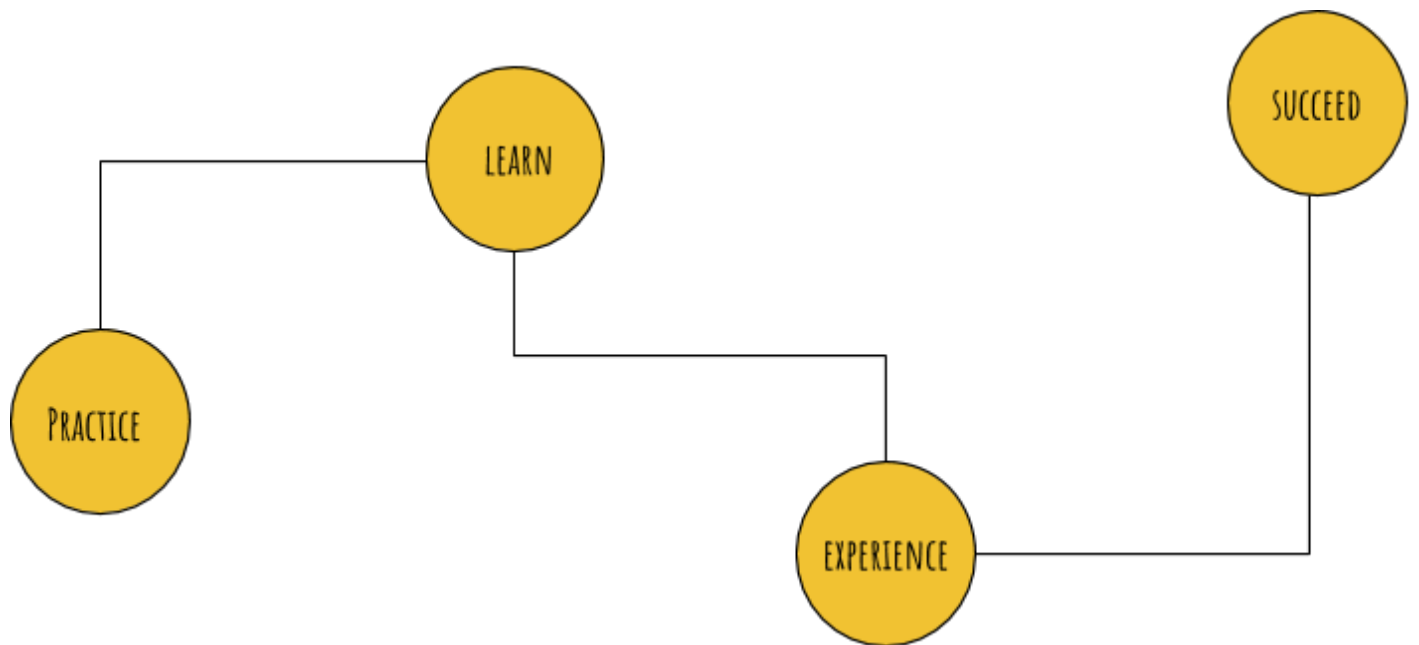


TESOL

# UMBC INTERNSHIP HANDBOOK



**Fall 2020**

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Dear Interns, Mentors, and University Supervisors,

This *Internship 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 *Internship Handbook* carefully. It should prove 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 program culminates in the internship, which then helps beginning teachers make the transition from being students to teaching professionals. It offers interns 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 candidate 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 candidates are a result of a breakdown in communication within the team. The *Internship 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 *Internship Handbook*, please make a conscious effort to critique it and make suggestions for improvement. Please send your suggestions to the Director of the Office of Field Experiences and Clinical Practice, Julie Oaks Jones, at [pds@umbc.edu](mailto:pds@umbc.edu).

Without the assistance and cooperation of the school-based personnel who work with our internship program, UMBC could not prepare the quality beginning teachers our P-12 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. Jonathan Singer  
Department Chair and Professor

*The UMBC Department of Education mission is to research teaching and learning and to develop educators who are caring, thoughtful, knowledgeable, skilled, and 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.*

Dear Internship Partners,

As we embark on SY20-21 we are reflecting on our Spring experiences, working closely with districts, and collaborating to create meaningful internship experiences no matter the format! If we have all learned anything since March 13, 2020, the situation regarding COVID-19 is always evolving, and teachers and schools are put to the test of being more flexible than ever before. To that end it is challenging to create a handbook that covers all possible scenarios. Each district, school, grade level, classroom, intern, mentor, PK-12 student, supervisor, and UMBC faculty have their own unique situations, and we cannot begin to cover every situation. We hope this handbook provides a framework and a guide to understand what the internship will look like but we are asking **all of you** to work with us, talk to us, inform us, and question us if your situation presents opportunities or challenges, especially those unique to COVID-19, that are not outlined here, and we promise to do the same. We will also send links to online supplemental information related to the COVID response as it becomes available.

We are thankful to our PDS partners and districts for working with us and continuing to host interns. We are all committed to working within our MSDE guidelines to provide a Pathway to Certification for everyone committed to completing the internship. One takeaway from last Spring is that the internship will likely look different for those interns in different districts, grade levels, or even placements within the same school based on the unique situation of each stakeholder; please keep that in mind when you are talking to each other about your experiences and remember that fair is not always equal. If you have any questions please talk to your program director, site liaisons, and/or the Office of Field Experience and Clinical Practice. We are committed to making decisions that are good for interns AND their mentors, students, and schools.

What do we know? We know that for Fall 2020, internship and supervision will be virtual and could be synchronous or asynchronous. If the school is learning virtually, then the lesson will be synchronous and the supervisor will participate in the Google Meet and will participate in or view any online activities associated with the Google Meet. If the school is back in person, the lesson may be synchronous or asynchronous. A synchronous lesson will be livestreamed from a phone using an agreed upon app such as Google Hangouts. An asynchronous lesson will be recorded and uploaded to an agreed upon platform (such as Google docs) to be viewed by the supervisor within a few days. In all cases, the debrief will occur using a virtual meeting space. There will be more to come as our districts let us know what is possible.

The internship will be evaluated using the STAR Instrument and content specific standards (called SPA assessments) three times during the internship. These instruments are designed to include observation data as well as other forms of evidence. This year in particular, it is vitally important for everyone to maintain communication about the intern's progress, view the assessments on Tk20, determine where the intern may have areas of weakness, and be purposeful in making professional development choices to improve skills in those areas.

**COVID Procedures:** *As of July 20, 2020 districts had not yet developed plans or procedures for teachers and staff. Once those are determined interns will need to follow those procedures. We used current CDC guidelines (July 2020) to develop the following set of procedures.*

DO NOT physically report to your school if you have any of the following symptoms associated with COVID-19:

- Fever/chills
- Cough
- Shortness of breath/difficulty breathing
- Fatigue
- Sore throat
- Congestion/runny nose
- New loss of taste or smell

If you do not report to your school, you should plan to make the day up another day. You must contact your mentor and follow the school system's protocol. You should provide the mentor with sub plans for anything you are responsible for teaching but should not go into the building to set things up; instead, you should pass along information electronically to your mentor. If you are teaching virtually and are feeling well enough to complete your internship responsibilities, you may continue to do so online.

If you are diagnosed with COVID...

- You must report the diagnosis to your liaison or supervisor and email [pds@umbc.edu](mailto:pds@umbc.edu).
- You must follow any reporting procedures required by your school district.

There are many things we don't know and many things outside of our control. We will do our best to communicate often to answer questions, and we thank everyone in advance for understanding when the situation or answers change. We pledge to be with you throughout this internship, to be honest with you (even when it's hard), and to work with your situation to the best of our abilities. No matter what happens, we are committed to working with our district partners to produce strong teacher candidates.

Thank you for being with us on this journey, we are looking forward to a year that brings many new challenges and opportunities!

The Office of Field Experience and Clinical Practice

## CONCEPTUAL FRAMEWORK

### Conceptual Framework

Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and the learning process. Mastery of the teaching 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 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. The Department of Education offers both graduate and undergraduate programs leading to certification in a variety of content areas. Faculty members are committed to preparing future educators by sharing their varied backgrounds and experiences in policy, practice, and major content disciplines.

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 to children, families, and communities. We expect our graduates to respect diversity, to be leaders in their schools, and to be advocates for democracy and social justice. This mission is embedded in three tenets:

### 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.

### 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.

### 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.

## PROFESSIONAL DEVELOPMENT SCHOOLS

Professional Development Schools (PDSs) are collaboratively planned and implemented partnerships between an institution of higher education (IHE) and a local school system and/or an individual school. Mandated by the State of Maryland, PDSs provide for the academic and clinical preparation of interns and the continuous professional development of both the school system and the university faculty.

PDS activities take many forms in order to reflect specific partnership objectives for improving both the teacher-candidate preparation and the school's operations. University faculty members stay current with teaching practices and school policies through multi-layered connections with P-12 schools. Schools provide authentic learning environments in which faculty can conduct research. P-12 teachers participate in regularly scheduled professional development workshops. P-12 students benefit from extra hands in the classrooms as well as the enthusiasm and new techniques that interns bring to their internship experience.

Through PDS programs, P-12 teachers may be recruited to:

- Teach/co-teach a university course or deliver a professional development workshop
- Collaborate with university faculty on school-based research or write for a publication
- Attend conferences

Whenever possible, teacher candidates are placed in a UMBC PDS for their internship experience. A PDS school-based coordinator/liaison and a PDS IHE liaison work together to facilitate the internship experience and develop activities beneficial to both the school and UMBC's Education Department. When interns are not placed in a PDS school, the intern and mentor will be assigned to another liaison to facilitate communication.

## Office of Field Experience and Clinical Practice (OFECF)

Director: Julie Jones, [julie.oaks.jones@umbc.edu](mailto:julie.oaks.jones@umbc.edu)

PDS Site Liaison/Coordinator: Kim Feldman, [kfeldman@umbc.edu](mailto:kfeldman@umbc.edu)

Placement Coordinator/SEC Supervisor: James M. Lindsay, Jr., [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

OFECF: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

Graduate Assistant: [pds@umbc.edu](mailto:pds@umbc.edu)

General PDS Assistance [PDS@umbc.edu](mailto:PDS@umbc.edu)

TK20 Assessment Office: [education@umbc.edu](mailto:education@umbc.edu)

## UMBC PDS Network Sites and Site Liaisons (*Schools in italics are on hiatus*)

### Anne Arundel County Public School System (AACPS)

Belle Grove Elementary: Everene Johnson-Turner, [everene.johnson@verizon.net](mailto:everene.johnson@verizon.net)

Glen Burnie Park Elem: Everene Johnson-Turner, [everene.johnson@verizon.net](mailto:everene.johnson@verizon.net)

Van Bokkelen Elementary: Everene Johnson-Turner, [everene.johnson@verizon.net](mailto:everene.johnson@verizon.net)

Meade Middle School: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

Meade High School: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

### Baltimore City Public School System (BCPSS)

Lakeland Elementary/Middle School: Kindel Nash, [nashkt@umbc.edu](mailto:nashkt@umbc.edu)

Maree G. Farring Elementary/Middle School: Kindel Nash, [nashkt@umbc.edu](mailto:nashkt@umbc.edu)

Baltimore City College: Bev Feig, [bevfeig@gmail.com](mailto:bevfeig@gmail.com)

*Baltimore Polytechnic Institute: Bev Feig, [bevfeig@gmail.com](mailto:bevfeig@gmail.com)*

Ben Franklin High School: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

Digital Harbor High School: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

### Baltimore County Public Schools (BCPS)

*Halethorpe Elementary School: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)*

Relay Elementary School: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

*Riverview Elementary School: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)*

Westowne Elementary School: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

Arbutus Middle School: Linda Oliva, [oliva@umbc.edu](mailto:oliva@umbc.edu)

Catonsville High School: Linda Oliva, [oliva@umbc.edu](mailto:oliva@umbc.edu)

Southwest Academy: Carl Perkins, [cperkinsdiv244@gmail.com](mailto:cperkinsdiv244@gmail.com)

Dundalk High School: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

Soller Point Technical High: James Lindsay, [lindsay@umbc.edu](mailto:lindsay@umbc.edu)

*Windsor Mill Middle School: Cheryl North, [cnorth@umbc.edu](mailto:cnorth@umbc.edu)*

### Howard County Public Schools (HCPSS)

Guilford Elementary: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

Laurel Woods Elementary: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

Thunder Hill Elementary: Marloe Lippert, [marloeli@umbc.edu](mailto:marloeli@umbc.edu)

Patapsco Middle School: Kim Feldman, [kfeldman@umbc.edu](mailto:kfeldman@umbc.edu)

Mt. Hebron High School: Kim Feldman, [kfeldman@umbc.edu](mailto:kfeldman@umbc.edu)

**Non-PDS site: Liaison at large, [pds@umbc.edu](mailto:pds@umbc.edu)**

## UMBC Program Directors

Early Childhood Education: Dr. Kindel Nash, [nashkt@umbc.edu](mailto:nashkt@umbc.edu)

Elementary: Dr. Patricia Young [pyoung@umbc.edu](mailto:pyoung@umbc.edu)

TESOL: Dr. Francis Hult, [fmhult@umbc.edu](mailto:fmhult@umbc.edu)

Secondary and P-12 Education: Dr. Cheryl North, [cnorth@umbc.edu](mailto:cnorth@umbc.edu)

Graduate Assistant Secondary: [secondaryed@umbc.edu](mailto:secondaryed@umbc.edu)

## Content Area Advisors:

Science: Dr. Jonathan Singer, [jsinger@umbc.edu](mailto:jsinger@umbc.edu)

Math: Dr. Christopher Rakes, [rakes@umbc.edu](mailto:rakes@umbc.edu)

Dance: Dr. Keisha Allen, [kallen@umbc.edu](mailto:kallen@umbc.edu)

English, Music, Theatre, and Art: Dr. Cheryl North, [cnorth@umbc.edu](mailto:cnorth@umbc.edu)

Social Studies and Foreign Languages: Dr. Linda Oliva, [oliva@umbc.edu](mailto:oliva@umbc.edu)

## INTERNSHIP YEAR OVERVIEW

The professional teaching year is the culminating experience for UMBC teacher candidates. Candidates are engaged in an extensive internship experience and related professional education courses. UMBC designs the internships to provide the intern with a rich, practical professional development experience and with multiple opportunities for support and feedback. The intended objectives of the internship are for the interns to put into practice what they have learned and are learning in their university courses while making positive contributions to the operation of the school.

Each intern has a support team consisting of the **Mentor Teacher/s**, a university-assigned **Supervisor**, and the **Program Director**. In a PDS school there is also a **UMBC Site Liaison** and school-based **Site Coordinator/Liaison**. At a school that is not a PDS school a **UMBC Liaison-at-Large** is assigned. See page 6 for names and contact information.. An array of faculty and administrators from the school and the university are also part of the intern’s support team.

Intern Support Team	
Placement School	UMBC
<p>Mentor Teacher(s)</p> <ul style="list-style-type: none"> <li>● Provides evaluation, feedback, and coaching</li> </ul> <p>Site Coordinator/Liaison (District Employee @ PDS schools)</p> <ul style="list-style-type: none"> <li>● Supports interns and mentors with questions and concerns related to site-based internship activities</li> </ul>	<p>Supervisor</p> <ul style="list-style-type: none"> <li>● Provides evaluation, feedback and coaching</li> </ul> <p>Program Director (see page 6)</p> <ul style="list-style-type: none"> <li>● Responsible for program on campus</li> </ul> <p>UMBC Site Liaison (see page 6)</p> <ul style="list-style-type: none"> <li>● Facilitates communication, coaching, and professional development</li> </ul>

Throughout the yearlong internship, a developmental approach guides the placement. The goal is to develop self-directed, competent new teachers. Interns should be integrated into the instructional program guided by the Andrews Model of Gradual Induction, which involves the following stages:

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

### Rotation Types

There are three types of rotations during internship referred to as single, split or departmentalized. You will see these rotation types referred to in the handbook. An intern’s rotation “type” is determined by either the area of certification or the subjects the mentor is teaching. More specifics are available in the program portion of the handbook.

- Single rotation: one mentor one rotation
- Split rotation: two mentors and two rotations (approximately 8 weeks each)
- Departmentalized: two mentors over the semester (½ day with each)



## Phase 1

**Minimum 25 full days**--see Academic Calendar (Appendix A) for start and end dates as well as program-specific requirements. ***Please note “days” in an entirely virtual environment will be broken into chunks of time that fit the needs of the intern and mentor and will include Google Meets, planning, meetings, and professional development.***

The Phase 1 experience is linked with specific program courses. Students are interning in schools and taking classes on campus. They use the UMBC calendar for breaks.

Interns are expected to report to their placement, starting on the first day of planning for the teachers. The intern’s active participation in these teacher professional days provides them with additional, invaluable preparation to teach, and we ask that they attend every day that the mentor attends. Classes for interns often begin during teacher planning week. Interns should share their class schedule with mentors and report to the school on days when they are not in class on campus.

Overview	Supervisor
<p>Interns should attend physically 1-2 full days or the virtual equivalent of 1-2 days as week according to your <a href="#">agreed upon and approved plan</a>. Interns should be actively involved and interacting with students in the classroom as early as possible during Phase 1, beginning with observing and assuming classroom routines and procedures.</p> <p>The intern should begin co-planning immediately and begin implementing plans from the mentor at his/her discretion by the middle of Phase 1. The purpose of this is so the intern builds capacity for lesson planning. Depending on what is developmentally appropriate for the intern, these lessons could be ones that the intern has developed or ones that the mentor and intern have co-developed. Co-planning plays a critical role in an intern’s development and preparedness. Interns should take the lead when co-planning as soon as they are ready. It is important that the intern is able to teach throughout Phase 1 and should be able to develop and implement standalone and back-to-back lessons by the end of Phase 1.</p>	<p>The UMBC Supervisor has regular “visits” and touchpoints with the intern and mentor. Feedback, both oral and written, is given on the Internship Activity Log and for each observation. Three-way conferences between the intern, mentor, and supervisor are scheduled at the beginning and end of each placement.</p>
<p><b>Joint Conferences</b> (Mentor/Supervisor/Intern) 2 times:</p> <ul style="list-style-type: none"> <li>● Beginning of P1 to set expectations, review assessments and Internship Activity Log expectations, and review the intern’s schedule.</li> <li>● <b>STAR 1.3, SPA 1.3 and Phase 1 Exit Survey:</b> At the end of Phase 1, the mentor and supervisor will collaborate and each will complete a Phase 1 Exit Survey on TK20. A rating of “Ready” is defined as the Intern demonstrating sufficient progress on the required criteria to proceed on toward Phase 2. A rating of “Ready” does not equate with “Mastery” or imply that continued growth is not needed.</li> </ul>	

## Phase 2

**Minimum 75 full days--see Academic Calendar (Appendix A) for start and end**

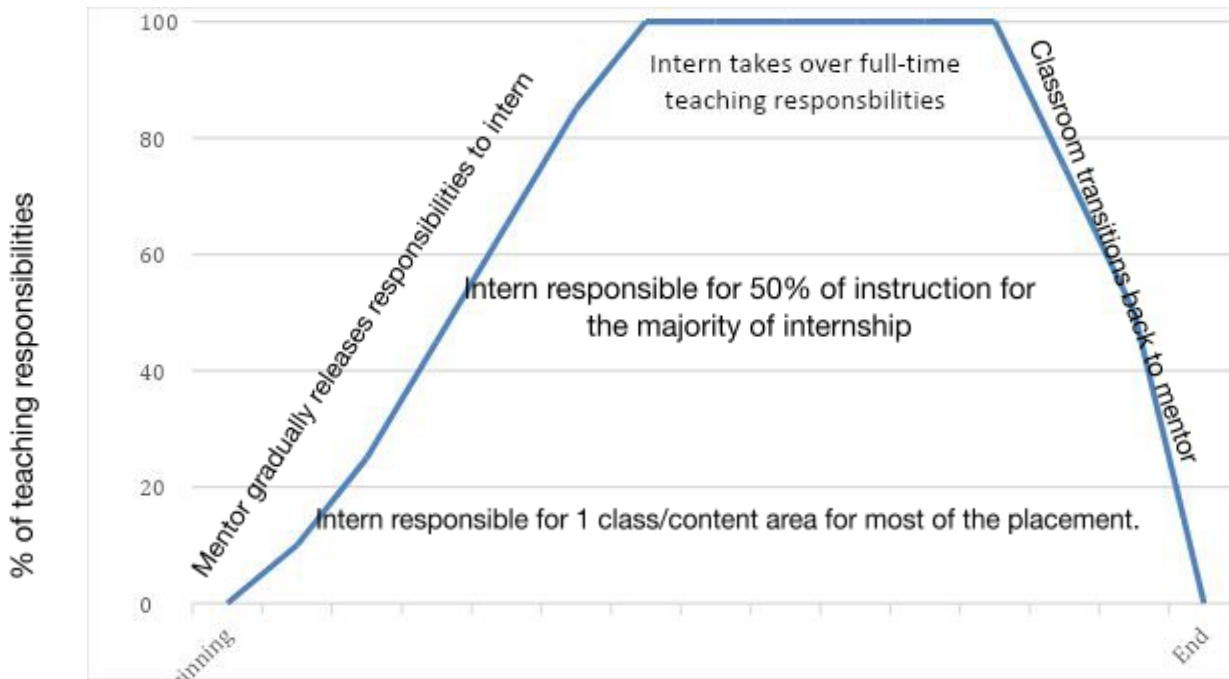
Students will continue with seminar classes on campus. They use the district calendar for breaks.

Overview	Supervisor
<p>Interns return to school full-time, typically working with the same mentor(s) as in Phase 1 to complete a <b>minimum of 75 full days</b> in their schools, assuming progressive responsibility building toward full teaching responsibilities, including planning, preparation, instruction, and assessment. The intern is expected to attend all school functions and perform all duties required of any teacher.</p>	<p>The UMBC Supervisor has regular “visits” and touchpoints with the intern and mentor throughout the semester to observe and give feedback. Feedback is given orally and in writing for each observation and uploaded to TK20. The STAR assessment on TK20 is completed twice (mid-semester and end of semester).</p>
<p><b>Joint Conferences</b> (Mentor/Supervisor/Intern) --3 times</p> <ul style="list-style-type: none"> <li>● Visit 2.1 observation is conducted by the end of the 1<sup>st</sup> month and includes a <b>Disposition Survey</b> completed by the mentor, supervisor, and intern.</li> <li>● <b>STAR 2.2</b> is conducted near the end of the 2nd month after visit 2.2               <ul style="list-style-type: none"> <li>○ STAR assessment on TK20 is completed. This observation and joint meeting between mentor, supervisor, and intern is critically important as it sets the tone for the rest of the semester. If an intern is not making satisfactory progress, intervention <b>MUST</b> happen at this time so that the intern has time to understand his/her areas for growth and make progress.</li> </ul> </li> <li>● <b>STAR 2.3, SPA 2.3 and surveys:</b> Mentor and supervisor arrive at consensus about intern’s performance and complete the summative assessments.</li> </ul>	

### Phase 2 Progression of Teaching Responsibilities

Interns who have a single rotation placement (conducting minimum 75 days in one placement) should provide full instruction for approximately six weeks. Some interns are ready to begin taking over more quickly and mentors are encouraged to consider a faster takeover if appropriate. Interns who have split rotation placements (conducting two rotations in two placements) should provide the majority of instruction for at least two to three weeks at each rotation. Interns are expected to assume increasing responsibility for classroom management in the presence of and with the assistance of the mentor teacher. The following chart is just a guide—actual weeks will be determined by the mentor’s schedule, intern development, and PK-12 student needs. If remote learning, the intern should be responsible for managing the virtual classroom, organizing materials, sending emails to parents, etc.

## Phase 2 Progression of Teaching Responsibilities\*



\* STAR 2.2 occurs between week 6-8 of Phase 2. It is important that the Mentor, Supervisor, Intern meet to review STAR 2.2. This is an opportunity to provide feedback and support for issues that may prevent successful completion of internship.

### Transition Back to Mentor Teacher

When the intern's placement is nearing completion, it is important to plan an appropriate transition back to the mentor teacher's primary role in the classroom to provide P-12 students with as much continuity as possible (this may be more important in an elementary setting). Transitioning back using a co-planning and co-teaching model where the intern gives primary teaching back to the mentor is recommended and length of transition is determined by the needs of interns, mentors, and P-12 students. In some settings, the intern will teach longer, and the transition can be shorter. In other settings, the transition will need to start sooner and may occur more slowly

## FEEDBACK AND ASSESSMENTS

*\*Please note, the feedback and assessments models are under review. We have done our best to provide you with an overview based on draft plans, you will be notified of updates.*

**Supervision Model-**For SY20-21 virtual supervision this is the recommended process for “Visit” 1.3, 2.2, and 2.3.

The supervision model is used for the more formal observations and includes the **pre-observation conference**, the **observation**, and the **post observation analysis conference**.

The process begins with the **pre-observation conference** before the observation. During this meeting the intern and supervisor meet virtually. The intern shares a screen and ‘walks’ the supervisor through the virtual classroom, especially highlighting any asynchronous activities that support the Google Meet lesson the supervisor will observe. During the pre-conference, the goals and objectives of the lesson can be discussed along with the developmental level of the classroom and clarification of format. With the reliance on learning management systems for both virtual and in-person classrooms it is important that the interns also review with the supervisors how the Pk-12 student access instruction, submit work, and review materials in the virtual classroom. Parameters of the observation and observation tools are discussed. Prior to the observation, the UMBC supervisor should seek input from and collaborate with the mentor regarding the intern’s strengths and areas for growth to give a consistent message to the intern.

The **observation** looks for evidence that the intern is progressing and documents the intern’s basic teaching competencies. The mentor and supervisor document instruction by recording specific observable behaviors through a variety of observation techniques. These include, but are not limited to informal observing, scripting, recording movement around the room if applicable, noting verbal feedback, noting questioning, timing parts of the lessons, and audio-taping and videotaping. In a virtual environment this would also include engaging all students, monitoring the chat box, providing opportunities for questions and clarity of asynchronous assignments. These specific data may then apply to standards-based assessment documents used by UMBC.

Feedback is given during the **post-observation analysis conference**. This guidance supports the intern and assures that the instructional program proceeds smoothly. Whenever possible, these feedback conferences should include the mentor teacher, university supervisor, and the intern. Mentors and supervisors should ask the intern for interpretation--what went well/take-aways/things to work on/if you could change one thing what would it be/etc. Interns can and should provide examples of student work and intern feedback to demonstrate what students learned, how they provided feedback for growth, and how they will use the data generated to inform future instruction. Mentors and supervisors should also be specific in pointing out and highlighting what went well. They can examine notes, logs, data, the virtual classroom, and other forms of evidence. Finally, they should be honest about areas for growth and give examples of strategies to implement in the future, making sure to also record all suggestions and make a plan to address areas for growth.

## **Suggested Observation Process**

It is important for the intern to have lessons approved by the mentor prior to turning them in to the supervisor. Therefore:

1. Intern submits lesson to mentor 2 school days in advance (or more as needed and agreed upon in advance).
2. Mentor provides feedback on lesson plan for revision.
3. Intern revises lesson plan based on feedback and sends to supervisor 1 school day in advance (or more as needed and agreed upon in advance).
4. Intern meets with supervisor for pre-observation conference to discuss asynchronous work.
5. Intern teaches lesson.
6. Supervisor debriefs with intern (and mentor if possible) to guide intern in reflecting on areas of strength and areas for growth.
7. Supervisor (and mentor if applicable) uploads observation notes and feedback to Tk20, including clear notes about areas of strength and areas for growth.

## **2020-2021 COVID Addendum**

Observations, visits, and meetings with supervisors will be virtual until further notice, this may mean the lesson approval process may need more time as asynchronous modules will need to be viewed prior to Google Meets. Since supervisors work with multiple schools in multiple districts, it was determined a virtual process for observation and meeting best met safety protocols for schools and supervisors. At this time, we are considering both synchronous and asynchronous observations formats.

## **Phase 1 Visits**

*Ongoing: Check Internship Activity Log regularly using it as a dialogue journal to provide written feedback and ask questions.*

- 1.1--September
  - Meet and greet with intern and mentor via video conferencing--go over interaction plan and assessment expectations
  - Tk20--Supervisor upload Approved Interaction Plan
- 1.2--October
  - Check and respond to log
  - Participate in Google Meet with intern interacting with students
  - Debrief by phone or video conferencing
  - Split rotation only--meeting with both mentors, intern, and supervisor
  - Tk20--Supervisor upload observation feedback (for split, upload 4-way conference discussion notes)
- 1.3--November
  - Check and respond to log
  - Full observation--pre-observation conference on video with tour of asynchronous lesson, participate in Google Meet, post-observation conference on video to discuss student work and intern feedback to students
  - Tk20--STAR 1.3/SPA/Survey (all)--upload Internship Activity Log (intern)

## Phase 2 Visits

*Ongoing: Check Internship Activity Log regularly using it as a dialogue journal to provide written feedback and ask questions.*

- 2.1--February
  - Check and respond to log
  - Participate in Google Meet with intern instructing students
  - Phone/video conference with intern and mentor about Dispositions
  - Tk20--upload observation notes (supervisor) and complete disposition survey (all)
- 2.2--March
  - Check and respond to log
  - Full observation--pre-observation conference on video with tour of asynchronous lesson, participate in Google Meet, post-observation conference on video to discuss student work and intern feedback to students
  - Tk20--Upload observation notes and complete STAR 2.2 and SPA (mentor and Supervisor)
- 2.3--April
  - Check and respond to log
  - Full observation--pre-observation conference on video with tour of asynchronous lesson, participate in Google Meet, post-observation conference on video to discuss student work and intern feedback to students
  - Tk20--Upload observation notes (mentor and supervisor) and Internship Activity Log (intern) and complete STAR 2.3 and SPA, Survey (all)

If classes move to face-to-face, the supervisor will observe lessons using video conferencing. If video conferencing does not work, the mentor can record the lesson to send to the supervisor for feedback, following school and district protocols for recording.

We thank you in advance for understanding that this is a new model of supervision for our supervisors, and we will all need to exercise some patience and give each other grace as we navigate this new model.

### Internship Activity Log

Interns will keep an Internship Activity Log that will be shared with the mentor and supervisor and uploaded to Tk20. The log will serve to document the time the intern spends on internship related tasks during Phase 1 it will also include all professional development the intern does outside of UMBC coursework whether offered by the district, by UMBC, or found online. It can also include extracurricular, leadership, and community-based experiences in the placement school. The log should include the date completed, the time spent, and 1-2 sentence reflection on questions raised or how to apply the ideas. This will be reviewed by the mentor and supervisor and can serve as a form of evidence to be used on TK20 evaluations.

### **Phase 1 Internship Interaction Plan**

Because intern availability during Phase 1 might not be such that they can have much interaction with students on the 1-2 full days they are available, time in internship will be determined by interactions and hours rather than days. Instead of selecting 1-2 days a week to intern, interns and mentors will develop a Phase 1 interaction plan together using [this worksheet](#). This plan will be submitted to the supervisor for approval. Any changes made to the plan later in the semester also need to be approved by the supervisor. The intern will additionally log their interactions and hours in their Internship Activity Log which will be shared with the mentor and supervisor and submitted to Tk20 at the end of Phase 1. Phase 1 interns should spend about 10 hours on internship per week, except planning days before the semester begins, in which interns should participate full-time in all meetings with their mentor (as permitted by UMBC class schedule). These planning days and any online training on digital platforms will also be logged in the Internship Activity Log.

#### *Justification for 10 hour minimum*

Interns should complete 25 days minimum in Phase 1. If the teacher day is about 7.5 hours, that is a total of 187.5 hours. If the interns participate in 5 days of planning and 13 10 hour weeks of internship, that works out to about 167.5 hours. They will also log additional hours in orientations and digital platform training, which should bring them within range of the 187.5-hour target.

### **Phase 2 Attendance**

Phase 2 interns are expected to work the full hours expected of teachers. They should be present for all synchronous meetings with students and any meetings required for the mentor teacher. Asynchronous work can be completed at different times, but all time spent on internship should be documented in the Internship Activity Log and should be a minimum of approximately 40 hours per week.

### **Tk20 by Watermark**

UMBC uses a cloud-based assessment system called Tk20 by Watermark. Over the course of the year, Mentors, Supervisors, and Interns complete assessments on Tk20. Tk20 requires all users to have a login and password. Login information can carry over from year to year ([education@umbc.edu](mailto:education@umbc.edu) can help reset the password if needed). Tk20 is an online system and information not saved can be lost. Please be sure to regularly save your data on Tk20 to avoid frustration.

The intern's Tk20 account will include the Process Folio which will be used to document experiences and competencies throughout the teacher education program. It also includes a *Teaching Folio*, as a part of the Process Folio, which is completed during the internship based on Specialized Professional Association (SPA) standards. An assessment of the portfolio is conducted by a team of reviewers in the final stage of the internship experience. Successful completion of the *Teaching Folio* is a requirement of the internship seminar. The UMBC Department of Education makes digital and video equipment, document scanning equipment, and computers available to interns for the purpose of building their electronic portfolio and

including Key Assignments in the Education Assessment System (EAS) via Tk20. Contact [education@umbc.edu](mailto:education@umbc.edu) if equipment is needed.

Interns, mentors, and supervisors will also use TK20 to:

- Upload written observation notes for each observation and Internship Activity Logs
- Complete the:
  - Student Teaching Assessment Record (STAR),
  - Specialized Program Area (SPA) assessment (if applicable),
  - Phase 1 Exit Survey,
  - Dispositions Survey, and
  - Program Evaluation Survey.

### **Student Teaching Assessment Record (STAR)**

STAR is the formal evaluation instrument used to assess intern progress and provide feedback. Interns, mentors and supervisors all complete STAR 3 times throughout the year. A narrative or feedback tool used during observation can be uploaded as an attachment to STAR.

STAR shows standards that must be met as “Target Level” by the **END OF PHASE 2**. Many interns will have scores of “NA” or “Developing” throughout much of Phase 1 with a few scores at “Novice.” Any score of “Novice” by the end of Phase 1 should be flagged and brought to the attention of the supervisor or liaison. Interns should be making regular improvement and should be moving toward “Target Level” in all areas by the middle of Phase 2. Supervisors and mentors should agree on an intern's general level of performance.

*By the end of Phase 2*, interns must be at “Accomplished Candidate Practitioner-Target Level” on STAR 2.4 which is defined as 2.50001-3.5.

### **Mentor Teacher Survey**

Mentor teachers provide valuable feedback which is used for program improvement. At the end of the internship, mentors will complete a survey on TK20 that will give the university feedback on the UMBC internship program, including the assessments, intern preparation, and supervisor performance.

### **Disposition Survey**

The Disposition Survey was created jointly by PDS stakeholders. Dispositions for interns should meet expectations when assessed by the mentor and supervisor at the end of the first month of Phase 2. More on this assessment is available on p. 28-29.

### **Joint Assessments: Mentor/Supervisor/Intern**

Several assessments throughout the internship are designed to be completed jointly. This means the mentor, supervisor, and intern are all completing a STAR based on their observation of the intern's performance as well as other forms of evidence such as mentor notes, professional development log, sample student work, conversations with school staff and intern, intern lesson plans, pictures, emails, or other relevant data. The purpose of joint scoring is to be sure mentor, supervisor, and intern are in agreement at regular checkpoints throughout the year. These joint assessments also provide the intern with a consistent message of areas of strength and areas for growth. STAR instruments will be completed individually, and scores will



not be identical, but the mentor, supervisor, and intern are encouraged to discuss the scores and come to some level of consensus. If mentors, supervisors, or interns are not in general agreement as to an intern's progress or have large discrepancies in scoring, this is a time to contact OFECP and the Program Director for additional supports and intervention. The joint assessments are bold in the chart below.

**Optional Mentor Observation Feedback**

Mentors are provided with a place to upload feedback at the end of each phase/rotation. This can be any observation notes or email feedback given throughout the semester. One suggestion would be to keep a running shared Google Doc or Word Doc with feedback throughout the semester that can be uploaded to Tk20 to provide documentation of intern feedback and growth.

## OBSERVATION TIMELINE

	Phase 1			Phase 2		
	Visit 1 <i>All 3 stakeholders meet together</i>	Visit 2	Visit 3 <i>All 3 stakeholders meet together</i>	Visit 1	Visit 2 <i>All 3 stakeholders meet together.</i>	Visit 3 <i>All 3 stakeholders meet together</i>
Fall Start Spring Start	September Jan	October Feb	Dec April-May	Jan-Feb Sep	Feb-Mar Oct	April-May Dec
<b>Supervisor</b>	Visit 1.1 + approve and upload Intern Interaction Plan  Review of assessment tools and expectations	Google Meet observation 1.2 + feedback  <i>Split rotation: Meet with both mentors</i>	Full observation 1.3*** + feedback (upload to STAR 1.3)  <b>Phase 1 Summative</b>  <ul style="list-style-type: none"> <li>STAR 1.3</li> <li>SPA 1.3*</li> <li>Phase 1 Exit Survey</li> </ul>	Google Meet observation 2.1 + feedback  Disposition Survey	Full Observation 2.2*** + feedback (upload to STAR 2.2)  <b>Phase 2 Benchmark</b>  <ul style="list-style-type: none"> <li>STAR 2.2</li> <li>SPA 2.2*</li> <li>Is the intern set up for successful completion? If not, contact the program and OFECP**</li> </ul>	Full Observation 2.3*** + feedback (upload to STAR 2.3)  <b>Phase 2 Summative</b>  <ul style="list-style-type: none"> <li>STAR 2.3</li> <li>SPA 2.3*</li> </ul>
<b>Mentor</b>	Review of assessment tools and expectations	Observation Only  <i>Split rotation: Meet with new mentor</i>	Observation  <b>Phase 1 Summative</b>  <ul style="list-style-type: none"> <li>STAR 1.3</li> <li>SPA 1.3*</li> <li>Phase 1 Exit Survey</li> <li>Phase 1 Observation Feedback</li> </ul>	Observation Only  Disposition Survey	Observation  <b>Phase 2 Benchmark</b>  <ul style="list-style-type: none"> <li>STAR 2.2</li> <li>SPA 2.2*</li> <li>Is the intern set up for successful completion? If not, contact the program and OFECP**</li> </ul>	Observation  <b>Phase 2 Summative</b>  <ul style="list-style-type: none"> <li>STAR 2.3</li> <li>SPA 2.3*</li> <li>Phase 2 Observation Feedback</li> </ul>
<b>Intern</b>	Review of assessment tools and expectations	Plan & Teach Lesson  Review Supervisor and mentor feedback	Plan & Teach Lesson  <b>Phase 1 Reflection</b>  <ul style="list-style-type: none"> <li>STAR 1.3</li> <li>SPA 1.3*</li> <li>Upload Internship Activity Log</li> </ul> Review Supervisor & Mentor P1 feedback	Plan & Teach Lesson  Disposition Survey  Review Disposition surveys and supervisor feedback	Plan & Teach Lesson  <b>Phase 2 Benchmark</b>  <ul style="list-style-type: none"> <li>STAR 2.2</li> <li>SPA 2.2*</li> </ul> Review Supervisor & Mentor feedback. If you have any concerns, contact program and OFECP**.	Plan & Teach Lesson  <b>Phase 2 Reflection</b>  <ul style="list-style-type: none"> <li>STAR 2.3</li> <li>SPA 2.3*</li> <li>Upload Internship Activity Log</li> </ul> Review Supervisor & Mentor P2 feedback for areas for growth

*Note.* STAR = Student Teaching Assessment Record; SPA = Specialized Professional Association Rubric; feedback=Observation Tool or notes and comments; 1.2=Phase 1 visit 2, 2.2=Phase 2 visit 2, etc.

\*If applicable

\*\*OFECP=Office of Field Experience and Clinical Practice -- [pds@umbc.edu](mailto:pds@umbc.edu)

\*\*\*Full Observation Cycle includes pre-conference with supervisor and intern to look at asynchronous teaching materials and talk about lesson, synchronous lesson observation, and post conference to discuss student work, intern feedback to students, and supervisor feedback

## Lesson Planning\*

Interns should check with their program to determine what lesson plan format is required during Phase 1. During Phase 2, the intern is encouraged to become familiar with and utilize the school/school system lesson plan in which he/she/they are interning. If the system does not have a lesson plan format, the UMBC lesson plan format used in Phase 1 may be substituted. The intern should get any lesson plan format other than the UMBC format approved by their supervisor for formal observation purposes.

Interns are expected to have fully developed lesson plans whenever they are responsible for instruction, especially for those lessons observed by the university supervisor. Interns must submit lesson plans to the mentor teacher **at least two (2) full school days** in advance of implementing them and have them approved by the mentor teacher prior to implementation, **or the intern may not be permitted to implement the plan**. Additionally, interns must submit the mentor-approved lesson plan to his/her/their University supervisor **at least one (1) full school day** in advance of a scheduled observation by the supervisor. *Please note a lesson plan taught on Monday would be due Thursday first thing in the morning to the mentor for approval and Friday first thing in the morning to the supervisor.*

During Phase 1, it is normal for interns to require a significant amount of assistance and scaffolding for lesson plans as they transition from lesson plans written in theory to lessons being implemented for a class in the field. Co-planning is expected. The intern should come with rough plans, ideas, and an open-mind. The mentor and intern should talk through the idea and work together to develop a cohesive plan. While interns have had experience in the field, many are still developing in their ability to apply theory to practice. They should be ready to show growth quickly but will need strong support early in Phase 1 to strengthen their practical knowledge. Co-planning (having mentors talk about the 'how' and 'why' of planning) is critical in this development. Even though interns will arrive in Phase 1 ready to write lesson plans fairly independently, they benefit from this co-planning to learn to take it to the next level and apply their learning in context. After these collaborative discussions, the intern should write the plan up and bring it back to the mentor for approval. Interns should be able to independently plan back-to-back lessons without difficulty by the end of Phase 1.

As the intern progresses into Phase 2 and takes over more teaching responsibilities, interns can use simpler lesson templates, but lessons that are observed by the supervisor will still require a full formal lesson plan.

## Considerations for Online and Hybrid Instruction

While interns have experience in online instruction, they, like their mentors, are working to learn new instructional technology platforms and technology integration for both online and hybrid instruction. Interns enter the classroom with a wealth of information about accessing classes and being instructed online in both synchronous and asynchronous environments. They have had some experience planning lessons and have spent the summer learning Google Classrooms and their district's instructional technology platforms through generic modules. They have not, however, had experiences delivering instruction online. Mentors may need to provide explicit modeling of how to set up instruction, facilitate Google Meets, provide meaningful assessment and feedback, and make connections with students in a virtual environment. Mentors should also provide interns with the list of district approved technology and apps. **Interns please ask--every district has their own list and they are not the same.**

Adequate time is needed for lesson plan submission and review. Although the minimum timelines have not changed we ask that interns and mentors develop a set procedure for lesson plan approval so that there is sufficient time for mentors to review and give feedback and for interns to make the necessary changes virtually.

### **Absences\***

Typically, absences for interns are ONLY when an intern is sick or has an emergency (a note may be required). If an intern needs a sick or emergency day, they **MUST** inform the mentor and are expected to provide substitute plans and materials for any lesson they were in charge of on that day. COVID-19 procedures and protocols may cause more absences--interns should follow district procedures and expect to make up missed days.

*\*Please see the policies section for more details on lesson planning and absences.*

## GUIDE FOR INTERNS

This guide is based on brick and mortar school experiences and may need to be modified to meet the demands of a virtual experience. Please review this guide with your mentor and supervisor and work together to determine what expectations will be when instruction is virtual. As noted previously, supervision will be virtual. This will require interns to be very clear in communicating and sharing lesson plans prior to observations. There should be a process agreed upon ahead of time and altered as needed.

### Responsibilities

- Attend internship for the state-mandated 100 days for the teachers work day.
- Dress professionally, yet comfortably. Districts have guidelines--go to the website to find them, usually under policies for employees. Ask the mentor if you need help. General guidelines include clothing that is neat, suitable for assignment, and not disruptive in the learning environment.
- Maintain open lines of communication with mentor, supervisor, and liaison.
- Submit proposed lesson plans to the mentor at least 2 school days in advance (during business hours) – NOT the day before. Lessons must be pre-approved by your mentor teacher in order to implement the lesson plan. If you have not submitted a lesson plan to your teacher and supervisor in the correct amount of time, you may not be allowed to teach that lesson.
- Submit lesson plans to your supervisor at least 1 school day in advance (during business hours) for observations.
- Keep track of assignment deadlines and when you need to be observed. Refer to the handbook, make a calendar, and reach out to your supervisor as needed to set up observations.
- Read and understand the Dispositions Survey and STAR/SPA assessments to make sure you know what is expected. Ask questions of your supervisor or program director to seek clarity.
- Read and comply with all expectations in the handbook and course syllabi.

### Suggestions for Success

#### ***Before Internship***

- As soon as you receive your district begin working on modules to learn your system's online learning platforms.
- As soon as you receive your placement, Google the school to learn a bit about it--the school profile and website are a great place to start. Don't forget to get directions (try making a "dry run" during rush hour) and put the school phone number in your cell phone.
- Contact the mentor teacher to introduce yourself. Give the mentor teacher at least a week to respond. If they are not available, email your site liaison.
  - a. Be sure to get the following information:
    - i. Hours of operation and what time teachers are expected to arrive and leave (confirm if on website)
    - ii. Professional dress expectations for the planning week
    - iii. Confirmation of directions from Google
    - iv. Where to park and how to sign in and meet up on the first day
    - v. Exchange contact information (preferred email/phone)

#### ***During Internship***

- Attendance and Punctuality
  - a. Arrive early on your first day and every day.
  - b. Make sure that you allow enough time for any traffic/parking issues that may arise.

- c. The teachers and children count on your coming in on the day(s) and time(s) that you have planned. The only reason for absence is illness or emergency.
  - d. Ask your mentor about the best way to contact them if such a situation arises and be prepared with sub plans for anything you would be teaching.
  - e. Be eager to engage with students, mentors, and colleagues
  - f. Follow your mentor's schedule as much as you can--this means coming early and staying late with your mentor within reason. If your mentor spends multiple hours before or after school, make a plan with them as to what is expected from you. Plan to stay longer than your mentor, if necessary, to get your work done. It will take you longer to do the work that your mentor is doing.
- Remember that this experience is a year-long interview. The way that you dress will make an impression and you only have one chance to make a first impression.
  - Ask your mentor or site liaison to introduce you to the principal, assistant principal, department leader/instructional team leader, support staff, front office staff, custodial staff, and anyone else with whom you may be working. (A notepad can be helpful to keep track of names on a school map.)
  - Be "value-added" every day.
    - a. Help in any way that supports your mentor. Take initiative to get involved and work with students. **It is YOUR job to ask – don't wait for the mentor to have to ask you.**
    - b. Consider attending or volunteering with clubs and events at your school.
    - c. Participate in as many professional development opportunities as possible
    - d. Be organized, trustworthy, and dependable--when you say you are going to have something done, get it done!
  - Share your syllabi with your mentor and outline key assignments that involve what you will need to do in the classroom.
  - Communication is essential to a successful internship! Set up regular, dedicated times to meet with your mentor.
    - a. Openly discuss questions, problems, and concerns with your mentor and liaison.
    - b. Do not wait to talk to someone if you have concerns about your mentor or placement! Always try to discuss concerns openly rather than remaining silent.
    - c. If you need support, see page 26 in this handbook.
  - Greet office staff and engage with other colleagues from your department and special education support staff.
  - Avoid retreating to your phone or laptop during lunches, meetings, and professional development opportunities.
  - Avoid negative talk about students or colleagues.
  - Use resources at the school such as teammates and support staff.

This is potentially the most wonderful and valuable experience that you will have during your teacher education program, so make the most of it. You will get out of this experience what you put into it! Take the time—make your lessons interesting, engaging, and enjoyable for your students. Remember that your internship is a year-long interview and performance assessment. Give it all that you have to offer! Please remember that your program, supervisor, and field placement office staff are here to support you. If you find yourself struggling more than you think is 'normal,' reach out, ask questions, and please don't wait until you are overwhelmed and missing deadlines.

## GUIDE FOR MENTORS

As a tenured, professionally certified teacher, you are responsible for collaborating with the UMBC supervisor, UMBC liaison, Program Director and school-based site liaison to provide individualized support and feedback for your intern. Please note this guide was written based on brick and mortar placements. We know the schools will also need to plan for virtual environments. Please take time to talk to your intern and the intern's supervisor and review expectations together to make plans that work for all stakeholders. Collaboration and feedback are two areas that we believe will need special attention in the virtual world.

### Responsibilities

- Establish clear, realistic expectations for your intern's roles and responsibilities in the classroom.
- Review the disposition survey and STAR and SPA with the supervisor and intern at the beginning of Phase 1 and Phase 2, this can serve as a guide and can be used to open up a discussion on the practical skills, dispositions, and soft skills of being a teacher.
- Develop a collaborative relationship with the intern.
- Make the invisible processes of teaching visible through metacognitive reflection.
- Model effective planning, instruction, assessment, and classroom management.
- Provide opportunities for co-planning/co-teaching as well as independent planning and teaching.
- Provide clear, focused, constructive and specific feedback—both written and verbal.
- Complete all required assessments and surveys in Tk20 (see timeline on page 17).
- Help interns document their work, including helping them to stream & record lessons if needed.
- Help interns develop into self-directed, reflective teachers willing to continue learning and trying new things.
- Participate in PDS strategic planning and PDS partnership opportunities.
- Provide interns the opportunity to develop as teachers while ensuring consistency of PK-12 student learning.
- Supervise intern and P-12 students at all times. Interns should not be left alone in the classroom for extended periods of time. If the mentor is absent, a district appointed substitute must be in the room at all times, even if the intern is teaching.
- Complete reference forms and write letter of recommendation upon program completion.
- Sign intern's attendance sheet and monitor Professional Development Log.

### Suggestions for Success

- Model and maintain open lines of communication with intern and university personnel to discuss challenges and concerns.
- Participate in professional development for mentors.
- Recognize that each intern is unique and may learn differently from other interns.
- Provide opportunities to co-plan/co-teach as much as possible.
- Be flexible if an intern needs more time to co-teach before moving to independent, sustained teaching.
- Model lesson planning and explain how and why particular choices are made during lesson implementation.
- Remember that interns are transitioning from writing hypothetical lesson plans to lesson plans for real students. If interns need extra support with lesson planning, contact the supervisor.
- Keep an ongoing record of feedback in a Google Doc or email folder for future reference.
- Inform interns of upcoming meetings and events at your school
- Invite the intern to become a part of the school and department community
- Cultivate a professional identity with strong connections to professional community, and increase capacity for professional leadership and ongoing desire to continually learn and improve practice.

## GUIDE FOR SUPERVISORS

As an official UMBC representative, the supervisor is an important member of the internship team that supports the internship process through observation, evaluation, feedback, and coaching. This year supervision will be virtual. This decision was made for a variety of safety reasons. Even if interns and mentors are in person or in a hybrid model, supervision will occur virtually.

### Responsibilities

- Visit the intern a minimum of 6 times. See timeline on page 17.
- Respond in 1-2 business days to intern and mentor emails. Interns are anxious for feedback and you are modeling appropriate professional email behavior.
- Provide clear, specific, constructive feedback both verbally and in writing. Feedback should be uploaded to TK20 after each observation and can be added or attached to the STAR for those observations requiring a STAR assessment.
  - A post observation conference to discuss the lesson is expected and mentors should be included when possible.
- Share additional ideas and give suggestions for alternative strategies for intern growth even if lessons were successful.
- Introduce yourself to the site coordinator/liaison, front office, and administration.
- Communicate with the school site coordinator/liaison and establish expectations for communication about visits and concerns.
- Evaluate the effectiveness of the intern with objectivity, reliability and validity.
- Complete assessments in Tk20 in a timely manner.
- Impart professional direction, advice and coaching that enables the intern to develop into an effective, competent, and qualified teacher.
- Facilitate the development of a strong, quality relationship between the mentor and the intern.
- Ask the mentor for feedback regarding intern areas of strength or areas for growth to send a consistent message during your conversations.
- Alert UMBC Liaison and Program Director if there are concerns about interns or mentors.

### Suggestions for Success

- Plan to sit down with the intern and mentor during Visit 1.1 to get to know them and go over the STAR and SPA assessments to make expectations clear. Discuss STAR scores and explain two important points:
  - scores of “Developing” are expected in Phase 1
  - scores of “Developing” have until the end of Phase 2 to be “Target Level”; however, if growth is not apparent, score may move to “Novice.”
- Provide feedback with a growth mindset, understanding that interns are still learning and need support in order to develop as professionals.
- If an intern needs extra support for lesson planning (beyond the mentor), be proactive by providing feedback on lesson plan before it is implemented.
- Arrive early for observations to observe how the intern interacts with students even as they enter the classroom.



## Virtual Internship Ideas

### Mentor Collaboration Ideas

We understand that internships will look different during this unusual season, but they can still learn a lot by participating in meetings and professional development, helping you to plan continuity of learning, understanding your process of planning and implementation, designing online learning activities, and providing students with feedback on their work. Here are some ways that interns can learn from and with you during this time...

- Join in district, school, department, and team meetings
- Participate in online district PD
- Design online lessons--WebQuests, HyperDocs, etc. Please share your best lessons with other interns and teachers through the [UMBC Distance Lesson Library](#).
- Design assessment tools and rubrics
- Design online enrichment and reinforcement activities
- Work with special educator to develop resources for students with IEPs and 504s
- Work with ESOL teacher to develop resources for English Learners
- Participate in class video conferences
- Record video mini-lessons or podcasts to help students with challenging material
- Participate in critical metacognitive reflection on digital learning with mentor
- Plan virtual field trips...many museums, zoos, factories and other places have developed online field trips, interns could develop a way to 'facilitate' these online
- Record read-alouds or create demonstration videos
- Work to differentiate online lessons such as adding closed captioning to already created videos.
- Grade student work
- Provide students with feedback
- Do online research for the mentor to find resources or online texts
- Compile and curate resources for students

### Professional Development

Interns can supplement their time working with the mentor by engaging in professional development independently or with the mentor. Interns can self-select PD activities, but they can also receive guidance from their mentor or supervisor. Interns can select a module or study resources provided by UMBC, engage with online modules offered by the school district, or find their own online modules and resources based on their professional needs. Here are a few ideas.

- [Select from UMBC modules and resources](#)
- Select from district modules and webinars
- Read and discuss a professional book with mentor

- Dive into classroom management and restorative practices resources and develop a classroom management plan for their future classroom. Consider both in person and online classroom management needs.
- Ask mentor to arrange a video chat for the intern to talk with support teachers like special educators, ESOL teachers, GT teachers, or school counselors.
- Research your own topic of interest that may not be on our list.
- Design an online project, lesson, or unit (see below).

### **Virtual Planning**

Interns may not be able to participate in planning as much as they would like because of district mandates during this time. If interns have extra time after doing their duties for the mentor and doing online PD, they can start designing lessons, projects and units that could be used as enrichment for students this year or saved for their future classrooms. Consider some of the following ideas. These lessons can be shared with the mentor and/or supervisor for feedback. Interns can also share their lessons with other teachers through the [UMBC Distance Lesson Library](#).

- Design a HyperDoc lesson or virtual field trip
- Design a WebQuest
- Experiment with other tools like VoiceThread, Pear Deck and Nearpod
- Develop a virtual unit plan
- Design tutorials and videos for students who are struggling with specific common topics. These can be saved to upload to your teacher web page in the future.

## GUIDELINES FOR ADDITIONAL SUPPORT

Each intern candidate is unique and will need different supports during the internship process for a variety of reasons. We have already outlined the typical supports already in place through the support team at the placement school and on campus. If an intern or mentor has concerns about how the internship is progressing, there are a variety of additional supports available.

### Support Process

If an intern has concerns about his or her own progress or about his or her relationship with the mentor, there are several avenues for support. Likewise, if a mentor has concerns about an intern's progress or about his/her relationship with the intern, the mentor has several avenues of support as well. The key to the entire process is **maintaining open communication** and **acting early** if concerns arise. Interns and mentors should not delay dealing with concerns. They should communicate with each other and with UMBC **early and often**. If mentors are concerned that an intern may not be proficient by the end of the semester, they **MUST** inform UMBC **by late February** if Phase 2 is in the Spring or **late October** if Phase 2 is in the fall or as soon as possible. It typically takes a couple of weeks to develop and implement a Provisional Agreement and interns need time to show growth.

- 1 **Intern and Mentor Communication**--If either the intern or mentor has concerns, the best place to begin is through communication with each other. It can be challenging to have hard conversations, but it is always best to maintain open lines of communication that allow for uncomfortable conversations. These hard conversations can lead to significant growth in professionalism for both interns and mentors. It is important to have face to face conversations as well as put feedback in writing, and documentation could become important if concerns persist. If no progress/change is made, or if the intern and mentor are not comfortable having these conversations on their own for any reason, then move to the next level of support **immediately!**
- 2 **Collaboration with Liaisons, Coordinators, and Supervisors**--Interns who have ongoing concerns about their own progress or their relationship with their mentor should reach out to their UMBC liaison and/or supervisor. Mentors who have ongoing concerns should reach out to the site-based liaison/coordinator (if PDS), the UMBC liaison, and the supervisor. The liaison, coordinator, and supervisor will facilitate meetings as needed and develop interventions when necessary. The intern's advisor may also be involved at this point.
- 3 **Program Director**--If concerns persist, the liaison or supervisor will arrange for a meeting with the program director to develop a more formal action plan or provisional agreement if necessary.
- 4 **Provisional Agreement**--The provisional agreement is a document signed by all stakeholders that makes it very clear in writing what the intern needs to do in order to remain in the internship and successfully complete the internship. Progress on achieving the provisions of the agreement will be closely monitored by the OFECP to determine if withdrawal is necessary.
- 5 **Internship Withdrawal Procedures:** see UMBC Internship Policies Section.

## Potential Interventions for Interns Needing Extra Support

1. Try different ways of communicating and collaborating
2. Put ideas and feedback in writing
3. Use Affective Statements:
  - When you \_\_\_\_\_, I feel \_\_\_\_\_ because I value \_\_\_\_\_ . Could you \_\_\_\_\_ in the future?
  - *Example: When you don't get things graded, I feel frustrated because I value giving students timely feedback. In the future, can you manage time so that assignments are graded within a week?*
4. Organize a circle with the support team to discuss areas of strength and areas of concern.
5. Consider using Restorative Questions:
  - What happened?
  - What were you thinking at the time?
  - How did this make people feel?
  - Who else has been affected?
  - What can we do put things right?
  - How can we do things differently in the future?
6. Co-plan and co-teach until intern is ready for independent planning and teaching
7. Invite other observers to provide additional feedback and fresh perspective
8. Observe other teachers
9. Video lessons and collaboratively analyze
10. Use Lesson Study protocols to collaboratively plan, implement, and analyze lessons
11. Use Google Docs to collaboratively plan and give feedback on lessons
12. Reflection journal--after each lesson answer a prompt such as:
  - I noticed \_\_\_\_\_ so next time I will \_\_\_\_\_.
  - What worked well was \_\_\_\_\_. What didn't work well was \_\_\_\_\_.  
Therefore, next time I will \_\_\_\_\_.
13. Use dialogue journal or Google Docs so that mentor can respond to intern reflections
14. Use the High Leverage Practices at [Teacherworks.org](http://Teacherworks.org) to facilitate conversations around what the intern needs to work on
15. Create a cohort of two interns and their mentors to work together
16. Consider if another mentor or school may be a better fit
17. Use the disposition survey (page 29) to cultivate the dispositions of teaching as a profession
18. Engage in action research to target a particular area of concern

## **DISPOSITION SURVEY**

The Intern Disposition Survey is a tool to help interns develop the soft-skills associated with teaching that are not necessarily seen during an observation or measured on STAR. These are skills that often appear on recommendation forms completed by mentors and supervisors when interns apply for jobs. This survey can be used by interns for self-reflection and by mentors to guide conversations and feedback throughout the year.

### **Beginning of Phase 1**

Intern and mentor should use the survey to discuss mentor expectations. The intern should share areas of strength as well as areas to focus on for growth.

### **Beginning of Phase 2**

After the intern has the first formal observation of Phase 2 (Visit 2.1), the mentor and supervisor will also go over the survey with the intern and complete the survey in Tk20. Interns should be meeting expectations for each disposition at this time. If not, the mentor, supervisor, and liaison should help the intern develop strategies to address the area(s) of concern. If necessary, a Provisional Agreement may be implemented.

### **Throughout the Internship**

Because performance can fluctuate, the survey can be used at other times during Phase 1 and Phase 2 as needed to address concerns as they arise.

## Intern Disposition Survey

Rank the intern using the following scale for each of the dispositions below:

1: Needs improvement      2: Meets expectations      3: Exceeds expectations      N/O: Not observed

Disposition	Proficient	Score
Attendance	Rarely absent or tardy and gives notification in a timely manner.	
Appearance	Regularly dresses and maintains an appearance that is appropriate based on social setting and role.	
Work ethic	Works consistently and can be trusted to have work done on time.	
Organization and preparation	Stays organized and has all materials prepared in a timely manner.	
Initiative	Actively looks for ways to be helpful and engaged. Initiates activities or conversations.	
Demeanor	Maintains composure under stressful situations.	
Well-being	Maintains health and emotional well-being.	
Written Communication	Written communication is easily understood and conveys meaning with effective use of grammar and punctuation. Emails are answered in a timely manner.	
Oral Communication	Oral communication is easily understood and conveys meaning effectively.	
Interpersonal Skills	Interacts with students and colleagues appropriately and positively. Words and actions are polite. Recognizes social cues from students and colleagues and reacts to them appropriately. Demonstrates intuition and the ability to empathize and relate with others.	
Reflective	Seeks opportunities to engage in thoughtful consideration of their own actions and their consequences and what they can learn from evaluating their processes and outcomes. Solicits input from others.	
Responsive to Feedback	Is receptive to feedback and suggestions and can consistently adapt behavior in response to feedback and suggestions.	
Engagement	Attentive to learning environment and student support needs. Regularly maintains eye contact. Minimal outside distractions (no texting/cell phone away).	
Respect	Interacts with all peers, colleagues, students, or authority figures appropriately.	
Values different perspectives	Values varied perspectives, lived experiences, and world views.	
Expectations	Communicates high expectations for all students.	

## UMBC INTERNSHIP POLICIES AND PROCEDURES

Teacher candidates are responsible for adhering to all policies and procedures outlined in the *Internship Handbook*, the UMBC Department of Education website, the *Application for Teaching Internship*, and the *Internship Placement Confirmation*. Updates and revisions to policies are made by consensus of university faculty. If a teacher candidate does not adhere to these policies and procedures, the teacher candidate may be suspended or terminated from the internship.

### **Approval of Internship Placement**

Approval for the internship is granted immediately prior to the beginning of each Phase. If this screening reveals that the applicant has become ineligible, the student will be required to cancel his/her registration, and appropriate school system personnel will be notified that the internship is terminated. 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 remain in the internship as scheduled, the Program Director and the Office of Field Experiences and Clinical Practice should be notified immediately.

### **Attendance, Punctuality, and Absences**

Interns are required to follow a full-time teacher's schedule at their schools which includes and is not limited to commitments after school and professional development days within their internship placement school(s). A school day is defined as beginning and ending at those times established by the district for the teachers at the school where the intern is placed. The normal length of a teacher's duty day is usually 7.5 hours; however, the duty day may be extended for school-sanctioned professional development activities beyond the hours of a regular school day. In a virtual environment in Phase 1 the interns/mentors create a schedule that is shared with the supervisor. The intern is expected to follow that schedule and attend synchronously at all the agreed upon times.

Attendance and punctuality are mandatory for all daily school activities and for all campus events, including the pre-internship orientation and internship seminar meetings. In Phase 2 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 on the Internship Activity Log. The Internship Activity Log is submitted on Tk20 at the end of each phase.

During Phase 1, interns coordinate with their mentor teacher to be present for a **minimum of twenty-five (25) full days** (see [virtual adaptation](#)). The internship experience begins when the **district teachers return in August** (prior to the students' first day of school). These professional days are required internship days and DO count toward the minimum days that interns must complete. Districts that start after Labor Day may have August PD days for teachers that coincide with the start of school for UMBC. Interns are required to attend as many days as their UMBC schedule will allow during that week but should not miss their first day of class on campus. Interns should clearly communicate attendance in advance to their mentor. Interns may not stop participating in internship once minimum day requirement is met. They should continue attending at least 1 day (or 10 hours) a week until the end of Phase 1 as indicated on the Academic Year Calendar (appendix A). Extra days cannot be used to decrease

the length of Phase 2, but they can be taken into consideration if there is a personal emergency in Phase 2.

During Phase 2, interns must attend school full-time for a **minimum of 75 full days**. Interns are required to follow the designated schedule provided on the OFECP Academic Year Calendar (Appendix A) which may have days built in to account for inclement weather days. Interns cannot end their internship early once the 75 day minimum is complete. 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 1 intern's UMBC schedule (Phase 2 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.

Absences for interns are **ONLY** when an intern is sick or has an emergency\* (a note may be required). If an intern needs a sick or emergency day, they **MUST** inform the mentor and university supervisor or liaison. Interns are expected to provide substitute plans and materials for any lesson they were in charge of on a missed day. Interns do not have to make up days when the school systems close for unforeseen circumstances such as inclement weather or other emergency situations unless those days are made up during the defined Academic Year Calendar (including make-up days during the district spring break). 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.

*\*COVID-19: Interns are required to follow the district protocols for COVID-19 screening and, based on these protocols may be told not to report to school. If this happens the intern should follow the directions of the school, contact their mentor to make them aware that they will not be in attendance, and contact their site liaison and OFECP at [PDS@umbc.edu](mailto:PDS@umbc.edu). These days will likely need to be made up.*

Employment and additional coursework are strongly discouraged for interns during Phase 2. Internship responsibilities at school or on campus can neither be waived nor modified to accommodate the demands of employment or other commitments.

### **Contact Information and Communication**

It is important that interns notify the Program Director of any changes to his/her contact information. Interns must use their **UMBC email address** to send emails to the Program Director and check emails daily as important announcements and information will be communicated to teacher candidates in this fashion. Any change of address, telephone number, or other information related to the internship experience must be reported to the Program Director and the Director of the Office of Field Experiences and Clinical Practice. UMBC email may be forwarded to another email account if desired. To set up email forwarding, please visit [this site](#).



## **Criminal Background Check Clearance**

Interns must have a current, completed and notarized Criminal History Disclosure form on file with the Office of Field Experiences and Clinical Practice. If the intern is aware of any involvement with the legal system that may have an adverse impact on his/her ability to enter the internship, he/she may want to undergo a criminal background check immediately so that there is 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.

Once interns have been informed of the location for their year-long internship, they will need to review the criminal background check procedures and fees for the local school district to which the school belongs. These procedures vary by district. Interns must comply with those procedures within the specified time frame articulated by the district, which may be prior to or during Phase 1 of the internship. In the interim, interns must have a current, completed and notarized Criminal History Disclosure form on file with the Office of Field Experiences and Clinical Practice, unless they have already been hired under conditional certification and undergone a background check for their district.

## **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 Leadership Board. Teacher candidates may request an exception to a policy and/or procedure by submitting such a request in writing to the Program Director.

## **Internship Course Registration and Related Fees**

University course registration must be completed in the regular manner during the registration periods. An internship fee is charged prior to the start of Phase 2 of the internship (see University catalog for details). This fee appears on the UMBC statement of charges and covers some of the additional costs associated with the internship experiences, e.g., honoraria for mentor teachers and university supervisors. Interns are also responsible for other fees associated with their internship, including the cost of their criminal background check and registering for their Tk20 account.

## **Nepotism**

UMBC does not allow an internship placement in a school where a son, daughter, or sibling of the intern is a student; or where a parent, spouse, or other close relative is employed. In the event a teacher candidate has a family member also completing an internship, they will not be placed in the same school for the internship. It is the responsibility of the intern to notify the Program Director if they are assigned in a school where these conditions exist.

## **Phase 2 Seminar**

During Phase 2 of the internship, interns register for and attend the internship seminar course. This credit-bearing academic course meets on a weekly basis and serves two main purposes. The first purpose is to provide support as the internship progresses. Interns receive instruction on topics such as classroom organization and management, parent conferencing, lesson plans,

assessments, and modifications for students with special needs. The second purpose is to assist with the development of the required *Teaching Folio*.

### **Professional Behavior and Attire**

Interns are expected to dress and act in a professional manner--even online, interns should be sure they are dressed as a teacher. Regulations governing regular teachers in the school district apply to the teacher candidate during his/her/their assignment in that school. Interns are expected to adhere to the local school system's professional dress code throughout the internship experience.

### **Social Media/Phones**

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. Interns should NOT share their cell phone numbers with students or families during their internship.

### **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. In addition, interns must adhere to school policies regarding communications with parents and the community. Interns must also comply with local school system policies involving data collection, recording of student information, confidentiality, and the taking of photographs or videos in a school.

### **Substitute Teaching**

Teacher candidates should not serve as paid substitutes on their internship days in Phase 1 or Phase 2. If the mentor teacher is absent, then an official substitute teacher must be in the classroom at all times, even if the intern is delivering the instruction for a given class period or for that day. If the principal permits it, interns can occasionally briefly cover for their mentor's class in case the mentor has an emergency or needs to cover for another teacher. It is not yet clear if interns can meet with students independent of the mentor in virtual environments or sub for mentors if mentors cannot attend Google Meets. Interns should follow district protocols for interacting with students in the absence of the mentor once those protocols are made clear. (7/22/20)

### **Internship Withdrawal**

**Voluntary withdrawal:** Interns can voluntarily withdraw from the internship at any time if they determine that the teaching career or internship is not a good fit at this time. The Intern should immediately reach out to their UMBC supervisor, site liaison, seminar instructor or Program Director. Interns who voluntarily withdraw will be invited to have a meeting with OFECP on campus to provide program feedback and discuss options moving forward. Interns will be asked to write a letter to formally withdraw.

***Involuntary withdrawal:*** Interns will be withdrawn by the program if they do not meet the expectations outlined in this handbook or if they do not meet the expectations outlined in their provisional agreement. If an intern is involuntarily withdrawn, they will be instructed to immediately stop attending their placement and will have a meeting with OFECP on campus at UMBC to provide program feedback and discuss options moving forward. The intern will bring materials from their placement school to the UMBC campus. The PDS site liaison or a representative from UMBC will arrange to have the intern's materials brought from the placement school to UMBC campus for an exchange.

***Withdrawal deadlines:*** Withdrawing interns will need to withdraw from internship courses, and UMBC deadlines for withdrawing will apply. See the UMBC Academic Calendar on the registrar's office web page for exact dates. Be sure to look for the following dates:

- Dropping without a 'W'
- Dropping with a 'W'

## TESOL CERTIFICATION PROGRAM

Program Director: Francis Hult, fmhult@umbc.edu

### THE TESOL INTERNSHIP EXPERIENCE

In a standard TESOL internship (**a Split Rotation program**), interns will be assigned to an elementary school and a secondary school. Occasionally, TESOL certification interns might be assigned to a P-8 school and do their entire internship in the one school (**a Single Rotation program**). This can happen if the school has TESOL students at both the elementary and middle school grade levels. On occasion, interns are hired conditionally as a teacher. They may use their teaching positions to satisfy their internship requirements if this is approved by the accommodating school district.

**Phase 1:** During the first semester, interns will visit their schools one or two days per week. Interns in a **split rotation** will attend at least 12-13 days in each rotation. Interns in a **single rotation** will spend a minimum of 25 days of Phase 1 in the one school. Rotation dates are defined by the Academic Calendar (Appendix A). The Phase 1 experience is linked to a seminar course, EDUC 791S, which will meet one evening per week.

**Phase 2:** Interns in a split rotation will again have 2 rotations working with each of their mentors approximately half their time at each school. Interns working in one school will spend a minimum of 75 days at that school. Rotation dates are defined by the Academic Calendar (Appendix A). The Phase 2 experience is also linked to a seminar course, EDUC 792L, which will meet one evening per week.

### TESOL INTERNSHIP SEMINAR SUMMARY

#### Course Descriptions and Overview:

TESOL Interns attend two seminars in conjunction with their internship.

- Phase 1 – EDUC 791S – Practicum in Education, TESOL P-12, **3** credits
- Phase 2 – EDUC 792L – Internship in Education, TESOL P-12, **6** credits

The seminar courses meet weekly. Through these courses, teacher candidates discuss lesson planning, teaching activities, classroom management, and school activities. In Phase 1, interns will demonstrate proficiency in TESOL/CAEP P-12 Teacher Standards by developing a teaching philosophy and developing and teaching a unit plan. In Phase 2, interns will continue to demonstrate that they meet TESOL/CAEP standards by designing and implementing a student learning outcomes (SLO) project, compiling a portfolio, and passing their internship evaluation.

## **Internship Checklist**

The following checklist offers guidelines for following your TESOL 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 1**

The Phase 1 component of the internship occurs over an entire semester and should begin prior to the start of UMBC's school term (see Academic Calendar Appendix A). You may fulfill specific course-based requirements as well as assignments related to classrooms, students, school, and community outlined below. You may be in one school the first half of the term (August to October) and a second school for the second half of the term (October to December).

### **Week 1 of Rotation 1 or 2 General school orientation**

*This could be in mid-August and/or late October.*

- 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 or set up a virtual one.
- Introduce yourself to other faculty members and staff.
- Learn about staff meeting procedures and expectations for interns (e.g., When are meetings? Who's in charge? What's expected?).
- Learn the nuts and bolts of the school's policies and procedures.
- Learn about supplies and equipment – their availability and how to get them.
- Learn the platforms used for instruction and student and parent communication.
- Learn about school/district technology and wrap-around services (e.g., food distribution, device distribution, wifi hotspots).
- 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, 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., arrival time on workdays, dress codes, parent contacts, etc.).

### **Instructional Orientation:**

- Learn the importance of performance outcomes and Maryland's tests (PARCC, 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 1, 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 1 session.
- Observe lessons 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.
- Meet with your supervisor and mentor after Observation 1.1 or 1.3 to review expectations and assessments throughout the internship.

### **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 Observation 1.2 or 1.4 Review STAR 1.2 or 1.4 and check Exit Phase 1 Survey on TK20.

## **Phase 2**

If you are interning at 2 schools, you will spend a about two months 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 2, 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 Observation 2.1 or 2.3
  - Mentor and Supervisor will complete a dispositions survey after Observation 2.1.
- 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.
- Conduct Observation 2.2 or 2.4
- Mentor, Supervisor, and intern will complete STAR 2.2 or 2.4 and SPA 2.2 or 2.4.
- Plan a meeting at the end of rotation to review.
- Evaluate the UMBC Teacher Education Program and the university supervisor.





**Fall 2020-Spring 2021 Academic Year Calendar**

August					September					October					November					December				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	4	5	6	7	1	2	3	4		5	6	7	8	9	2	3	4	5	6	7	8	9	10	11
3					7	8	9	10	11	12	13	14	15	16	9	10	11	12	13	14	15	16	17	18
10	11	12	13	14	14	15	16	17	18	19	20	21	23	24	16	17	18	19	20	21	22	23	24	25
17	18	19	20	21	21	22	23	24	25	26	27	28	29	30	23	24	25	26	27	28	29	30	31	
24	25	26	27	28	28	29	30																	
31																								

**Phase II**

January					February					March					April					May				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	3	4	5	6	7
4	5	6	8	9	8	9	10	11	12	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
25	26	27	28	29						29	30	31			26	27	28	29	30	31				

**Fall 2020 (Phase III)**

Phase II – minimum 80 days (all days as designated by calendar).

August: Beginning of Phase II

2020 Openings:

AACPS: 8/27, HCPSS: 8/25, BCPS: 8/31, BctvPS: 8/24

Rotation 1 ends— 10/24/2020

Rotation 2 begins – 10/26/2020

End of Phase 2: 12/23/2020

**Fall 2020 (Phase II)**

Phase I – minimum 25 days (all weeks as designated)

August: Beginning of Phase I

2020 Openings:

AACPS: 8/27, HCPSS: 8/25, BCPS: 8/31, BctvPS: 8/24

Rotation 1 ends— 10/24/2020

Rotation 2 begins – 10/26/2020

End of Phase I: 12/9/2020

**SPRING 2021 (Phase III)**

Phase II – minimum 75 days (all days as designated by calendar).

Beginning of Phase II: 01/04/2021

Beginning of Phase I: 01/19/2021

Rotation 1 ends – 03/05/2021

Rotation 2 begins – 03/08/2021

End of Phase I and II: 05/07/2021

*\*Please monitor your school system's website for updates throughout this year for updates. Dates on this calendar accurate as of 7/20/2020. We also recommend signing up for your district or school notification system for emergency school closings.*

## APPENDIX B – Lesson Plan Template

### TESOL Lesson Plan Template

The following is a sample lesson plan template. Your school district may have a specific template that teachers use. If this is the case, make sure you follow the school template for all lessons observed. Make sure to communicate this information to both your supervisor and seminar instructor.

1. **Lesson Title/subject**
2. **Objectives** (e.g., ABCD criteria, terminal and enabling objectives; remember to include a language focus)
3. **Target content** (language items, language functions, other content as needed, e.g., strategies, skills, academic content, cultural content)
4. **Standards addressed** (as required for the school)
5. **Materials** (equipment, textbooks, worksheets, visuals, etc. Append texts, recording transcripts, video links, pictures, etc., at the end of the lesson plan.)
6. **Lesson Procedures:** Include step-by-step instructions.

Possible format for lesson procedures:

- Warm-up
- Presentation
- Guided Practice
- Independent Practice
- Evaluation
- Closure