

**UMBC**  
**Department of Education**

# **Mentor Handbook**



**Initial Teacher Certification Programs**  
ESOL Program Edition  
Fall 2016



Education Department  
University of Maryland, Baltimore County  
1000 Hilltop Circle  
Baltimore, Maryland 21250

PHONE: 410-455-2465  
FAX: 410-455-1880  
VOICE/TTY: 410-455-3233  
[www.umbc.edu](http://www.umbc.edu)

Dear Mentor Teacher,

We greatly appreciate your service as a mentor to one of our interns. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation program culminates in the internship, which 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 and teaching skills. A successful internship experience requires that the teacher intern and all individuals working with the intern function as a team.

This *Mentor Handbook* is designed as a resource and policy document for the year-long internship component of the UMBC ESOL teacher certification program. It provides an overview of the internship experience and information about policies and procedures related to the internship. This *Handbook* provides team members with the starting point for communication about expectations and responsibilities; commitment and assessment; and what is involved in a successful internship experience.

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 of tomorrow 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,

Jonathan Singer

Dr. Jonathan Singer  
Chair and Professor

*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.*

## Table of Contents

I. INTRODUCTION TO MENTORING.....	1
II. THE ESOL PROGRAM .....	2
III. BUILDING RELATIONSHIPS .....	3
IV. CREATING OPPORTUNITIES FOR QUALITY CONVERSATIONS .....	5
V. ASSESSING TEACHING AND LEARNING.....	8
VI. INTERNSHIP PROCEDURES, LEGALITIES & ETHICAL ISSUES.....	9
Appendix A. Conceptual Framework .....	12
Appendix B. Mentor Checklist and Timeline .....	13
Appendix C. Clinical Practice Performance Assessment (CPPA) Requirements and Timeline .....	17
Appendix D. Resource Kit for Your Intern.....	18
Appendix E. Links to ESOL CPPA Form with Assessment Indicators.....	19

## **I. 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)

### **A. The Goals of High Quality Mentoring Include:**

- Developing a strong, quality relationship between the mentor and the intern.
- Fostering a tradition of cooperation, collaboration, and co-teaching among colleagues.
- Establishing focus on documentation of the intern's development based on standards considered essential in the organizational instructional and managerial processes of teaching. (These standards include NAEYC, TESOL and content area standards.)
- Striving to develop a self-directed, autonomous teacher who can benefit from reflection and self evaluation.

### **B. What Does It Mean To Be a Mentor?**

As a tenured, professionally certified teacher, you are responsible for collaborating with UMBC's supervisor to provide individualized support to your ESOL intern. An effective mentor needs to have his/her own personal goals in addition to the district requirements. You, as mentor, need to acknowledge who you are and what you bring to the mentoring experience.

An effective mentor is a quality teacher who can:

- relate content knowledge to actual instructional practice
- promote equity and social justice
- make student learning a priority
- become a confidential colleague
- demonstrate teaching excellence
- respect others' viewpoints
- display social and public relations skills

### **C. Roles of the Mentor**

UMBC and the various school districts have job descriptions for mentors that are based on their respective mandates for mentoring. UMBC's identified roles and responsibilities for the mentor are the following:

- Acknowledge who you are
- Build relationships
- Create opportunities for quality conversations
- Participate in on-going reflection
- Maintain a professional community
- Provide the intern with varied teaching experiences (bit teaching, small group teaching, team teaching, and total class instruction).
- Coach the intern in classroom management, instructional processes, and assessment techniques
- Reflect with the intern
- Observe the intern and provide formative and/or summative feedback
- Advise the intern on his/her TeachingFolio development

- Assist the intern with the design of lesson and unit plans
- Confer with the university supervisor to maintain ongoing communications
- Contribute to the final evaluation of the intern
- Complete and submit appropriate evaluation forms

In addition, Mentors might consider these opportunities:

- Present at conferences, institutes, and other forums to disseminate best mentoring practices.
- Problem solve with other stakeholders on such issues as delineating ESOL responsibilities and resolving scheduling conflicts, etc.).
- Communicate information to and from the UMBC Education Department and the school community.
- Participate in pre-service mentor training.

**D. Expectations in Your Classroom/School:** As you begin the mentoring process, be sure to plan your schedule and clarify expectations for the intern. An hour-long meeting should be scheduled during the first week of your intern's time in your school to rough out a schedule of involvement. This will help to develop realistic expectations for the intern's role in your classes. This will also clarify schedules and meeting times, and help him/her understand your goals and priorities for your classes.

## II. THE ESOL PROGRAM

ESOL interns are following a program toward a MA degree in teaching English to Speakers of Other Languages. 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.

In a standard internship, ESOL interns will be assigned to an elementary school and a secondary school. They will be required to spend a minimum of 20 full school days during the first semester of their internship, **Phase I**, and a minimum of 80 full school days during the second semester, **Phase II**. They will spend half of each phase at each school. This is referred to as a **Split Rotation**. Each intern will have a mentor teacher from the teaching staff of each school, and a supervisor who represents the university. Interns may be assigned to one school with grades k through 8, and complete all 100 days of their internship in one school. This is called a **Single Rotation**. In this case, an intern will then have one Mentor for the complete internship.

In addition to time spent in the internship schools, the interns will follow a seminar course each semester designed to complement their internship experience.

For Split Rotation interns, during **Phase I**, the interns spend approximately 10 days at each of their schools. During this time, they should primarily observe their mentor teachers and the classes being taught. They can be called on to work with individual students or small groups, and do support work for the classes at the direction of the mentor teacher. However, their teaching should be limited. During **Phase II**, the interns spend approximately 40 days at each of their schools and can be called on to take responsibility for much if not most of the instruction of

the classes under the supervision of the mentor. For Single Rotation interns, they will spend 20 days in their school during Phase I and 80 days in their school during Phase II.

The supervisor will visit the intern in class and evaluate his/her performance 6 times through the process, twice during **Phase I** and four times during **Phase II**. For Split Rotation Interns, these evaluations are split between the intern's two schools. The mentor at each school is asked to evaluate the intern once during **Phase I**, and twice during **Phase II** while under his/her tutelage. For Single Rotation interns, the Supervisor will do all 6 evaluations at the intern's school. The mentor will do one observation of the intern during **Phase I** and 45 observations during **Phase II**.

#### **ESOL Faculty:**

**Doaa Rashed**, M.A., MA Program Director

**Sarah Shin**, Ph.D., Professor

**Jiyeon Lee**, Ph.D., Assistant Professor

**Mary Tabaa**, M.A., Coordinator for ESOL Online and Cohort Programs

**Maria Reamore**, Internship Seminar Instructor

**Sara Rosen**, Internship Seminar Instructor and Internship Supervisor

**Margaret Golibersuch**, Internship Supervisor

**Claire McCann**, Internship Supervisor

**Jill Basye-Featherston**, Internship Supervisor

#### **Office of Field Experiences & Clinical Practice**

Director: Dr. Pamela Morgan, [pwmorgan1@umbc.edu](mailto:pwmorgan1@umbc.edu)

Placement Specialist: Mr. James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

Faculty Research Assistant: Yeji Yoon [yyoon1@umbc.edu](mailto:yyoon1@umbc.edu)

### **III. BUILDING RELATIONSHIPS**

#### **A. Preparing for the Intern**

First impressions often have a lasting effect. Therefore, it is important that the first impression the mentor presents as she/he welcomes the intern be a positive one. It is recommended that the mentor teacher collect and prepare materials and a space for the intern to “belong” in the classroom. An example of a Resource Kit for the intern can be found in the Appendix. Some teachers choose to include the intern's name on the classroom door along with the teacher's name to symbolize a joint relationship in the classroom. Another way to prepare for the intern would be to write a note/email to colleagues in the school/department to inform them of the intern's presence and to request opportunities for varied observations.

#### **B. Guidelines for Supervising and Supporting Interns**

UMBC has adopted a clinical supervision model that is a sequence of pre-conference, classroom observation, analysis of the observation, and post-conference. This sequence is designed to provide guidance for supervising and coaching the intern during the supervisory process. The model is intended to be a collaborative effort among the mentor, the supervisor and the intern. As part of the clinical supervision sequence, a developmental supervision approach (Glickman,

Gordon, and Ross-Gordon, 1998) guides the mentor teacher and university supervisor to adopt an interpersonal supervisory approach based on the readiness of the intern.

### **During Phase I**

During the Phase I experience the intern is oriented to the school's procedures and policies of teaching. A primary task of the intern is to collect information, observe, and discuss the mentor's lessons and practices. The intern observes instructional practices modeled and becomes familiar with the subject matter, curricula, classes, students' names, and behavior management techniques. It also would be beneficial for the intern to follow or "shadow" a student for a day, and observe the student's situation in content area classes.

Toward the end of the intern's experience in the mentor's school, the intern is expected to arrange with the university supervisor a time to observe the intern while she/he conducts a lesson that she/he has planned. The mentor should also plan to make a formative evaluation of this lesson as well. The evaluation is made using a form called the **CPPA** (explained in more detail below), which is ultimately turned into UMBC's Education Department through a computer program known as Tk20. It is helpful for the mentor, the supervisor and the intern to meet together to discuss the lesson and plans for the coming Phase II of the internship.

### **During Phase II**

During Phase II the intern co-teaches and gradually assumes all of the roles and responsibilities of the classroom teacher. This progression is directed by the mentor with the advice and consent of the supervisor. Through this process, the mentor and intern need to hold pre-lesson and observation conferences and post-lesson and observation conferences. These conferences are opportunities to create quality conversations and can be both formal and informal. They are necessary to ensure communication and support between the mentor and intern. The intern should be able to plan and implement a lesson, create and use both formative and summative assessments, and manage the classroom.

The mentor teacher also needs to inform the intern of any parent conferences, meetings and events that the intern will be responsible for attending, allowing the intern to be an active participant in the school community.

For Split Rotation Interns, during the half of Phase II when the intern is working at the mentor's school, the mentor is required to make two observation reports on the intern's student teaching again using the CPPA. (The university supervisor and the intern himself/herself will also make two observation reports during this period.) For Single Rotations Interns, the mentor will make 4 observation reports on the intern's teaching

### **C. Orientation to School and Community**

Interns will need help from mentors to acquire an understanding of the socioeconomic conditions, the available resources, and the unique characteristics of the school community. It is important that the intern is introduced to the school faculty, staff, and community. During the first week, the mentor should provide the intern with a tour of the school and information about the community. Introduce the intern to the administration, office personnel, and other teachers on

your team, department, grade level and hallway. It is recommended that the intern and mentor draft letters to be sent to the parents and students introducing the intern and the intern's role in the classroom. (Suggestions for these letters have been included in Appendix D.)

Other ways to orient interns to the students and their families in the school community include:

- interviewing students
- interviewing parents
- touring the community
- visiting community agencies
- reviewing the website of the school/community

#### **D. Creating a Learning Community in the Classroom**

The internship experience should be collaboratively planned and implemented within the school and classroom environments. Mentors can assist interns in the process of creating an effective learning community by involving the intern in organizing the classroom, establishing routines, developing classroom rules and rationales, planning and discussing coming school days, locating materials needed for teaching, reviewing lesson plans and reviewing school system policies.

#### **E. Setting Expectations and Planning the Work**

The internship experience should be guided by goals to be accomplished. These goals will need to be developed through on-going communication regarding the personal goals, expectations, personalities and abilities of both the mentor and the intern to identify the outcomes that can be measured as a result of the internship experience. To ensure these goals, consider the following:

1. Create or brainstorm a list of the outcomes the interns will set and be able to do.
2. Select priority areas and develop target dates for reaching goals in these areas.
3. List ways you and your intern will recognize and celebrate success in the internship.

Planning times for the internship experience will need to be on-going. The goals of the internship experience and the work will be adjusted as the intern progresses toward gradual independence in the classroom. The role of the mentor also will be adjusted as the internship continues, with the intern accepting more responsibilities and initiative in the co-teaching relationship. The mentor will guide this shift in responsibility to strike a balance between supporting and challenging as the intern assumes the responsibility for the majority of the classroom instruction.

### **IV. CREATING OPPORTUNITIES FOR QUALITY CONVERSATIONS**

#### **A. Listening**

Listening is a skill that must be developed. First, it is necessary to provide your full attention when having a quality conversation with the intern. Set aside time in which to listen to your intern and allow the intern to listen to you. Try to schedule a time during the day, or several times during the week when you are able to sit down with the intern to discuss his/her progress and set goals. By using active listening with your intern, you build a relationship of trust and caring that will aid the intern's motivation to learn and develop a sense of belonging in the classroom.



## **B. Planning Lessons and the Intern's Instructional Unit**

The intern will have experience with a variety of lesson planning methods from their UMBC courses. However, it is important to help your intern become skilled in using the lesson plan format appropriate for your school setting. As the intern begins to produce lesson plans, you may have her/him reflect on the following questions.

Pre-observation questions:

- What do you want students to learn?
- What is the ability level and English proficiency level of the students?
- What is the objective for this class period?
- How are you going to assess student learning?
- How are you going to teach the lesson?
- What technology (if any) will you use in the lesson?
- What are you going to do if students don't "get it"?
- What other factors need to be considered when planning for and assessing this lesson?

Additional questions you may want the intern to reflect upon:

- What are ways to differentiate the lesson for different learning styles, learning abilities, and English proficiency levels?
- What organizational method will be used in the classroom?
- What materials will you need to teach the lesson?
- What is a logical sequence of activities in the lesson?
- Will this lesson require stations to be set up?

Interns are expected to have fully developed lesson plans for those classes observed by their university supervisor. Mentors can facilitate this.

During Phase II, the intern should be provided with the experience of teaching a unit or significant portion of a unit from start to finish. This should be at least a two-to-three week sequence of lessons and assessments. The mentor and intern will need to decide in advance which unit the intern will be responsible to teach. It is then the intern's responsibility, with the support and guidance of the mentor, to gather, review, design, implement and analyze the instructional unit. Interns are expected to include fully developed lesson plans for the instructional unit. In this regard, the intern will be responsible for:

- long-range lesson planning
- administration of the pre-assessment
- evaluation of the pre-assessment
- teaching of indicator lessons
- modification and differentiation of indicator lessons
- design and implementation of additional lesson needs based on class performance on pre-assessment and evaluation of class understanding
- administration of post-assessment
- evaluation of post-assessment

The mentor's role in this effort should be supportive, providing direction to whatever extent it is needed, but allowing the intern room for her/his creativity and expertise to whatever extent possible. In this regard, mentors provide access to the curriculum guide(s), and discuss with the intern before their unit teaching the following concerns:

- What is long-range planning?
- What are units and indicators and how are they related?
- What is pre-assessment and how can it be utilized to guide instruction?
- How will the mentor and the intern differentiate instruction and lessons for different learning styles and abilities?
- Are the written lesson objectives clear and measurable?
- What summative and formative assessment methods will be used?

### **C. Observing**

Observing is the means for collecting data to provide objective, specific feedback to the intern. There are several methods of observation within the informal and formal categories. Observation techniques must be matched to the specific purpose of the observation. The two general types of observation techniques are quantitative and qualitative.

Quantitative observation techniques result in data that can be reduced to numbers. Some examples of quantitative observation techniques are: categorical frequency counts, verbal interaction tallies, classroom movement tracking and the performance indicator instrument (**Clinical Practice Performance Assessment or CPPA**) developed by UMBC Department of Education. Qualitative observation techniques are used when the observer records the data in the form of the words or visuals that are not reduced to numbers. Some examples of qualitative observation techniques are: verbatim recording (also called script-taping and selective-verbatim recording), open narrative, focused open-ended observation, and video taping.

Your school may have an observation style and form already in place. UMBC will expect you to use the **CPPA** for the formal observations which you will submit for your intern.

The purpose of observations, both formal and informal, is to witness the growth of an intern through his/her internship experience. During observations, you may want to look for evidence of specific teaching competencies and principles of teaching that the intern exhibits throughout the internship.

### **D. Giving Feedback and Conferencing**

#### **1. Finding Time**

It is important that regular times be set aside to talk formally and informally with the intern, particularly with concern to your observations and those of the supervisor. Additional forms of communication can also be utilized such as writing daily reflections, and sending emails. However, the most effective way to insure communication is to set aside time, even if only for five minutes, sometime during the day for brief face-to-face communication.

#### **2. Conferencing**

Observation data should become the focus for a quality conferencing between the mentor and the intern. Joint interpretation, reflection and analysis of the data are consistent with the intent to enhance the intern's professional development. Follow up conferencing should focus on these data.

## V. 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 the evaluation of student learning.

### A. 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)** Which reflects UMBC's institutional standards and Specialized Professional Association (SPA) Standards. The CPPA has two versions
  - The **Full CPPA** – for Summative evaluations
  - The **Observation Tool** – for formative evaluations
2. A Narrative Statement on the intern's teaching prowess.
3. The mentor teacher's evaluation of UMBC's internship program.

#### 1. Clinical Practice Performance Assessment (CPPA)

The CPPAs, to whatever extent possible, 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.) If you are unable to use the TK20 format for whatever reason, you are allowed to submit paper versions of your CPPA evaluations. Your interns 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:

- 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.
- At the end of the Phase II experience, the mentor teacher will complete a 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 experience**.

#### 2. Narrative Statement

The narrative statements from the mentor teachers are often sought by 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 put on school or system letterhead, and utilize the following format:

- Be 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.

Please use the following format when submitting the narrative statement, preferably in 12-point font:

Intern's Name  
 Mentor's Name  
 School Name and School System  
 Subject Area, and Grade, and English proficiency level  
 Placement Beginning and Ending Dates

It is advisable to share the narrative content with the intern.

The narrative can be submitted through TK20, handed to the university supervisor, or given to the intern in a sealed envelope to be submitted to the Phase II Seminar instructor.

### **3. 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.

### **B. 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.

## **VI. INTERNSHIP PROCEDURES, LEGALITIES & ETHICAL ISSUES**

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

### **Attendance, Punctuality, Absences:**

Interns are required to follow a full-time teacher's schedule at their schools which include and are not limited to commitments after school and professional development days within their internship placement school(s). The normal length of a teacher's duty day is 7.5 hours. Attendance and punctuality are mandatory for all daily school activities and for all on-campus events, including the pre-internship orientation and internship seminar meetings. Interns follow the holiday schedule for their assigned school placement. Interns must maintain a record of their

attendance that is confirmed by the mentor teacher. The internship attendance tracking sheet is submitted to the Office of Field Experiences and Clinical Practice upon completion of each phase of the internship, following the procedures provided.

A school day is defined as beginning and ending at those times established by the LSS for the teachers at the school where the intern is placed. Again, the normal length of a teacher's duty day is 7.5 hours; however, on the duty day may be extended for school-sanctioned professional development activities beyond the hours of a regular school day. During Phase I, interns coordinate with their mentor teacher to be present for a **minimum of twenty (20) full days** of instructional time. **The internship experience begins one week before the first day of school for children. Interns are required to attend these professional days, usually 3-5 days. These professional days are considered internship days and DO count toward the minimum of twenty (20) days that interns must complete during Phase I of the year-long internship.**

During Phase II, interns must attend school full-time for a **minimum of 80 full days**. Mentor teachers and/or school administrators may not excuse an intern from the required attendance schedule. The intern should attend all after-school functions such as back-to-school night, parent-teacher conferences, math and reading nights, and especially staff meetings when such functions do not conflict with the Phase I intern's UMBC schedule (Phase II interns should be at all of these events). It is also recommended that the intern attend any school meetings such as IEP and team meetings, if appropriate and permitted.

**Note:**

Phase II of the internship experience is a full-time commitment. Interns are required to follow a full-time teacher's schedule at their schools which includes, but is not limited to, commitments after school and professional development days. Interns **MUST** make up all days missed, including days missed for illness or personal business. Interns do not have to make up days the school systems close for unforeseen circumstances such as inclement weather or other emergency situations. Unless MSDE requires UMBC to have interns make up the snow days, the policy remains the same—they do not need to be made up. The only other condition under which interns would have to make up snow days is if the local school system cancels days prior to the official end of Phase 2 that were originally days on which schools were to be closed, i.e., shortening spring break or opening schools on Presidents' Day, etc. Then, interns would be expected to report. In addition, mentors and interns need to allow for additional time for lesson planning, grading, and evaluating instruction and performance. Employment and additional coursework are strongly discouraged for interns during Phase II. Internship responsibilities at school or on campus can neither be waived nor modified to accommodate the demands of employment or other commitments. If an intern must miss a day due to unforeseen circumstances, the intern must notify his/her mentor teacher, University supervisor, and PDS staff by the stipulated time of day. Interns are expected to assume the role of a teacher and must provide substitute plans.

**Professional Behavior and Attire:**

Interns are expected to dress and act in a professional manner. Regulations governing regular teachers in the school district apply to the teacher candidate during his/her assignment in that school. Interns are expected to adhere to the local school system's professional dress code

throughout the internship experience. The UMBC Department of Education affirms the National Education Association Code of Ethics of the Education Profession found in the Appendix. Also, interns should be mindful of their online presence and not share any information about their school, students, or colleagues on social networking sites, or “friend” or accept “friend requests” from P-12 students. Interns should not have any contact with P-12 students on social networking sites beyond those sanctioned by the school for education purposes.

**School System Policies and Expectations:**

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

## **Appendix A. 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.

## **Appendix B. Mentor Checklist and Timeline**

### **Introduction**

The goal of the internship experience is to develop self-directed, competent new teachers. The following checklist offers guidelines for mentoring your ESOL intern. As with all learning experiences, it should be adapted to the intern's progress 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 intern 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 early conversations are 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.

### **Phase I**

The Phase I component of the internship occurs over an entire semester and often begins prior to the start of school. Interns often come for the week before school and then once a week during this semester. They 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 have your intern for the first half of the term called **Rotation 1** (August to October or January to March) or the second half of the term called **Rotation 2** (October to December or March to May). Your interns will spend a minimum of 10 days with you during this period.

### **Teacher Orientation Meeting**

- Attend the UMBC-sponsored orientation for ESOL interns, mentors and supervisors, if possible. These orientation 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):

- 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 instructional materials.
- Provide a work station 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, etc.).
- 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.
- Be sure to 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 is in charge? What is 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, etc.).
- 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, I.E.P., etc.
- Help the intern 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, schedule of field trips, etc.).
- Review important school issues and "unwritten" policies. Share the school improvement plan and school philosophy.
- Review the "must follow" rules (professionalism) of the school (e.g., arrival time and lunch hour time on workdays, dress codes, parent contacts, etc.).

For an Instructional Orientation you may:

- Emphasize the importance of performance outcomes and Maryland's tests (MSA and HSA) to day-to-day teaching activities.
- Show your intern a plan for 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, orchestrating first day/week, working through administrative procedures, etc.).
- Always provide multiple opportunities for your intern to reflect and ask questions.

**Weeks 2-4 of Rotation 1 or 2** During this part of Phase I, your role is to provide opportunities to complete the following checklist items:

- Set goals with the intern for half of the Rotation session.
- Provide opportunity for the intern to observe the classroom.
- Provide opportunity for the intern to observation other classroom teachers.
- Assist as possible with assignments the intern has in conjunction with his/her seminar course.
- Discuss pre-assessments, post-assessment and evaluation of assessments.
- Help your intern plan a classroom activity which he or she will co-teach.
- Help your intern plan a classroom activity which he or she will then lead.
- Discuss ways to communicate with parents.
- Establish a communication log with your intern; check weekly for written communication.
- Establish expectations for the *Intern Notebook*.
- Make contact with the UMBC supervisor, if you have not been contacted.

- Participate in three-way communication with your intern, and the UMBC supervisor.

### **Weeks 5-7, the end of Rotation 1 or 2.**

- Show your intern how to set up students' work files.
- Show your intern how to use the school's computerized grading system.
- Help your intern develop a lesson to give when being observed by you and his/her supervisor towards the end of the 8 week period.
- Plan for and allow the intern to teach the lesson.
- Conduct pre- and post- observation meetings with the intern.
- Review your observation data of the intern in a feedback conference.
- Provide verbal and written feedback about the intern's lesson considering classroom management, lesson effectiveness, what went well, and suggestions for improvement.
- Meet with the intern's UMBC supervisor after his/her observation.

## **Phase II**

- In Phase II the intern will spend approximately 8 weeks attending your class on a full-time basis for a total of 40 days. This will be either during Rotation 1, (from August to October, or January to March), or Rotation 2 (from October to December or March to May). The intern will co-teach your classes taking over more and more of the teaching responsibilities as the weeks transpire. Toward the end of the 8 weeks, the intern should have 2-3 weeks when she/he is responsible for the bulk of the instruction. During Phase II, the intern is expected to attend all school functions required of any teacher. Through the period insure that confidentiality is understood between yourself and the intern.

### **Week 1 of Rotation 1 or 2**

- Explain and establish formal and informal observation procedures.
- Review/revise instructional goals for Phase II including the intern's instructional unit.
- Assist the intern in identifying and/or developing an instructional unit with pre- and post-assessments for the unit.
- Share record-keeping and filing strategies with the intern.
- Share plan books and other related scheduled activities.
- Co-plan lesson plans.
- Establish set meetings/interaction times with your intern.
- Establish or review a substitute folder with the intern.
- Discuss the importance of documenting each student's work.
- Explain procedures for conferencing with administrators.
- Help your intern prioritize his or her workload.
- Discuss how to work successfully with parents.
- Help your intern keep and review an accurate log of interactions with parents.
- Help your intern carry out positive parent contacts daily
- Review policies and procedures for grading, make up work, etc.

**Weeks 2 - 7 of Rotation 1 or 2**

- Discuss and review the following topics: classroom management and discipline strategies, grading and evaluating, recordkeeping, and the status of your class objectives.
- Meet with the intern's UMBC supervisor twice and participate in a three-way communication with the intern, and supervisor.
- Discuss the communication log, unit plan progress, notebook, and observations.
- Conduct 2 formative observations of your intern's teaching and complete CPPA forms
- Share report card preparations with your informant if possible
- Discuss sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- Assist the intern in finalizing plans for the unit which he/she will be teaching.
- Assist your intern as he or she teaches through the rotation
- Encourage regular intern reflections and questions

**By the end of Rotation 1 or 2**

- Begin to help your intern write a semester exam, if applicable.
- Discuss exam policies and share sample tests.
- Review plans for end of school or semester activities if possible
- 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.
- Conduct an informal assessment of the intern's unit of instruction.
- Finalize discussions of various topics of significance held through the rotation
- Meet with the intern's supervisor in preparation for final (summative) evaluations.
- Write a narrative of your intern's experience.
- Evaluate the UMBC Teacher Education Program.

## Appendix C. Clinical Practice Performance Assessment (CPPA) Requirements and Timeline

### TESOL Single Rotation

Phase I	Supervisor	Mentor	Intern
Week 9	Supervisor CPPA Formative 1 Observation Tool		
Week 17	Supervisor CPPA Formative 2 Full CPPA	Mentor CPPA Formative 1 – Full CPPA	
Phase II	Supervisor	Mentor	Intern
Week 5	Supervisor CPPA Formative 3 Observation Tool	Mentor CPPA Formative 2 Observation Tool	Formative 1 Self-Assessment Observation Tool
Week 10	Supervisor CPPA Formative 4 Full CPPA	Mentor CPPA Formative 3 Full CPPA	Formative 2 Self-Assessment Full CPPA
Week 14	Supervisor CPPA Formative 5 Observation Tool	Mentor CPPA Formative 4 Observation Tool	Formative 3 Self-Assessment Observation Tool
Week 16	Supervisor CPPA Formative 6 Observation Tool		
Week 18	<ul style="list-style-type: none"> <li>Supervisor CPPA Summative Full CPPA</li> <li>Narrative on Candidate on UMBC letterhead</li> <li>TeachingFolio Review</li> </ul>	<ul style="list-style-type: none"> <li>Mentor CPPA Summative Full CPPA</li> <li>Narrative on Candidate on school letterhead</li> <li>Evaluation of UMBC Program</li> </ul>	<ul style="list-style-type: none"> <li>Summative Self-Assessment Full CPPA</li> <li>Evaluation of UMBC Teacher Education Program</li> <li>Completion of TeachingFolio</li> <li>Pass Praxis II</li> </ul>

### TESOL Split Rotation

Phase I	Supervisor	1st Rotation Mentor	2nd Rotation Mentor	Intern
Week 9	Supervisor CPPA Formative 1 Observation Tool	Mentor CPPA Formative 1 Full CPPA		
Week 17	Supervisor CPPA Formative 2 Full CPPA		Mentor CPPA Formative 2 Full CPPA	
Phase II	Supervisor	1st Rotation Mentor	2nd Rotation Mentor	Intern
Week 5	Supervisor CPPA Formative 3 Observation Tool	Mentor CPPA Formative 3 Observation Tool		Formative 1 Self-Assessment Observation Tool
Week 10 <i>*End of Rotation 1</i>	Supervisor CPPA Formative 4 Full CPPA	<ul style="list-style-type: none"> <li>Mentor CPPA Formative 4 Full CPPA</li> <li>Narrative on Candidate on school letterhead</li> <li>Evaluation of UMBC Program</li> </ul>		Formative 2 Self-Assessment Full CPPA
Week 14	Supervisor CPPA Formative 5 Observation Tool		Mentor CPPA Formative 5 Observation Tool	Formative 3 Self-Assessment Observation Tool
Week 16	Supervisor CPPA Formative 6 Observation Tool			
Week 18	<ul style="list-style-type: none"> <li>Supervisor CPPA Summative Full CPPA</li> <li>Narrative on Candidate on UMBC letterhead</li> <li>TeachingFolio Review</li> </ul>		<ul style="list-style-type: none"> <li>Mentor CPPA Summative Full CPPA</li> <li>Narrative on Candidate on school letterhead</li> <li>Evaluation of UMBC Program</li> </ul>	<ul style="list-style-type: none"> <li>Summative Self-Assessment Full CPPA</li> <li>Evaluation of UMBC Teacher Education Program</li> <li>Completion of TeachingFolio</li> <li>Pass Praxis II</li> </ul>

## **Appendix D.        Resource Kit for Your Intern**

Creating a resource kit for the intern can go a long way toward making the internship experience successful. Below you will find some suggestions for materials to place in a school notebook or resource kit. Feel free to add any site specific items you have available to you, such as school t-shirts and lanyards.

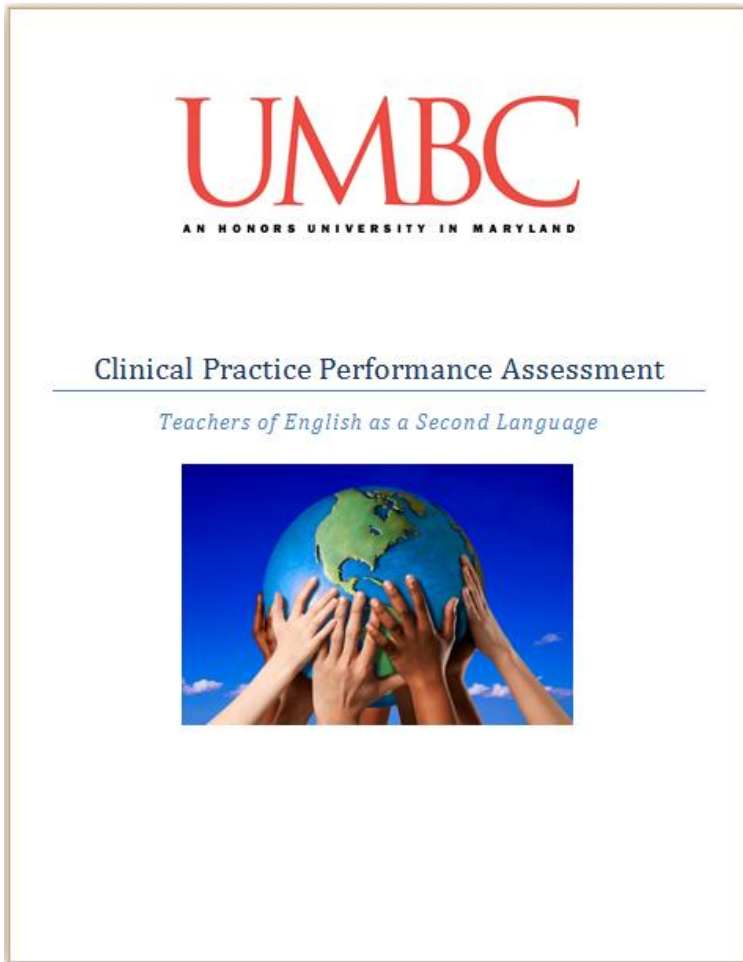
- Sample Items
- How to contact you: home phone, school phone, and email
- Copy of the school handbook or access to the school handbook with mission statements and policies (this may already have a number of the items listed below)
- School name and address
- Daily class schedule
- School system calendar
- Class lists and seating charts
- Staff list
- A list of curriculum guides and texts, along with teacher editions, used and how to access them if individual copies cannot be provided
- Master schedule (as appropriate)
- School map, with locations of classroom, bathrooms, copy room, cafeteria and faculty room
- Discipline procedures and forms for the system, school or class (as appropriate)
- Guidelines for student referrals and forms (as appropriate)
- Guidelines for communication with parents and forms (as appropriate)
- Sample report cards and progress reports
- Policies for reporting child abuse, neglect, and other legal issues
- Information regarding students with special needs or health issues
- Procedures for supporting or assisting at-risk students
- Emergency procedures, including fire drill and school evacuation procedures
- Information regarding inclement weather policies

*Adapted from Handbook for Mentoring in a PDS, The Howard County Public School System Office of Professional Development Schools (2002).*

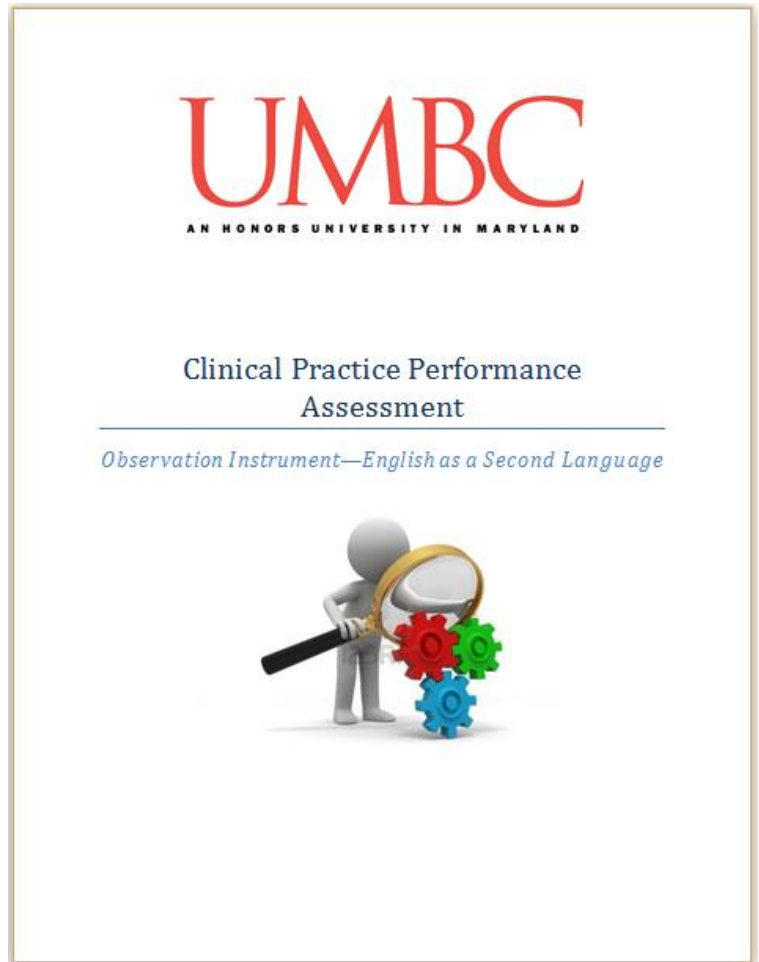
## Appendix E. Links to ESOL CPPA Form with Assessment Indicators

The **Clinical Practice Performance Assessment(CPPA)** and **Observation Instrument** can be found through the following link:

<http://www.umbc.edu/education/field%20experience/index.php>



**TESOL CPPA**



**TESOL Observation Instrument**

Tk20 resource link for Interns:

[http://www.umbc.edu/education/IASs/forms/AssessmentHelp\\_TeacherCandidates.pdf](http://www.umbc.edu/education/IASs/forms/AssessmentHelp_TeacherCandidates.pdf)

Tk20 resource link for University Supervisors and Mentors:

[http://www.umbc.edu/education/IASs/forms/AssessmentHelp\\_Mentor&Sup.pdf](http://www.umbc.edu/education/IASs/forms/AssessmentHelp_Mentor&Sup.pdf)

More Tk20 resource can be found in the following link:

<http://www.umbc.edu/education/IASs/tk20resources.php>