Initial Teacher Certification Programs
ESOL/Bilingual Education Program Edition
Dear Interns,

This Handbook is designed as a resource and policy document for the year-long internship component of the UMBC teacher certification program. It provides an overview of the internship experience, information about the policies and procedures related to the internship, and a summary of resources for those involved in it. Administrators, classroom teachers, university supervisors, and interns are asked to read the Handbook carefully; it should be beneficial in answering questions concerning general requirements and procedures for the entire internship program.

Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation culminates in the internship, which then helps beginning teachers make the transition from being students to teaching professionals. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge about and skill in teaching.

It is extremely important that the teacher intern and all individuals working with the intern function as a team. The key to this team approach is communication. Communication does not happen automatically; most difficulties involving teacher interns are a result of a breakdown in communication within the team. The Handbook should provide team members with the starting point for communication about expectations and responsibilities, about commitment and assessment, and about what is involved in a successful internship experience.

As programs evolve and our understanding of what makes for a positive and valuable internship, the Handbook also needs to evolve. As you use the Handbook, please make a conscious effort to critique it and make suggestions for improvement. Please send your suggestions to the Director of Office of Field Experiences and Clinical Practice at 410-455-1218.

Without the assistance and cooperation of the school-based personnel that work with our internship program, UMBC could not prepare the quality beginning teachers that our students deserve. The Department of Education greatly appreciates all the classroom teachers, supervisory personnel, and administrators who provide this important contribution to the teachers of tomorrow. Our partnership is a source of pride to all of us, and we thank you for your collaboration in the important endeavor of teacher education.

Sincerely,
Dr. Eugene Schaffer
Department Chair and Professor
Conceptual Framework
UMBC Department of Education

VISION

The UMBC Department of Education seeks to advance teaching and learning through our integration of research and collaboration with others for the benefit of our diverse society.

MISSION

The mission of the UMBC Teacher Education Unit is to research teaching and learning and to develop educators who are caring, thoughtful, knowledgeable, skilled, and responsive. We expect our graduates to respect diversity, to be leaders in their schools, and advocates for democracy and social justice.

Tenet One. Academic Strength

Initial certification candidates demonstrate academic strength by completing both a disciplinary major and a program of professional courses. Advanced program candidates demonstrate knowledge and skills by completing a program focused on content, pedagogy, leadership, and research.

Tenet Two. Professional Development Continuum

Initial certification candidates develop professional teaching competencies through sequenced academic and pedagogical experiences in various learning and field-based contexts. Advanced program candidates increase their mastery of content, pedagogy, leadership, and clinical research in their respective professional contexts.

Tenet Three. Diversity

Candidates in initial and advanced programs demonstrate and apply proficiencies related to diversity and equity in teaching and learning. Candidates provide learning experiences that engage students of varying backgrounds and abilities, and practice inclusive pedagogy accommodating students’ strengths and needs.
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I. Overview of UMBC’s Department of Education

UMBC’s Department of Education offers students the unique opportunity to combine an academic major in their subject area of interest with teacher education programs leading to certification recognized in Maryland and more than 30 other states. The Department is committed to providing students with experiences in diverse settings through its Professional Development Schools (PDS) and other partnership arrangements with schools in the Baltimore-Washington corridor.

Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and learning. Mastery of this process demands the development of a broad intellectual perspective on academic, policy, and pedagogical issues coupled with extensive and diverse experiences in the classroom. The members of the faculty are committed to developing future educators by sharing their varied backgrounds and experiences in the field of education policy and practice, and in major content disciplines.

The Department’s 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.

Each of UMBC’s initial certification and professional development programs is rooted in a Conceptual Framework. UMBC Department of Education’s Conceptual Framework is built upon major tenets including “academic strength,” “professional development continuum,” and “diversity.” The tenets are aligned with the professional standards for excellence in teacher preparation.

Department Academic Programs
The UMBC Department of Education offers a wide range of programs at the undergraduate and graduate levels. All initial teacher certification programs at UMBC have been approved by the Maryland State Board of Education (MSDE), accredited by the National Council for Accreditation of Teacher Education (NCATE), and aligned with the standards of national professional associations, such as the National Science Teachers Association (NSTA), the National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC).

Undergraduate Initial Teacher Certification Programs
- Early Childhood Education
- Elementary Education
- Secondary Education in select subject areas

Graduate Initial Teacher Certification Programs
- Early Childhood Education (Master of Arts in Teaching, MAT)
- Elementary Education (Master of Arts in Teaching, MAT)
- Secondary Education in select subject areas (Master of Arts in Teaching, MAT)
- TESOL (M.A. in Teaching English to Speakers of Other Languages)
Advanced Graduate Teacher Education
- English Education (Master of Arts in Education, MAE)
- Mathematics Education (Master of Arts in Education, MAE)
- Science Education (Master of Arts in Education, MAE)
- STEM Education (Master of Arts in Education, MAE)

Instructional Systems Development (ISD) Graduate Program
- ISD Training and Development (Master of Arts in ISD)

Language, Literacy, & Culture Doctoral Program (LLC)
- Multi-departmental, interdisciplinary Ph.D. program

Department Services and Points of Contact:
- UMBC Department of Education
  ACIV-A Wing, Room 426
  1000 Hilltop Circle
  Baltimore, MD 21250
  Telephone: 410-455-2465
  Fax: 410-455-1880
  Website: www.umbc.edu/education

Office of the Department Chair
The Office of the Department Chair provides leadership for the Department and oversees all programs and operations.
Department Chair: Dr. Eugene Schaffer, schaffer@umbc.edu

Office of Information and Assessment
The Office of Information and Assessment coordinates assessment, information systems, evaluation, and technical support for the Department. Portfolio Place is available to teacher candidates, supervisors, mentors, and faculty to support the development of a Portfolio.
Assessment Coordinator: Justin Schaffer, jschaff1@gmail.com

Office of Field Experiences & Clinical Practice
The Office of Teaching Experiences (OTE) manages the application for internship and field placement process in collaboration with each teacher certification program. The OTE also coordinates the internship orientations and distribution of information to interns, mentors, and supervisors.
Director: Pamela Morgan, pwmorgan1@umbc.edu
Specialist: Debbie Bell, Early Childhood Ed., Elementary Ed., ESOL dbell5@umbc.edu

Office of Student Services
The Office of Student Services provides assistance to prospective students, screening for entrance into teacher education programs, advising on transfer of credit, maintaining student advising files, providing information/registration booklets for Praxis exams, and distributing certification information.
Director: Vickie Williams, vwilli5@umbc.edu
**Curriculum Resource Center**
The Curriculum Resource Center provides interns, mentors, supervisors, and faculty with a wide range of resource and reference materials, as well as access to educational information and UMBC support systems.
Coordinators, Sandy Danna, dannas@umbc.edu
Audrey Jewett, Jewett@umbc.edu

**Resource Center for Language and Culture (RCLC)**
The RCLC serves UMBC students and interns as well as all Maryland residents. It focuses on providing information on all different cultures to teachers who are in the TESOL program as well as teachers in general.
Website: www.umbc.edu/rclc

**II. Overview of the English for Speakers of Other Languages (ESOL) Program and Certification Internship**

English for Speakers of Other Languages (ESOL) is a special area of concentration within the Instructional Systems Development (ISD) Master’s Program. The program is offered through the Department of Education with cooperation from the Department of Modern Languages and Linguistics. ESOL interns are following a program toward a MA degree in teaching English to Speakers of Other Languages. They have selected to follow the Certification option, which will enable them to work as certified public school k-12 ESOL teachers. Prior to their internship experiences they should have completed nearly all of the 10 required academic courses which include studies in ESOL teaching methods, language analysis, theories of language learning and language evaluation, testing and evaluation.

**ESOL Faculty:**
John Nelson, Ph.D., MA Program Co-Director
Sarah Shin, Ph.D., MA Program Co-Director
JoAnn Crandall, Ph.D., LLC Doctoral Program Director
Hollis (Holly) Stein, Internship Supervisor, Internship Seminar Instructor
Peggy Wilson, Internship Supervisor, Internship Seminar Instructor
Sara Rosen, Internship Supervisor
Synthia Woodcock-Dang, Internship Supervisor
Pam Howland, Internship Supervisor
Maria Reamore, Internship Supervisor
Margaret Golibersuch: Internship Supervisor

**III. The ESOL Internship Experience**

In a standard ESOL internship, interns will be assigned to an elementary school and a secondary school. They will be required to spend 100 full-school days divided between their two schools. Each intern will have a mentor teacher from the teaching staff of each school, and a supervisor who represents the university. In addition, the interns will follow a seminar course designed to complement their internship both semesters. On occasion, interns are hired as provisional teachers. They may use their teaching assignments to satisfy their internship requirements.
Depending upon their teaching assignments, they may only be located in one school through either or both phases of their internships. In this case, they will have an assigned mentor teacher from their host school or from their host county's ESOL program office. Teacher candidates in this circumstance will be evaluated in the same way by both mentor teacher and supervisor and will be required to do self evaluations in a manner commensurate with those interns working at two schools.

The internship covers two semesters – Phase I during the first semester and Phase II during the second. Depending upon the candidate’s program and schedule, the experience may run from August to May or from January to December with a summer break. It may take place completely in one school or in two schools. Interns should expect to spend time prior to the first week of UMBC's school term in their host schools as arranged through their mentor teachers. The internship may take place in a PDS (Professional Development School). A PDS is a collaboratively planned and implemented partnership between UMBC and the host school where the internship is facilitated through a comprehensive, collaborative educational environment.

**Phase I:** During the first semester, interns will visit their schools one or two days per week. During this time each intern will be assigned to a mentor teacher at his/her schools. For Interns attending two schools, Phase I will be divided into two periods or rotations. In the first rotation, they will visit one school for 10 days, and during the second rotation, they will visit the second school for 10 days. They will have a mentor teacher at each school. The Phase I experience is linked to a seminar course, EDUC 791S, which will meet one evening per week.

**Phase II:** During the second semester, interns will return to the same schools five days per week working with the same mentors as in Phase I. They must spend a total of 80 days in their schools. Interns assigned to two schools will again have 2 rotations working with each of their mentors approximately 40 days at each school. The Phase II experience is also linked to a seminar course, EDUC 792L, which will meet one evening per week.

**Note:** Phase II of the internship experience is a full-time commitment. Interns are expected to spend a full teaching day in their schools. In addition, time is needed for lesson planning, grading and evaluating instruction and performance. Other commitments such as employment and additional coursework are strongly discouraged.

The supervisor will visit each intern in class and evaluate his/her performance 6 times through the process, twice during Phase I and four times during Phase II. These evaluations are split between the intern's two schools. The mentors and interns are asked to evaluate the interns’ teaching four times during Phase II.

Ideally, the internship experience benefits the interns, the partner school, and the university faculty. The interns benefits from an extensive real-life teaching experience with an array of services designed to assist the transition into teaching. They benefit, not only from their own hands-on experience, but through the seminars, in which they share their experiences and learn from the experiences of their fellow interns. The schools benefit from the interns’ preparation and hard work as well as access to the university’s staff as they work with the interns and the in-service teachers in the school. University faculty members stay current with teaching practices.
and school policies and situations through multi-layer connections with PK-12 schools. Schools can also provide authentic learning environments in which faculty can conduct research.

IV. ESOL Internship Seminar Summary

Course Descriptions and Overview:
ESOL Interns attend two seminars in conjunction with their internship.
- Phase I – EDUC 791S – Practicum in Education, TESOL K-12, 3 credits
- Phase II – EDUC 792L – Internship in Education, TESOL K-12, 6 credits

The seminar courses meet weekly. Through these courses, teacher candidates discuss lesson planning, teaching activities, classroom management, and school activities. Over the course of the two phases, the interns will prepare personal interpretations of each of the five TESOL standards and 3 of the 7 Maryland Teacher Technology Standards (MTTS). They will select artifacts that illustrate their knowledge, skills and dispositions related to each of these standards and prepare a brief written justification for each artifact, explaining why it is appropriate for the standard. This work will be compiled into the students’ TeachingFolios, which will be presented for review and evaluation at the end of the internship experience.

General Course Objectives and Outcomes:
1. Develop an understanding of cultural and linguistic backgrounds of K-12 students and families. (TESOL Standards 1 & 2)
2. Understand and incorporate the cultures, histories and contributions of the ESOL students into instructional materials, classroom activities and other aspects of the teaching and learning environment. (TESOL Standards 2 & 3)
3. Plan and implement instruction using a variety of methods to help learners accomplish curriculum objectives related to both language and content, and help students gain mastery of speaking, listening, reading and writing skills in English. (TESOL 1 & 3)
4. Apply teaching strategies that accommodate differences in student learning preferences/styles reflecting various developmental, socialization and cultural backgrounds. (TESOL 2 & 3, MTTS V)
5. Develop a classroom management approach that creates a positive learning environment, encouraging student motivation, interaction, and active learning. (TESOL 3, MTTS V)
6. Become familiar with different types of technologies in language teaching/learning, and with legal and ethical issues related to using technology. (TESOL 3, MTTS III & V)
7. Assess student achievement according to instructional objectives and to incorporate proficiency building techniques in classroom instructional assessment at all language proficiency levels. (TESOL 4, MTTS IV)
8. Interact effectively with teachers, administrators, parents, community members, and students in ways that support students’ learning. (TESOL 5)
ProcessFolio and TeachingFolios
The ProcessFolio will be used to document experiences and competencies throughout the teacher education program. It contains the key assessments determined by the ESOL Program to reflect achievement of program standards following NCATE TESOL Guidelines.

A TeachingFolio, as a part of the ProcessFolio, is expected to be completed during the internship. It can contain artifacts from the interns’ pre-program experience, program course work and the internship experience. The development of the TeachingFolio is accomplished systematically and step-by-step through the internship seminars. It can be published electronically or as hard copy. It will be evaluated at the end of the Phase II seminar and presented to the seminar classes.

V. Internship Requirements and Expectations

Teacher candidates, mentor teachers, faculty, and university supervisors work as a team to support the intern’s professional development and to document the experience in an interactive and collaborative way.

ProcessFolio Assignments via EAS-Tk20
The Education Department has installed a data gathering system within the Education Accountability System (EAS) called EAS via TK20. It includes the ProcessFolio which will be used to document experiences and competencies throughout the teacher education program. Interns will be expected to include their Key Benchmark Assignments in the UMBC Tk-20 ProcessFolio. Support and ongoing direction will be provided through the Department’s Portfolio Place. The ProcessFolio will be used to document experiences and competencies throughout the teacher education program.

TeachingFolio
A TeachingFolio is expected to be completed during the internship. Its content is based on NCATE-TESOL standards and Maryland Teacher Technology Standards (MTTS). It is developed with support and supervision of the seminar instructors. An assessment of the TeachingFolio is conducted by a team of reviewers in the final stage of the internship experience.

Internship Notebook
Each intern is responsible for maintaining an Internship Notebook, which will serve as a record of the internship experience as required by the internship seminar instructor. It may include copies of lesson plans, unit plans, samples of student work, reflections (which may also be submitted to the seminar leader), notes from collaborative conferences with the mentor teacher and supervisor, a copy of the CPPA, and copies of the supervisor’s observation comments.

- Lesson Plans: Interns are expected to create lesson plans whenever they are the primary instructor. As a rule, these plans are to follow the format in use wherever they are serving their internship. In the absence of a formal lesson plan format, the following should be included: lesson objective from the school system’s curriculum, student outcomes, appropriate standards (NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, TESOL or MTTS), modifications for special needs students, materials and procedures, and an assessment with specific criteria for mastery.
- **Unit Plan**: Each intern is expected to submit a unit plan to his/her seminar leader that includes assessment data, student outcomes, lesson plans, samples of student work, a scoring rubric, and a final reflection. This unit can serve as an example or component of action research.

- **Student Work**: Interns should maintain records of student work samples from lessons they’ve planned or led. Samples should be collected of students' work reflective of the range of English proficiencies represented in the classes with which the interns are associated.

- **Reflection**: A series of regular reflections is intended to document the intern as a reflective practitioner. Each reflection may identify a specific activity and discuss what went well, what should be improved, and possible alternative strategies.

- **Collaborative Notes**: This is intended to serve as a record of the progress discussions between the intern and mentor. This dialogue journal should include evidence of performance as identified by both the intern and mentor and suggest future modifications. Notes should also be taken at the conclusion of post observation conferences between the university supervisor and the intern and, whenever possible, the mentor.

- **Teaching Evaluations, CPPAs**: Each intern is expected to complete a self-assessment of his/her teaching using a Clinical Practice Performance Assessment instrument or CPPA four times during the Phase II experience. This self-assessment should occur at the same time the mentor is completing his/her CPPA with the results being compared for similarities and differences. The intern will complete the CPPA online in the Education Accountability System (EAS). The first three CPPAs are considered formative evaluations. The fourth one is considered a summative evaluation.

- **Supervisor Comments**: When the university supervisor conducts a formal observation, he or she will give a copy of the observation form to the intern for inclusion in the Notebook.

Teacher candidates will be able to pull materials from the *Internship Notebook* as they build their professional portfolio. The UMBC Department of Education’s Portfolio Place computer lab makes digital and video cameras, document scanning equipment, and computers available to teacher candidates for the purpose of building their electronic portfolio and including Key Assignments in the Education Assessment System (EAS) via Tk20.

**What the Interns Can Expect**

All interns will have done some field work in connection with their methods and other classes, and some will have had teaching experience. However, each intern will still need to be oriented to the specific situations of their host school and classroom. For this they should receive clear guidelines and expectations, and be allowed to ease into the practice teaching experience.

Interns will meet their university supervisors at an intern orientation session prior to the first day of the internship experience. During this orientation, the teacher candidates will learn about their schools and their teaching situations. They will gain insight into expectations for their experience and an overview of what they can expect in the coming academic year.
Through the internship experience, the teacher candidate will work regularly with the mentor teacher, observing classroom procedures, gradually taking over class instruction at the direction of the mentor teacher. The university supervisor will regularly visit the teacher candidate in class to make observations of the intern’s progress.

VI. Internship Admission Procedures and Placements

Teacher candidates apply for the internship via the Office of Teaching Experiences according to established deadlines and procedures.

Admission to Internship

In order to qualify for the internship, teacher candidates must apply and be admitted to the professional teaching year. The Application for Teaching Internship must be submitted by the established deadline in the semester prior to the beginning of the year-long experience. Applications and supporting documentation are submitted to the UMBC Department of Education’s Office of Teaching Experiences and Clinical Practice. Admission to the internship year for ESOL applicants requires that a teacher candidate:

- Successfully complete all prerequisite course requirements with a grade of “B” or better;
- Have a 3.0 cumulative grade point average at the time of admission to the internship;
- Pass Praxis I according to the minimum score established by the state or have a corresponding GRE score;
- Have verification of no criminal record through State and FBI fingerprinting and background check per the county’s procedure once you have been placed. (In the meantime, submit the Criminal History Disclosure form.);
- Submit the Tuberculosis Test Results form confirming that the teacher candidate tested negative on a recent tuberculosis test; and,
- Register for the seminar courses associated with Phase I and Phase II of the internship.

Any exceptions to these criteria must be approved by the Program Coordinator.

The Application for Teaching Internship, Criminal History Disclosure form, and Tuberculosis Test Results form can be found on the Education Department’s website: http://www.umbc.edu/education/internships/internshipsApplication.php

Internship Placements and Orientation

Upon acceptance to the professional teaching year, teacher candidates will receive an internship placement in a host school or schools. Teacher candidates should not attempt to make their own arrangements for internship placement.

Information provided on the Application for Teaching Internship will be shared with school districts where the teacher candidate may be placed. In signing the application, the teacher candidate grants permission for the sharing of this information.
Placement Considerations
The UMBC teacher education program strives to place interns in PDS sites. Within this construct, an ESOL teacher candidate’s preference for placement will be considered along with several other factors. These include:

- Establishing a cohort of interns in each PDS;
- Availability of ESOL programs and appropriate mentor teachers;
- Prior associations with host schools and mentors;
- Content area requirements; and,
- Intern preferences, experiences and place of residence.

We cannot guarantee that placements will be in line with an intern’s preferences. The teacher candidate is obligated to accept the placement that is arranged. Please note that UMBC does not necessarily recognize internship placements arranged directly by the teacher candidate. All internship placements must be approved in advance by the Program Coordinator in order to ensure that the experience meets all standards and fulfills the expectations of the teacher certification program.

Final Approval of Internship Placement
Final approval for the internship is granted immediately prior to the beginning of Phase I. If this final screening reveals that the applicant has become ineligible, the student will be required to cancel his/her registration, and school system personnel will be notified. If the teacher candidate becomes aware at any time prior to the internship that he/she is likely to become ineligible, or if the teacher candidate decides not to enter the internship as scheduled, the Program Coordinator should be notified immediately.

Internship Course Registration and Related Fees
Approval of the Application for Teaching Internship does not constitute registration for the required internship courses. University course registration must be completed in the regular manner during the registration periods. A fee (see university catalog for details) is charged for Phase II of the internship. This fee appears on the UMBC statement of charges and covers the additional costs associated with the internship experiences, e.g., stipends for mentor teachers.

Internship Orientation
Interns should plan to attend an internship orientation program prior to each phase of the professional teaching year. These programs provide important information about the internship experience and requirements. Subsequent orientation programs may be required by the school districts where interns are assigned. Participation in these and other professional development activities scheduled throughout the year is highly recommended. Some districts hold their own orientations for new teachers or specifically for interns, which interns are required to attend.

VII. Internship Policies, Legalities, and Ethical Issues

Teacher candidates are responsible for adhering to all policies and procedures outlined in the Internship Handbook, the Department of Education website, the Application for Teaching Internship, and the Internship Placement Agreement. Signing the Application for Teaching Internship and the Internship Placement Agreement indicates the teacher candidate understands and accepts the policies and procedures outlined. If it is discovered at any point during the
application process or during the internship that a teacher candidate has not adhered to these policies and procedures, the teacher candidate may be removed from the internship.

**Tuberculosis Test Clearance**
As a teacher education student, you must have your physician complete the attached tuberculosis (TB) clearance form in order to certify that you have been tested for and show no evidence of tuberculosis. The TB test should be administered within 1 year of beginning internship. The completed tuberculosis clearance form must be submitted with your completed program application.

**Criminal Background Check Clearance**
Once you have been informed of the location for your year-long internship, you will need to review the criminal background check procedures and fees for the local school system (LSS) to which your school belongs. You must comply with those procedures within the specified time frame articulated by the LSS, which may be prior to or during Phase 1 of your internship. In the interim, please obtain, complete, have notarized, and submit a criminal disclosure form with your completed program application. If you are aware of any involvement with the legal system that may have an adverse impact on your ability to enter Phase 2 of your internship, you may want to undergo a criminal background check immediately so that you have adequate time to resolve any issues that may surface. A review of a background check and any subsequent change in the background check may take months to complete.

**Academic Load During Internship**
During Phase II of the professional teaching year, the internship and related seminar courses are considered a full time academic load. Interns may not register for additional coursework at UMBC or at another institution of higher education unless an exception has been authorized by the Program Coordinator.

**Approval of Written Communications**
Interns are expected to proofread and obtain approval from their mentor teacher and/or site principal for any and all communications, including email, created to be distributed to students, parents, or the community.

**Attendance, Punctuality, Absences**
Interns are expected to follow the schedules of teachers in the school. They are required to have a minimum of 100 days in their internship placement schools. Attendance and punctuality are mandatory for all daily school activities including on-campus events, intern orientation and seminar meetings. Interns must maintain an attendance record, reviewed and approved by the mentor teacher. Interns are responsible for maintaining their attendance sheets and submitting them to the program upon completion of their internship experience. A school day is a full school day determined by the hours that regular teachers are required to be on site. Up to three unplanned school closing days, for example weather related school closings, may apply toward the 100 day minimum. Mentor teachers may not excuse a teacher candidate from any assignments required by the program or from the minimum of a 100-day internship experience. The internship attendance sheet is submitted to the Program Coordinator upon completion of the internship.
Contact Information and Communication
It is important that interns notify the Office of Teaching Experiences and Clinical Practice of any changes to their contact information. Accurate records are required for legal and security reasons. Any change of address, telephone number, or other information related to the internship experience must be reported to the Office of Teaching Experiences and Clinical Practice. UMBC must provide school districts with contact information for each intern for emergency purposes.

In keeping with the university’s policy on email communications, teacher candidates are expected to read mail sent to their UMBC email account on a regular basis, as important announcements and information will be communicated to teacher candidates in this fashion. UMBC email may be forwarded to another email account if desired. To set up a forwarding address, see http://www.umbc.edu/oit/sans/helpdesk/acctforward.html.

Employment During Internship Experience
The professional teaching year places heavy responsibility and time demands on teacher candidates far beyond what is typically experienced in a 9 semester-hour course load. Employment often interferes with successful performance. Internship responsibilities at school or on campus are neither waived nor modified to accommodate the demands of employment; therefore, employment during the internship is strongly discouraged. Teacher candidates who must work are advised to limit their hours and to keep the mentor teacher and university supervisor fully informed of the arrangements. Interns who have a full-time teaching position in their content area and want to use that employment to meet internship requirements must secure approval from the Program Coordinator prior to the internship.

Exceptions to Policy and Procedures
The UMBC Department of Education’s policies and procedures have been established according to the academic and performance standards set by the program faculty, its accrediting agencies, and the university. Any exceptions to policy and established procedures must be reviewed and approved by the Department’s designated committee, the Chair’s Advisory Council. Teacher candidates may request an exception to a policy and/or procedure by submitting such a request in writing to the Program Coordinator.

Intern Notebook
Interns are responsible for maintaining an Internship Notebook, which will serve as a record of the internship experience. It should include, but not be limited to, copies of all lesson plans, unit plans, samples of student work, reflections (which are also submitted to the seminar leader), notes from collaborative conferences with the mentor teacher and supervisor, a copy of the CPPA, and copies of the supervisor’s observation comments.

Nepotism
UMBC does not allow an internship placement in a school where a son/daughter is a student, or where a parent, spouse, or other close relative is employed.
Professional Behavior and Attire
Interns are expected to act in a professional capacity in all field and internship experiences. Regulations governing regular teachers in the school district where the intern is assigned apply to the teacher candidate during his/her assignment in that school. Interns are expected to dress professionally during the internship experience. Any situations in which regulations are being violated can and should be addressed by the mentor teacher.

School System Policies and Expectations
Interns must comply with the policies, procedures, and expectations for teachers of the school system to which they are assigned, including attendance, work hours, dress, and personal conduct. Interns follow the holiday calendar of the school system, rather than that of UMBC. In addition, interns should adhere to school policies regarding communications with parents and the community. Interns will need to be informed of and comply with policies involving data collection, recording of student information and the taking of photographs or videos in a school.

Substitute Teaching
Teacher candidates should not serve as substitute teachers in the internship classroom or their host school. Interns are not employed by the school district; they are placed in schools for educational purposes. Teacher candidates who are requested by school districts to serve as substitutes in their content areas must obtain approval of the Program Coordinator.

VIII. Program Completion and Certification

Eligibility for Certification
To be recommended for certification by the Department of Education, the following requirements must be met:
- Successful completion of all content and professional courses in the program;
- Passing grades on the appropriate Praxis I and Praxis II tests;
- Successful completion of the student teaching or internship experiences;
- Completion of all assessment forms;
- Successful completion of the TeachingFolio; and,
- Attendance at a final assessment meeting following completion of the student teaching or internship experience.

NOTE: Notice of eligibility for certification will not be sent to the Registrar’s Office for the certification stamp to be affixed until all of the preceding requirements are met.

Praxis Requirements
All teacher candidates must pass the Praxis I and Praxis II tests as specified by the MSDE in order to be certified. By taking the following steps, you will be able to preview each of the Praxis II tests that you are required to take.

NOTE: To be recommended for certification, passing scores on both Praxis I and Praxis II are required.

Go to “teachingandlearning.org”.
Click on the Praxis series.
Applying for MSDE Certification
The MSDE recently changed its procedures for obtaining a teaching certificate. The steps that must now be followed can be viewed on the MSDE web site. Directions on how to access the web site are shown below.

Go to the MSDE website: http://www.msde.state.md.us/
Go to MSDE Divisions.
Go to Accreditation.
Go to Certification Branch.
Click on “Certification.”
Click on “Apply.”
Click on “1.”
Follow the steps.

Be sure that you send the “complete” packet to MSDE. OR,
Go directly to the following site and follow the steps outlined:
https://certification.msde.state.md.us/certification/CertObtainProfile1.html/
Appendices

A. Code of Ethics of the Education Profession
B. Schedule of Observations & Other Tasks
C. Links to Clinical Practice Performance Assessment (CPPA)
D. Intern Checklist & Timeline
E. MTTS Standards
Appendix A. Code of Ethics

Preamble
The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
PRINCIPLE II

Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly
Appendix B. Schedule for ESOL Observations & Other Tasks

TEACHER CANDIDATE/INTERN

Phase I - No CPPA (no evaluation of Teacher Candidate) required
Begin development of TeachingFolio

Phase II
Rotation 1:
Formative CPPA 1 & 2*

Rotation 2:
Formative CPPA 3 & Summative CPPA*
Evaluation of UMBC Teacher Education Program
Completion of TeachingFolio
Pass Praxis II

MENTOR TEACHER/CLINICAL INSTRUCTOR

Phase I - No CPPA (no evaluation of Teacher Candidate) required

Phase II
Rotation 1:
Formative CPPA 1 & 2*
Narrative on Candidate on school letterhead
Evaluation of UMBC Program

Rotation 2:
Formative CPPA 3 & Summative CPPA*
Narrative on Candidate on school letterhead
Evaluation of UMBC Program

UNIVERSITY SUPERVISOR

Phase I

Rotation 1
Formative CPPA 1

Rotation 2
Formative CPPA 2*

Phase II
Rotation 1
Formative CPPA 3 & 4

Rotation 2
Formative CPPA 5 & 6
Summative CPPA*
Narrative on Candidate on UMBC letterhead
TeachingFolio Review
Evaluation of UMBC Program

On these CPPAs, Professional TESOL Standard evaluations must be included. They are not required on the other CPPA reports.
Appendix C.  Links to Clinical Practice Performance Assessment (CPPA)

The following links will enable you to view the Clinical Practice Performance Assessment or CPPA and supporting documents.  The access these forms, be aware that they are case sensitive.

This is the TESOL CPPA instrument. It includes all of the necessary sections for a summative evaluation although some of the sections are not required for formative evaluations.

http://www.umbc.edu/education/IASs/forms/TESOL_Sum_CPPA.pdf

This is a guide to help interns access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AssesmentHelp_TeacherCandidates.pdf

This is a guide to help supervisors and mentors access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AssesmentHelp_Mentor&Sup.pdf
Appendix D.   Intern Checklist

Introduction
The following checklist offers guidelines for following your ESOL internship. As with all learning experiences, it should be adapted to your situation from week to week and situations concerning your teaching situation. Take time early in the internship experience to have a series of conversations with your mentor regarding goals for the classroom and the internship. Discuss daily, weekly, and long-term objectives, instructional goals, classroom management, parent involvement and student evaluation. These conversations should help to map out the progression of your responsibilities over the internship and to schedule meetings, observations, and reviews of your work.

Phase I
The Phase I component of the internship occurs over an entire semester and should begin prior to the start of UMBC’s school term. You may attend your school the week before it begins and then once or twice a week during the semester. You may 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. You may be in one school the first half of the term (August to October or January to March) and a second school for the second half of the term (October to December or March to May). You should spend a minimum of 10 days at each school.

Teacher Orientation Meeting
- Attend the UMBC-sponsored orientation for ESOL interns, mentors and supervisors. These orientations sessions are held mid-August or early January depending on which term the internship begins.

Week 1 of Rotation 1 or 2 General school orientation
This could be in mid-August, late October, early January or mid-March.
- Learn where to park.
- Tour the school building(s).
- Get a map of the school or highlight an existing map for key places.
- Learn about the classroom and location of instructional materials.
- Try to establish a work station for yourself.
- Get 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, etc.).
- Get your own copies of books as soon as possible; make sure you have all available curriculum guides and other relevant materials.
- Get a lesson plan book.
- Get to know other faculty members.
- Try to meet the administrative staff, other teachers, specialists, secretaries, and cafeteria and custodial staff.
- Learn about staff meeting procedures and expectations for interns (e.g., When are meetings? Where are meetings? Who’s in charge? What’s expected?).
- Learn the nuts and bolts of the school’s policies and procedures (e.g., fire drill, plan book, sign in and sign out sheets, etc.).
- Learn about supplies and equipment – their availability and how to get them.
- Learn the procedure for requesting AV equipment.
- Learn about school health clinic procedures (e.g., When is the school nurse available?).
• Learn about legal matters associated with teaching, including confidentiality, child abuse reporting, I.E.P., etc.
• Construct a letter to the students’ parents describing your role in the class.
• Get a year’s calendar of activities (e.g., holidays, standardized test dates, mentor’s lesson plan book, schedule of field trips, etc.).
• Review important school issues and “unwritten” policies. Learn about the school improvement plan and school philosophy.
• Learn the “must follow” rules (professionalism) of the school (e.g., lunch hour time on workdays, arrival time on workdays, dress codes, parent contacts, etc.).

Instructional Orientation:
• Learn the importance of performance outcomes and Maryland’s tests (MSA and HSA) to their day-to-day teaching activities.
• Learn about the lesson plan for the first week.
• Discuss classroom environment, procedures, and goals in the room.
• Learn your mentor’s “effective” class rules.
• Review administrative tasks.
• Discuss student attendance procedures and the importance of student attendance.
• Learn about any “systems” that work (e.g., organizing grade book, keeping track of homework, orchestrating first day/week, working through administrative procedures, etc.).
• Always make an effort to reflect and ask questions.

Weeks 2-4 of Rotation 1 or 2
During this part of Phase I, your role is to learn from the following opportunities and to complete the following checklist items:
• Set goals with your mentor for half of the Phase I session.
• Observe the classroom as much as possible.
• Try to schedule observations of other classroom teachers.
• Prepare your assignments related to the observations.
• Discuss pre-assessments, post-assessment and evaluation of assessments with your mentor.
• Help your mentor plan a classroom activity which you will co-teach.
• Help your mentor plan a classroom activity which you will then lead.
• Discuss the class with your mentor as often as possible.
• Discuss ways to communicate with parents.
• Establish a communication log with your mentor, and try to have weekly input.
• Establish your Intern Notebook.
• Make contact with the UMBC supervisor, if you have not been contacted.
• Participate in a three-way communication with your mentor, the UMBC supervisor, and yourself.

Weeks 5-7, the end of Rotation 1 or 2.
• Learn how to set up students’ work files.
• Learn how to use the school’s computerized grading system.
• Develop a lesson to give when being observed by your supervisor towards the end of the rotation period.
• Plan for and teach the lesson.
• Attend pre and post observation meetings with your mentor.
• Get feedback, verbal and written, about the lesson considering classroom management, lesson effectiveness, what went well, suggestions for improvement.
• Discuss policies and procedures of 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.
• Meet with your UMBC supervisor after his/her observation.
Phase II
If you are interning at 2 schools, you will spend a minimum of 40 days working with your mentor at each school. Through your 8 week rotation at each school, you will co-teach classes taking over more and more of the teaching responsibilities as the weeks transpire. Toward the end of the 8 weeks, you should have 2-3 weeks when you are responsible for the bulk of the instruction. If you are interning at one school, you should attend that school for a minimum of 80 days. In all situations, during Phase II, you are expected to attend all school functions required of any teacher.

Week 1 of Rotation 1 or 2
- Learn about formal and informal observation procedures.
- Identify and/or develop an instructional unit with pre- and post-assessments for the unit.
- Share record-keeping and filing strategies with your mentor.
- Share plan books and other related scheduled activities.
- Co-plan lesson plans.
- Try to get meetings/interaction times with your mentor.
- Establish or review a substitute folder with the mentor.
- Discuss the importance of documenting each student’s work.
- Learn that confidentiality exists between mentor and intern.
- Learn about procedures for conferencing with administrators.
- Learn how to prioritize your workload.
- Discuss how to work successfully with parents.
- Learn how to keep and review an accurate log of interactions with parents.
- Learn how to carry out positive parent contacts
- Learn about policies and procedures for grading, make up work, etc.

Weeks 2 - 7 of Rotation 1 or 2
- Review the following topics: classroom management and discipline, grading, evaluating students, organizational and record-keeping, and the status of class objectives and goals.
- Work out a plan to take over the instruction of all classes.
- Meet with your UMBC supervisor twice and participate in a three-way communication with your mentor, supervisor, and yourself.
- Discuss the communication log, unit plan progress, notebook, and observation.
- Conduct 2 formative observations of your teaching and complete CPPA forms
- Share report card preparations with your mentor if possible
- Discuss sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- Finalize plans for the unit plan and pre- and post-assessments which you will be teaching with your mentor
- Get as much feedback as you can from your mentor about your teaching
- Work out a plan for returning all classes to the mentor teacher
- Conduct regular reflections and ask questions about what you are experiencing and learning.

By the end of Rotation 1 or 2
- Discuss exam policies and learn about sample tests. Write an exam, if possible.
- Review plans for end of school or semester activities if possible
- Review policies and issues that relate to retention and failure of students.
- Conduct your own informal assessment of the unit of instruction.
- Finalize discussions of various topics of significance held through the rotation
- Meet with your supervisor from UMBC for a final observation.
- Evaluate the UMBC Teacher Education Program and the university supervisor.
## Appendix E. Maryland State Department of Education
Program Approval and Assessment Branch

<table>
<thead>
<tr>
<th>SEVEN STANDARDS AND OUTCOMES</th>
<th>INDICATORS</th>
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| **I. Information Access, Evaluation, Processing and Application** | 1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.  
2. Evaluate information critically and competently for a specific purpose.  
3. Organize, categorize and store information for efficient retrieval.  
4. Apply information accurately in order to solve a problem or answer a question. |
| Access, evaluate, process and apply information efficiently and effectively. | |
| **II. Communication** | 1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field. |
| A. Use technology effectively and appropriately to interact electronically | 1. Select appropriate technologies for a particular communication goal.  
2. Use productivity tools to publish information.  
3. Use multiple digital sources to communicate information online. |
| B. Use technology to communicate information in a variety of formats. | |
| **III. Legal, Social and Ethical Issues** | 1. Identify ethical and legal issues using technology.  
2. Analyze issues related to the uses of technology in educational settings.  
3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy, and student online protection.  
4. Use classroom procedures to manage an equitable, safe and healthy environment for students. |
| Demonstrate an understanding of the legal, social and ethical issues related to technology use. | |
| **IV. Assessment for Administration and Instruction** | 1. Research and analyze data related to student and school performance.  
2. Apply findings and solutions to establish instructional and school improvement goals.  
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community. |
| Use technology to analyze problems and develop data-driven solutions for instructional and school improvement. | |
| **V. Integrating Technology into the Curriculum and Instruction** | 1. Assess students’ learning/ instructional needs to identify the appropriate technology for instruction.  
2. Evaluate technology materials and media to determine their most appropriate instructional use.  
3. Select and apply research-based practices for integrating technology into instruction.  
4. Use appropriate instructional strategies for integrating technology into instruction.  
5. Select and use appropriate technology to support content-specific student learning outcomes.  
6. Develop an appropriate assessment for measuring student outcomes through the use of technology. |
<p>| Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration. | |</p>
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<tr>
<th>SEVEN STANDARDS AND OUTCOMES</th>
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<tr>
<td>7. Manage a technology-enhanced environment to maximize student learning.</td>
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<tr>
<td><strong>VI. Assistive Technology</strong></td>
<td>1. Identify and analyze assistive technology resources that accommodate individual student learning needs.</td>
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<td>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</td>
<td>2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.</td>
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<tr>
<td><strong>VII. Professional Growth</strong></td>
<td>1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.</td>
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<td>Develop professional practices that support continual learning and professional growth in technology.</td>
<td>2. Use resources of professional organizations and groups that support the integration of technology into instruction.</td>
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<td></td>
<td>3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.</td>
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<td></td>
<td>4. Identify local, state and national standards and use them to improve teaching and learning.</td>
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Developed from Maryland’s *Preparing Tomorrow’s Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.
Performance assessment materials to be available for each standard on the PT3 website: [www.smcm.edu/msde-pt3/](http://www.smcm.edu/msde-pt3/).
Any use of these materials should credit Maryland’s PT3 Catalyst Grant P342A990201.
For additional information, please contact Dr. Louise A. Tanney, PT3 Director, 410-767-0416.