mentoring practices.
- participate in the intern evaluation process

Expectations in Your Classroom/School
As you begin the mentoring process, be sure to plan your schedule and clarify expectations for the intern. Completing the Mentor-Intern-Mentor Expectations form (attached) with your intern should be done during the first week and re-evaluated as needed throughout the semester. This will provide an opportunity to develop and reassess realistic expectations for the intern's role in your classroom, discuss evolving goals and priorities, and inform interns of upcoming meetings and events.
You may also want to note the contact information for your Intern’s Supervisor and education course instructors.
III. ASSESSING TEACHING AND LEARNING

The mentor teacher and the university supervisor are both asked to guide intern development in the most personal and professional activity of reflecting on practice. This is best accomplished through the intern's reflection on self as teacher and on evaluation of students’ learning.

Assessing the Intern and the Internship Experience
During and after quality conversations and reflections, the mentor teacher, the university supervisor, and the intern are required to complete several evaluation forms. These include:

1. The Clinical Practice Performance Assessment Instrument (CPPA): This contains UMBC's institutional standards and the ACEI Professional Standards for Elementary Education.
2. A narrative statement on the intern's teaching proficiency.
3. The mentor teacher's evaluation of UMBC's internship program.
4. The mentor teacher’s feedback about the UMBC Supervisor for the internship.

Clinical Practice Performance Assessment (CPPA)
The CPPAs should be submitted to the Education Department through the computer program known as Tk20. (A Tk20 account will be created in your name. You will not be assessed any fee for this account.) Your intern and the university supervisor will also be completing CPPA forms using Tk20.

The following describes a typical approach for preparing for, giving feedback, and documenting the intern evaluation:

- During Phase I, the mentor and intern share their understanding of the competencies listed in the CPPA to ensure agreement and relevance to the classroom situation.
- After the intern has taught a sufficient amount, the mentor rates the intern on each competency. At the same time, the intern independently does a self-evaluation using the same instrument. Interns are encouraged to follow this same process with their university supervisor.
- In a follow-up conference, the intern and mentor teacher compare their ratings and discuss areas of strength and areas that need further work.
- By the mid-point in Phase II, the mentor and intern will repeat this process using the CPPA to guide their comments and recommendations for professional growth.
- At the end of the Phase II experience, the mentor teacher will complete a third and final summative evaluation on the same competencies. The ratings at this time should reflect the mentor teacher's assessment of the level of competence at the end of the internship experience.

Narrative Statement
The narrative statements from the mentor teachers are often sought by the intern's prospective employers. Therefore, it is important that they are accurate and truly reflect the intern's teaching prowess in the mentor's estimation. It is recommended that major topics included on the CPPA are addressed in the narrative. The narrative should be inserted in the CPPA document on Tk20. Write the narrative with the following in mind:
- Keep aligned with and expand on the competencies listed in the CPPA.
- Cite any dispositions or qualities of the intern that are not covered by the CPPA.
- Mention any special activities or projects in which the intern engaged that might be of interest to a potential employer.
- Include the following information:
  
  Intern’s Name  
  Mentor’s Name  
  School Name and School System  
  Subject Area, Grade Level, and English Proficiency Level  
  Placement Beginning and Ending Dates  

**Mentor Teacher Evaluation of UMBC Internship Program**
Mentor teachers provide valuable feedback which is used for program improvement. Mentor teacher forms for this purpose are included in the packet accompanying the Mentor Handbook. These can be filled out at the end of the intern's term with you, and submitted directly to the department at the above-listed address.

**Transitioning Back to Mentor Teacher**
Throughout the internship experience the mentor teacher’s supervisory approach moves along a professional development continuum. Communications often begin with a directive approach and move toward a collaborative approach. The purpose is to always have a collaborative model of co-planning and co-teaching in the classroom, with the focus of primary instructor moving from the mentor to the intern. When the intern’s 100-day requirement is finishing, it is important to remember to plan an appropriate transition back to the mentor teacher’s primary role in the classroom.

**Helping Interns Gain Classroom Management Skills**
As veteran teachers, mentors have developed multiple strategies for managing classroom activities and student behavior. For example, a teacher might preplan small groups assignments, place herself in proximity to students not on task, or purposefully lower her own voice in an effort to deescalate classroom noise. *Please explicitly point out these strategies to the intern as you do them.* Interns often see behavior ladders or reward tickets as the only means of classroom management, and fail to note that the best classroom management is *preventing* disruptive situations.
IV. PREFERRED ELEMENTARY EDUCATION INTERNSHIP TIMELINE

Phase I
- Single Rotation: minimum of 20 days

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Observe routines, Get to know class, Assist as needed</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Take over some routines, Assist as needed</td>
</tr>
<tr>
<td><strong>Week 3 - 4</strong></td>
<td>Continue to take over routines, Work with small group, Assist as needed, Co-plan with mentor/team</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Continue to take over routines, Work with small group, Plan and teach whole group lesson in content or a subject area, Co-plan with mentor/team</td>
</tr>
<tr>
<td><strong>Week 6-9</strong></td>
<td>Continue to take over routines, Work with small group, Plan and teach whole group lesson in content or a subject area, - try new subject each week or so, Co-plan with mentor/team</td>
</tr>
<tr>
<td><strong>Week 10-13</strong></td>
<td>Continue to take over routines, Co-plan and work with small group in reading and math, Plan and teach whole group lesson in content or a subject area – try a new subject each week or so, Co-plan with mentor/team</td>
</tr>
<tr>
<td><strong>Week 14-17</strong></td>
<td>By this time, the intern should be comfortable planning and teaching all subject areas. Continue to plan and teach as much as possible and begin to transition back to the teacher.</td>
</tr>
<tr>
<td><strong>Week 18-20</strong></td>
<td>By this point the intern should have taught all subject areas and is continuing to transition back to the teacher.</td>
</tr>
</tbody>
</table>

**Note:** This is a suggested timeline. Mentors and interns should adapt this to create their own plan for intern to gradually assume responsibility and complete two weeks of full teaching.

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1 This timeline should be implemented as developmentally appropriate for the intern, but with the understanding that only interns who demonstrate proficiency in being able to lead and manage a classroom effectively will be recommended by UMBC for certification by the Maryland State Department of Education (MSDE).
### Phase II Single Rotation

- **minimum of 80 days**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Observe routines/resume responsibility for routines from Phase I</td>
</tr>
</tbody>
</table>
| Week 2-3: *Bit Teaching* | Take responsibility for all routines  
Work with small group  
Co-teach whole group lessons  
Co-plan for all subjects and one content² |
| Week 4-5: *Initial Teaching* | Plan and teach one subject or one content  
Assist in all other subjects  
Work with small groups  
Co-plan for all subjects and one content |
| Week 6-7: *Sustained Teaching* | Plan and teach one subject and one content  
Co-plan for all subjects and one content |
| Week 8-9: *Sustained Teaching* | Plan and teach two (2) subjects and one content  
Co-plan for all subjects and one content |
| Week 10-11: *Sustained Teaching* | Plan and teach three (3) subjects and one content  
Co-plan, co-teach and assess all subjects and one content |
| Week 12-13: *Full Teaching* | Full-time teaching should begin here, depending upon where the intern is in the induction process  
Lead planning, teaching, and assessing all subjects and one content; conduct all routines |
| Week 14-15: *Full Teaching* | Lead planning, teaching, and assessing all subjects and one content; conduct all routines |
| Week 16-17: *Full Teaching* | Lead planning, teaching, and assessing all subjects and one content; conduct all routines  
Begin transitioning classroom back to mentor teacher |
| Week 18: | Complete transitioning classroom back to mentor teacher |

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² Content refers to social studies, science, and health.
### Phase II Split Rotation

- **minimum of 80 days**

<table>
<thead>
<tr>
<th>5/6 formal observations with supervisor – 2-3 weeks of full teaching during each rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Observing/routines/bit teaching</strong></td>
</tr>
<tr>
<td>Observe routines/resume responsibility for routines from Phase I</td>
</tr>
<tr>
<td>Work with small group</td>
</tr>
<tr>
<td><strong>Week 2: Bit Teaching</strong></td>
</tr>
<tr>
<td>Take responsibility for all routines</td>
</tr>
<tr>
<td>Continue to work with small groups</td>
</tr>
<tr>
<td><strong>Week 3: Initial Teaching</strong></td>
</tr>
<tr>
<td>Plan and teach content</td>
</tr>
<tr>
<td>Assist in all other subjects</td>
</tr>
<tr>
<td><strong>Week 4: Sustained Teaching</strong></td>
</tr>
<tr>
<td>Plan and teach (1) subject and one content (math should be first subject to be taught)</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Week 5: Sustained Teaching</strong></td>
</tr>
<tr>
<td>Plan and teach two (2) subjects (math and language arts) and one content</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Week 6: Full Teaching</strong></td>
</tr>
<tr>
<td>Plan and teach three (3) subjects (math, LA, an reading) and one content</td>
</tr>
<tr>
<td><strong>Week 7: Full Teaching</strong></td>
</tr>
<tr>
<td>By this time the intern should be teaching all subjects</td>
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<tr>
<td><strong>Week 8: Transition back to teacher</strong></td>
</tr>
<tr>
<td>Complete transitioning classroom back to mentor teacher</td>
</tr>
<tr>
<td><strong>Week 9-16: Move to 2nd rotation and begin again</strong></td>
</tr>
</tbody>
</table>

### The Andrews Model of Gradual Induction

**Bit Teaching:** planning/teaching/assessing small group lessons  
**Initial Teaching:** planning/teaching/assessing at least one lesson/subject for a large group  
**Sustained Teaching:** planning/teaching/assessing sequential lessons (at least 2 consecutive lessons or a half day of instruction during the course of the school day/2-3 subjects)  
**Full Teaching:** assuming the entire classroom instructional schedule (at mentor teacher’s discretion in consultation with the University supervisor and the intern)
MENTOR CHECKLIST

The following checklist offers guidelines for the mentor to assure the successful experience of the mentor, the intern and the students. As with all learning experiences, it should be adapted according to the intern’s progress from week to week. Take time early in the internship experience to have a series of conversations with your intern regarding goals for the classroom and the internship experience. Discuss…

- daily, weekly, and long-term objectives,
- instructional goals,
- classroom management,
- parent involvement, and
- student evaluation.

These early conversations would be a good time to outline the progression of intern responsibilities over the internship and to plan a schedule of meetings, observations, and reviews for the intern. Additionally, arrange a three-way conference with your intern and his or her supervisor to discuss expectations for the internship. The goal of the internship experience is to develop self-directed, competent new teachers.

Phase I

The Phase I component of the internship occurs over an entire semester and often begins prior to the start of school. Interns are expected to attend the week that teachers return to school and then a minimum of one full day each week during the semester. They must fulfill specific course-based requirements as well as assignments related to classrooms, students, school, and community outlined below. The primary functions of the Phase I experience are observations, data collection, and initial teaching experiences. Interns should inform you as soon as possible if they must be absent on an assigned day. These days must be made up during Phase I.

Teacher Orientation Week (before school opens)
Interns are expected to report to their placement, starting on the first day of school for the teachers in the school system in which they will complete their internship. Please be advised that the intern’s active participation in these teacher professional days provides them with an additional and invaluable learning to teach experience. We ask that you plan to attend the UMBC-sponsored orientation for interns, mentors, and supervisors. If possible, please sponsor an orientation for your intern with the teachers, administrators, and staff at your school prior to school opening.

Week 1

General school orientation:

- Show the intern where to park.
- Tour the school building(s) with your intern.
- Provide a map of the school or highlight an existing map for key places.
- Introduce the intern to the classroom and location of materials.
- Provide a workstation for the intern.
☐ Provide a timeline and lists of things that must be done to set up a room (e.g., texts, manuals, furniture arrangement, bulletin boards, class lists, student supply lists, permanent records, schedules, audiovisuals, resources, classroom library and supplementary materials).
☐ Get your intern his or her books as soon as possible; make sure he or she has all available curriculum guides and other relevant materials.
☐ Provide intern with a plan book.
☐ Share the faculty roster.
☐ Introduce him or her to the administrative staff, other colleagues, specialists, secretaries, and cafeteria and custodial staff.
☐ Explain staff meeting procedures and expectations for interns (e.g., When are meetings? Where are meetings? Who’s in charge? What’s expected?).
☐ Highlight the nuts and bolts of the school’s policies and procedures (e.g., fire drill, plan book, sign in and sign out sheets).
☐ Instruct the intern on supplies and equipment – their availability and how to get them.
☐ Advise your intern on the procedure for requesting AV equipment.
☐ Share health clinic procedures (e.g., When is the school nurse available?).
☐ Share information about legal matters associated with teaching, including confidentiality, child abuse reporting, child custody issues, IEPs, and religious and other accommodations.
☐ Jointly construct a letter to the students’ parents describing the intern’s role in the class.
☐ Share a year’s calendar of activities (e.g., holidays, standardized test dates, mentor’s lesson plan book, schedule of field trips).
☐ Review important school issues and “unwritten” policies. Share the school improvement plan and school philosophy with the intern.
☐ Review the “must follow” rules (professionalism) of the school (e.g., lunch hour time on workdays, arrival time on workdays, dress codes, parent contacts).
☐ Exchange contact information for the best way to communicate during out of school hours.

**Instructional orientation:**

☐ Discuss changes being made in your curriculum due to Common Core State Standards, UDL, SLOs, and other new mandates.
☐ Emphasize the importance of performance outcomes and Maryland’s tests (MSA) or PARCC assessments and how they relate to day-to-day teaching activities.
☐ Help your intern plan the first week.
☐ Discuss classroom environment, procedures, and goals in the room.
☐ Share your “effective” class rules.
☐ Review administrative tasks.
☐ Discuss student attendance procedures. Explain how important it is to always be accurate when taking attendance.
☐ Share any “systems” that work (e.g., organizing grade book, keeping track of homework, tracking down tardies, orchestrating first day/week, working through administrative procedures).
☐ Always provide multiple opportunities for your intern to reflect and ask questions.
Beginning: Weeks 2-5 (school in session, students in building)
During this part of Phase I, your role is to provide the required opportunities and to complete the following checklist items:

- Set goals with the intern for Phase I.
- Provide opportunity for the intern to observe the classroom.
- Provide opportunity for the intern in scheduling observations of other classroom teachers.
- Intern may have other assignments related to the observations, assist in any way necessary.
- Discuss pre-assessments, post-assessment and evaluation of assessments with intern.
- Help your intern plan classroom activities which he or she will co-teach.
- Help your intern plan classroom activities which he or she will then lead.
- Discuss the class with your intern.
- Discuss ways to communicate with parents with intern.
- Establish a communication log with your intern; check weekly for written communication.
- Make contact with the UMBC supervisor, if you have not been contacted.
- Participate in a three-way communication with your intern, the UMBC supervisor, and yourself.
- Plan the middle part of Phase I with your intern.
- Introduce the intern to your students as Ms./Mrs./Miss/Mr. ________.
- Present the intern to the students as a co-professional and establish expectations that he or she is to be treated with respect.
- Present the intern to colleagues and parents as a co-professional in a learning position.
- Define roles and responsibilities for classroom management (who will be responsible for what aspects of management), and protocol for interaction with parents, administrators, and staff.
- Review protocols for interaction with parents and administrators.

Middle: Weeks 6-10

- Show your intern how to set up students’ work files.
- Show your intern how to use the school’s computerized grading system.
- Increase the intern’s opportunities to plan and teach lessons.
- Share with intern how proactive strategies and techniques can be built into lessons in order to cut down the need for reactive classroom management techniques such as tickets and moving clips.
- Conduct pre and post observation meetings with intern.
- Review your observation data of intern and plan feedback conference with intern.
- Provide feedback, verbal and written, about the lessons. Consider the following:
  - Proactive classroom management that cuts down need for reactive classroom management
  - Lesson effectiveness
  - What went well
  - Suggestions for improvement
- Review the contents of the CPPA and identify goals for observation.
End: Weeks 11-15

- Discuss policies and procedures of the following:
  - Student makeup work.
  - Grading rationale and policies for your school.
  - “Unwritten” or written school system policies.
  - Religious holidays.
  - Delayed opening and snow day policies.
  - Referral process for special education.
  - Procedures for field trips.

- Discuss with intern the plans for the lessons which you and the UMBC supervisor will observe.

- Guide intern to schedule observation by UMBC supervisor.

- Meet with the intern’s supervisor from UMBC after the observation. Date:

  - Participate in a three-way communication with the intern, supervisor, and yourself.

- Complete CPPA Formative 1 of the intern(s) (see also the Performance Assessment Requirements and Timelines). Establish a plan to support the intern in addressing areas of challenge.

- Set goals with the intern for Phase II.

Phase II

Phase II prepares the interns for full time teaching. They are expected to gradually assume responsibilities, co-teach, and then assume all responsibilities of teaching for six weeks (three weeks for those interning in two placements). They are expected to attend all school functions required of the mentor teacher (parent-teacher conferences, Back-to-School Nights, PTA events, field trips, team meetings, SIT and other school meetings). Interns are required to attend school every day for a minimum of 80 days. If they must be absent for any reason, they understand that they must contact you as far in advance as possible. All absences (other than school closings for weather-related or similar events) must be made up before they can be considered internship completers.

January or August-September

- Schedule and hold a “Plan for the Month” session.
- Work closely with your intern in explaining the formal and informal observation procedures.
- Review/revise goals for Phase II (including intern Instructional Unit).
- Assist intern in identifying and developing a unit and student pre- and post-assessments for the unit.
- The mentor and intern should share recordkeeping and filing.
- Share plan books and other related scheduled activities.
- Ask the intern to assist with Back to School Night and/or the school’s Open House.
- Continue to co-plan lesson plans for the first few weeks.
- Review how to plan proactive classroom management strategies into lessons in order to cut down on reactive classroom management techniques such as tickets and clips.
☐ Plan to regularly observe the intern teaching, be sure to conduct pre and post observation conferences.
☐ Establish set meetings/interaction times between intern and mentor.
☐ Establish or review a substitute folder with the intern.
☐ Discuss the importance of documenting each student’s work.
☐ Stress that confidentiality exists between mentor and intern.
☐ Share procedures for conferencing with administrators.
☐ Help your intern prioritize his or her workload.
☐ Discuss how to work successfully with parents.
  o Keep and review an accurate log of interactions with parents.
  o Plan and carry out positive parent contacts daily; continually praising the positive will make a negative contact less painful.
☐ Review policies and procedures of the following:
  o Student makeup work
  o Grading rationale and policies for your school
  o “Unwritten” or written county policies
  o Religious holidays
  o Delayed opening and snow day policies
  o Referral process for special education
  o Procedures for field trips
☐ Each month include an informal discussion and review about the following topics:
  o Classroom management (proactive and reactive) and discipline strategies
  o Keeping up with grading, evaluating, and recording data. Ask to see records.
  o Organizational and recordkeeping skills
  o The status of the objectives and goals you wrote together
  o Always provide time and opportunity for your intern to reflect and ask questions.
☐ Meet with the intern’s supervisor from UMBC. Date: ________________
  o Participate in a three-way communication with the intern, supervisor, and yourself.
  o Discuss the communication log, unit plan progress, notebook, and observation.
☐ End of 4th week of Phase II, complete CPPA Formative 2

February or October
☐ Schedule and hold a “Plan for the Month” session.
☐ Prepare interns for MSAs.
☐ Attend and participate as appropriate in scheduled and impromptu parent-teacher conferences.
☐ Have intern help plan upcoming field trips.
☐ Assist your intern during the grading period (e.g., how to write report card comments, how to get grades, share grading system notes, explain all aspects of the grading system for your school).
☐ Discuss and review the following topics:
  o Proactive and reactive classroom management and discipline strategies
  o Keeping up with grading, evaluating, and recording data. Ask to see records.
  o Organizational and recordkeeping skills
Sensitive issues in education (e.g., custody issues, family life curriculum, issues, religious and other accommodations.).
- The status of the objectives and goals you wrote together
- Provide opportunity for the intern to reflect and ask questions
- Meet with the intern’s supervisor from UMBC. Date: ________________
  - Participate in a three-way communication with the intern, supervisor, and yourself.
  - Discuss the unit plan progress, and observation.

**March or November**
- Schedule and hold a “Plan for the Month” session.
- The intern should be finalizing the plans for the unit plan and pre- and post-assessments. Check on his or her progress.
- Continue to discuss sensitive issues in education.
- Prepare your intern on how to handle students’ behavior after a holiday and prior to a vacation.
- Discussion and review the following topics:
  - Proactive and reactive classroom management and discipline strategies.
  - Keeping up with grading, evaluating, and recording data. Ask to see records.
  - Organizational and recordkeeping skills
  - Sensitive issues in education
  - The status of the objectives and goals you wrote together
  - Intern reflection and question
- Facilitate an administrator observation of the intern.
- Meet with the intern’s supervisor from UMBC. Date(s): ________________
  - Participate in a three-way communication with the intern, supervisor, and yourself. Note areas of strength and weaknesses and identify any areas in which the intern might receive a 2 at the end of internship. **Interns must receive a 3 or better on CPPA Summative, so this would be the time to generate a plan of action and support if the intern is in jeopardy of receiving any 2s on his or her CPPA Summative.**
  - Develop a plan for further development in areas where student is experiencing challenges.
  - Discuss the unit plan progress, and observation.

**April-May or December**
- Schedule and hold a “Plan for the Month” session.
- Encourage the intern to pre-test, teach the unit plan, and post-test to assess student learning during this month.
- Review plans for end of school or activities.
- Review policies and issues that relate to retention and failure of students.
- Conduct observations of the intern.
- Encourage parental contact.
- Give suggestions for keeping momentum and interest at the end of the semester or year.
- Discuss and review the following topics:
  - Classroom management and discipline strategies.
- Keeping up with grading, evaluating, and recording data.
- Organizational and recordkeeping skills.
- Sensitive issues in education
- The status of the objectives and goals you wrote together.
- Intern reflection and questions.

☐ As the intern’s responsibilities wind down, encourage him or her to visit classes at different grade levels, pull-out programs, specials, and other areas of the school he or she may benefit from observing.

☐ Meet with the intern’s supervisor from UMBC for a final observation.
  - Date(s): ______________
  - Participate in a three-way communication with the intern, supervisor, and yourself.

☐ Conduct final observation, complete assessment forms

☐ Discuss CPPA Summative with the intern’s supervisor, arriving at a consensus of the intern’s strengths and challenges. Interns must score a 3 or higher on the CPPA Summative, so you should discuss a plan of action if any areas of the CPPA might be scored a 2.
  - CPPA Summative.

☐ Write a narrative of your intern’s experience.

☐ Evaluate the UMBC Teacher Education Program and the University Supervisor.
### V. CLINICAL PRACTICE PERFORMANCE ASSESSMENT (CPPA) REQUIREMENTS AND TIMELINE

#### ELEMENTARY EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
<th>Summative Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage of Evaluation:</td>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
</tr>
<tr>
<td></td>
<td>(Phase I Week 16)</td>
<td>(Phase II Week 8)</td>
<td>End of Internship (Phase II Week 16)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MENTOR TEACHER</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
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<tr>
<th>UNIVERSITY SUPERVISOR</th>
<th>Phase I Observation</th>
<th>Phase II Observation</th>
<th>Summative Report</th>
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<td>Stage of Evaluation:</td>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
</tr>
<tr>
<td></td>
<td>(Phase I Week 8)</td>
<td>(Phase I Week 17)</td>
<td>(Phase II Week 16)</td>
</tr>
</tbody>
</table>
# How to be a Successful Intern – Mentor/Intern Contract

This contract must be reviewed by the mentor teacher and intern together. They must come to a consensus/agreement on each item, initial each item, sign the entire document, and keep a copy for themselves.

<table>
<thead>
<tr>
<th></th>
<th>Mentor Initial</th>
<th>Intern Initial</th>
<th>Mentor Initial</th>
<th>Intern Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Telephone numbers and/or e-mail addresses have been exchanged.</td>
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<tr>
<td>2.</td>
<td>Hours that intern is required to be in the school building has been discussed.</td>
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<td>3.</td>
<td>Emergency procedures have been discussed.</td>
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<td>4.</td>
<td>Introductions have been made to appropriate staff.</td>
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<td>5.</td>
<td>The intern’s role in the classroom has been discussed.</td>
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<tr>
<td>6.</td>
<td>Mentor has received assignments/expectations/syllabus from intern.</td>
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<td>7.</td>
<td>Preferred timelines have been reviewed and action plan is in place.</td>
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<td>8.</td>
<td>Mentor and intern have discussed lesson plan pre-approval and length of time needed for lessons to be approved.</td>
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<tr>
<td>9.</td>
<td>University supervisor e-mail address/phone number has been given to mentor and expectations of the supervisor have been discussed.</td>
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<tr>
<td>10.</td>
<td>Mentor has been introduced to the Tk20 system and contact information for problems has been given.</td>
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<tr>
<td>11.</td>
<td>The importance of communication between the intern/mentor/supervisor/university has been discussed.</td>
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<tr>
<td>12.</td>
<td>Dress code/personal appearance has been discussed.</td>
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<td></td>
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<tr>
<td>13.</td>
<td>Further questions have been asked and discussed.</td>
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</tr>
</tbody>
</table>

(1st) Mentor Signature _______________ Date _______________ Intern Signature _______________ Date _______________

(2nd) Mentor Signature _______________ Date _______________ Intern Signature _______________ Date _______________
Mentor Teacher Information Form and Honorarium Acceptance Letter
Internship Year: Fall 2013 – Spring 2014

Program:
- □ Early Childhood Education
- □ Elementary Education
- □ Secondary Education
- □ ESOL

Name (first, middle, last):

Subject/Grade:

Home Address:

City, State/Zip:

SS#:

Phone:

Email:

Race/Ethnicity: (For reporting purposes only)
- □ African-American
- □ American Indian or Alaska Native
- □ Asian
- □ Hispanic
- □ Native Hawaiian or Other Pacific Islander
- □ White
- □ Bi-racial/multi-racial

Gender: □ Male □ Female

Certification Area:

How many years have you been teaching?

How many interns have you supervised for other universities?

How many interns have you previously supervised for UMBC?

Name of School:

School System:

School Mailing Address:

City, State/Zip:

Name of Intern:

Area in which certification is being sought:

Phase 1: □ Full Semester □ Half Semester

Phase 2: □ Full Semester □ Half Semester

Commitment:

I agree to accept the UMBC honorarium of $375.00 as a full-time mentor or $187.50 as a half-time mentor for a UMBC education intern. The honorarium may be prorated for split-rotations or other special circumstances. I understand my responsibilities as a mentor as articulated on the second page of this document and in the UMBC Mentor Handbook for the program through which the intern is seeking certification. I understand that payment of my honorarium is contingent upon my fulfillment of all mentor responsibilities, including completion of all online assessments, surveys, and paperwork in the Education Accountability System (EAS) via Tk20. I understand that all responsibilities must be completed within 30 days of the end of Phase 2 or I will forfeit the honorarium.

(Signature) (Date)

Please sign and return to: Dr. Pamela Morgan
UMBC Department of Education
1000 Hilltop Circle
Baltimore, MD 21250

UMBC Use Only:

Signature of Director, OFECP
Date

Date processed by Business Services:
**Mentor Teacher Responsibilities**

**MENTOR:** also known as a cooperating or supervising teacher, is a tenured, professionally certified and highly qualified teacher who has completed at least three (3) years of service and is responsible for collaborating with the Institution of Higher Education and University Supervisor to provide individualized support to an intern; a school system employee; participates in required professional development; receives honorarium from UMBC

**PHASE I***
- Welcomes and orients intern to school and school community
- Provides intern with varied, developmentally appropriate teaching experiences (bit teaching, small group teaching, co-teaching, whole class instruction; sustained teaching; full teaching)
- Provides intern with all appropriate information regarding curriculum, students with special needs, standardized assessments and other data intern should have in order to teach all students effectively
- Facilitates intern’s exposure to school support personnel and interactions with them as appropriate
- Collaborates with intern to support their planning of a specified unit that they will teach during their full-time placement
- Confers with Professional Development School Site Coordinator and UMBC personnel to maintain ongoing communication
- **Completes Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook,** including the “Phase 1 to Phase 2 Transition Performance Assessment,” if required by the Program
- Problem-solves with University Supervisor and Program Coordinator; if school is a UMBC PDS, consult the IHE PDS liaison and PDS site coordinator (e.g. responsibilities, requirements, concerns, scheduling conflicts)

**PHASE II***
- Develops a plan for a gradual release and transition of intern to full teaching responsibilities
- Supports the intern to complete UMBC’s program requirements of full-time instruction for specified number of weeks
- Coaches intern in classroom management, instructional processes, and assessment techniques
- Co-plans with intern regularly
- Observes intern and provides daily formative and/or summative feedback
- Confers with Professional Development School Site Coordinator and university personnel to maintain ongoing communication
- **Contributes to both the ongoing and final evaluation of the intern (in consultation with the University supervisor), completing Clinical Practice Performance Assessment (CPPA) forms in the Education Accountability System via Tk20 by the date specified in the UMBC Mentor Handbook,** including the “Mentor Teacher Feedback on UMBC Teacher Education Program and UMBC Supervisor Survey” for each intern mentored
- Problem solves with Supervisor and Program Coordinator (e.g. responsibilities, requirements, concerns, scheduling conflicts)
- Supports intern in the development of the teaching folio and completion of required action research project
- Guides intern in aligning action research project with the school improvement plan
- Scores teachingfolio with designated rubrics or provides other feedback as designated by the program
- Develops a plan for gradual lessening of teaching responsibilities toward the end of the internship

*Please note that some responsibilities may occur in both Phase I & Phase II.

Honorarium for Phase I and Phase II mentor teacher full-time services is $375/student:
- $75 for serving as a mentor teacher for Phase I
- $300 for serving as a mentor teacher for Phase II

**Note that the honorarium will be adjusted accordingly for less than full-time service and/or failure to provide appropriate and timely feedback to assigned intern.**

Expect payment after Phase II unless advised of an alternate payment schedule.

Please contact Dr. Pamela Morgan, Director, Office of Field Experiences and Clinical Practice with questions or concerns at pwmorgan1@umbc.edu or (410) 455-1218.