

FROSTBURG STATE UNIVERSITY

Master of Arts in Teaching Elementary

**Program Handbook
2013-2014**

For

**Interns, Mentor Teachers,
University Supervisors and Liaisons,
Professional Development School Site Coordinators, and Principals**

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Fall 2012 PDS Assignment	Spring 2013 PDS Assignment
Mentor Teacher:	Mentor Teacher:
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E-mail Address:	Email Address:
University Supervisor:	University Supervisor:
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Mailing Address:	Mailing Address:
Email Address:	Email Address:
PDS Principal:	PDS Principal:
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
Mailing Address:	Mailing Address:
Email Address:	Email Address:
PDS Site Coordinator:	PDS Site Coordinator:
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From Dr. Jamey Tobery-Nystrom, Coordinator of the MAT-E Program of Frostburg State University - University System of Maryland at Hagerstown

A Welcome to Our Interns...

It is with great excitement that I welcome you and sincerely hope you stand with great pride that you have become selected as a member of our latest cohort of candidates in our Master of Arts in Teaching Elementary (MAT-E) program. Congratulations! These pages are meant to guide you – and all of the fine professionals poised to support you through nearly every challenge you might face in reaching your goal of becoming a certified teacher, Grades 1 through 6, and a holder of State of Maryland licensure. Should you identify ways in which these pages are not as helpful as they should be, I welcome that constructive criticism and direct you to my contact information.

All associated with the MAT-E program at FSU@ USMH are to recognize that plentiful resources are available to you. Each candidate will enjoy the full support of the faculty and administration of Frostburg State University and the staff and faculty who are housed at the USMH Center in Hagerstown. Each candidate, also, will enjoy the company, camaraderie, guidance, and leadership of a Mentor Teacher in both of their Professional Development School (PDS) internship assignments. In addition, other seasoned professionals are already in place and await your arrival at a PDS assignment. These professionals we call “Supervisors”. All Mentor Teachers and Supervisors are guided and assisted by each of us in their responsibilities to serve you in your field experiences. Again, should any candidates assess that, together, University respondents and identified PDS personnel can be of additional assistance in some important way, I would welcome your recommendation.

Frostburg State University and the USMH Center personnel are primed and prepped to assist you toward exciting, attainable new goals.

...Our Word of Thanks to School Personnel

On behalf of the Board of Trustees, our President, Dr. Jonathan Gibraltar, and the staff members and students of Frostburg State University, we extend our thanks to you for agreeing to serve as a Mentor or as a Site Coordinator, and, therefore, as a member of the supervisory team to the ladies and gentlemen of our Master of Arts in Teaching - Elementary program. You already have established yourselves as invaluable contributors to the professional growth of our candidates.

This document is intended to serve you as you interact with our energetic and enthusiastic intern-teachers in training. I ask that you provide any manner of comment, inquiry, constructive criticism, and collegial inquiry in order to enhance your service to our students. In the same vein, I ask that you provide such exchanges with us so that you will quickly recognize your role of Mentor or PDS representative among your most satisfying of professional experiences. Let us know how we can be of service to you.

To All:

This handbook is designed to orient Interns, Mentor Teachers, and PDS representatives to their roles and responsibilities. The handbook also explains the field and coursework requirements for the candidates in the MAT-E program. As Mentors and Supervisors, you provide important structure and guidance, primarily within “Practicum I” and “Practicum II”.

The MAT-E program provides initial elementary teacher certification in grades 1-6 and a Master’s degree for candidates who already have rich personal and professional experiences, upon entering into the MAT-E program. Additionally, the MAT-E program provides those candidates with a concentration in English, Science, Math, and History the opportunity to obtain middle school certification. The program instructs in pedagogical theory and designs application of the instruction elementary classroom into coordinated university classroom and Professional Development School (PDS) experiences. Classes are held at the University System of Maryland Hagerstown center. The Professional Development Schools are located in the Allegany, Frederick, Garrett, and Washington Counties.

This full-time program is an intense 46 credit hour program completed in one calendar year. All study and field experience aspects of our program are explained later in this document in far greater detail.

* * *

A word about our program’s specific attention to “Reflection”

Degree candidates and school personnel, alike, are urged to take special note that, among the attributes we seek to develop in our graduates is the capacity of a “reflective decision-maker. This “special word” is provided here to amplify the point that “reflection’ is a part of everything we do as program preparers, and thus, it is to be viewed by all as an integral part of each program aspect and finished product. A review of our *Appendix* item listing the indicators for a “reflective decision-maker” shows that we urge our successful candidates to embrace reflection such that it becomes second nature to:

- View classroom instruction as a continuous set of decision-making opportunities
- Exhibit the ability to identify and analyze classroom and school problems
- Monitor the effectiveness of one’s own practices and decisions
- Strive for continuous self-improvement as measured by learner-success data
- Encourage students to engage in thoughtful, productive self-criticism
- Analyze results of research-based best practices for planning curriculum, instruction, and assessment

In the field of education, the very best practitioners have long established that the lesson, the unit, the program, and the initiative have not been finalized until the appropriate evaluation has been conducted. Similarly, the Intern’s activity has not been concluded or finalized until the reflection concerning that activity has been completed

Master of Arts in Teaching – Elementary Program Philosophy and Objectives

The philosophy for the program, as delineated in FSU’s “Conceptual Framework”, guides the MAT-E program. Each MAT-E program objective provides a means to ensure mastery of the six (6) “Attributes” derived from the “Conceptual Framework” outlined in the Appendix. As a result of this approach, the program unites orientation to inquiry, reflection, performance, diversity, leadership, and technology. These are observable in the program objectives.

Program Objectives:

1. To provide candidates with a high quality, intensive, twelve-month experience for elementary teacher preparation;
2. To develop candidates’ ability to obtain the knowledge, skills, and dispositions of highly effective teachers;
3. To develop candidates that will demonstrate the performances of all the Association of Childhood Education International (ACEI) Elementary Standards for national accreditation, INTASC standards, and the expectations of the FSU College of Education’s Conceptual Framework;
4. To engage with Professional Development Schools in the collaborative effort of staff development and pre-service teacher training;
5. To make a positive impact on Professional Development Schools and, especially, on the students attending those schools;
6. To involve the candidates in deep reflection, research, and problem-solving about teaching and learning;
7. To continually demand candidate proof of performance through displays of teaching skills and through documentation of children’s learning;
8. To prepare candidates with the research skills to promote student learning.

Of particular note, and, as the plan of study indicates, the MAT-E program contains a heavy emphasis on reading. The Maryland State Department of Education mandates a program requirement of four (4) specific courses in reading. Candidates apply knowledge, skills, and dispositions as a result of these courses: *Language Acquisition, Reading Materials, Literacy Instruction, and Reading Assessment.*

This full time program has already been described as an intense one, and 46 graduate hours of achievement are expected for completion within a twelve-month period of time. The outline for the plan of study and field experiences begins on the next page.

Plan of Study

Summer		Credit Hours
EDUC 606	Developmental Theory and Experiential Growth	3
REED 530	Processes and Acquisitions of Language and Reading	3
EDUC 663	Management and the Learning Environment	3
SPED 551	Adapting the Curriculum for a Diverse Classroom	3
REED 532	Reading Materials	3
Fall Semester		
EDUC 661	Mathematics: Curriculum, Instruction, & Assessment	3
EDUC 662	Science & Health: Curriculum, Instruction, & Assessment	3
EDUC 666	Social Studies: Curriculum, Instruction, & Assessment	3
REED 531	Literacy Instruction	3
EDUC 696	Practicum Part I	3
Intersession (January)		
EDUC 665	The Arts: Contrasts and Connections	3
EDUC 603	Principles and Practices of Research	3
PHEC 604	Human Movement and Physical Activities for the Elementary Classroom	1
Spring Semester		
REED 533	Reading Assessment	3
EDUC 697	Practicum Part II	6

Relevant Policies, Practices, and Directions Associated with Students' Approaches to MAT-Elementary Coursework

Attendance and Punctuality

The following policies describe important procedural information. Attendance is essential and required throughout the program.

Course Policies:

Any candidate missing a class will be subject to a one grade deduction. Appeals are encouraged if the candidate has a valid reason for missing the class.

- The written appeal should be sent to the MAT Program Coordinator no later than a week after the missed class to consider reversing the letter deduction. If the appeal is successful, the candidate must make up that class period through specific readings and additional assignments.
- The instructor will provide the make-up assignments and monitor the quality of the submission to determine if sufficient understanding of the course content has occurred.
- If a candidate fails to demonstrate the knowledge or ability to meet the course outcomes as a result of absences, he/she will need to repeat the course.
- All absences need to be reported to the instructor prior to the class unless extenuating circumstances prevent calling or emailing in advance.
- Individual course instructors reserve the right to supplement this policy with their own procedures.

Missing or Late Assignments:

Class assignments are due on scheduled days.

- If assignments are late by more than one day, points will be deducted for that assignment unless the instructor indicates an extension has been granted.
- A missing assignment receives no credit, and a zero will be computed into the final grade.
- Instructors reserve the right to establish late penalties as deemed appropriate for individual assignments.

Academic Dishonesty:

As stated in FSU's *Graduate Catalog*, and web-based University Policy locations, academic dishonesty is defined to include any form of cheating and/or plagiarism.

Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving, or receiving unauthorized assistance on any examination, quiz, or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of material which use hypotheses, conclusion, evidence, data, or the like in a way that the student appears to have done work which she/he did not, in fact, do. For more policy information, consult the listing of web-links in the Appendix.

Disability Awareness:

If a candidate has a disability, one that requires special consideration by the instructor and/or supervisor and has been confirmed by the Office of Student Services or other qualified persons; the candidate should provide information and request accommodations in writing.

Accommodations include suggestions for assistance in participating in class and/or completing class assignments or field experiences. This documentation should be submitted before the course enters the second scheduled day or a week in advance of an intense two-week session. Waiting until or after an assignment is due to inform instructors is unacceptable. Be proactive.

The “3.0 Requirement”:

Throughout the implementation of their program of study, candidates must adhere to graduate school policies, including the requirement that they maintain a 3.0 average and that they successfully complete the required courses and field experiences. Each candidate designs and builds a developmental portfolio throughout the year. This portfolio is based on the aforementioned University’s conceptual framework and clearly indicates the Elementary Standards. Additionally, candidates conduct an action research project based on the needs of their PDS as determined by the PDS’s school-improvement plan.

Exit

Candidates must successfully complete exit requirements before obtaining their degrees. These requirements include a thorough battery of Intern Rating Forms and formal evaluation materials demonstrating, at minimum, “acceptable” ratings along each evaluation measure of each evaluation form. In addition, Candidates must pass an exit portfolio presentation, must provide evidence of the completion of a research project, must submit documentation of having completed the *Maryland Teacher Technology Standards* and provide evidence of having taken the Praxis II tests for both Content Knowledge and Content Area Exercises.

Note: While passing scores on the Praxis II exams are not required to exit the program, evidence must be supplied that the tests have been taken.

Passing scores must be obtained for Maryland State Teacher Certification licensure.

The exit portfolios represent the culmination of Candidates’ achievement of program unit outcomes and the education standards which guide the University’s approach to State of Maryland requirements for certification. “*Artifacts*” are gathered from coursework and field experiences. The Instructors, Supervisors, and the Mentor Teachers, as monitors of Candidate’s work, are partners in the identification of specific aspects of a Candidate’s portfolio. With the successful portfolio presentation, an “Exit Review Panel”, as convened by the MAT-E program leadership, makes the final recommendations for graduation.

Credential Files

Establishing and maintaining a credential file is the responsibility of the Candidate. To establish a file, the Candidate may contact the *Director of the Office of Career Services* or visit their website through FSU’s homepage.

Relevant Policies, Practices, and Directions for Interns and Mentor Teachers Relative to Field Experiences

The Purposes of the Field Experience Program are to provide to the Intern:

- A realistic laboratory where he or she can observe teachers and children
- A variety of opportunities to employ the knowledge and skills learned in the university courses.
- Insight into the context of an entire school, including the roles of school position holders, personnel, local community representatives, and parents
- Access to diverse settings and populations associated with American schools.
- Access to the State of Maryland's systematic approach of *Professional Development Schools*
- The requisite experiences permitting him or her the opportunity of making a final determination regarding a career in teaching
- Comprehensive views of each of the roles assumed by a public school teacher
- Comprehensive views of the needs of elementary students and the needs of children in our society
- Identification of the areas of improvement
- The ability to identify at an early stage the areas in which he/she will need additional assistance
- A variety of opportunities to develop the attributes of the dedicated professional, the instructional leader, the continuous assessor, the educational advocate, the collaborative bridge-builder, and the reflective decision-maker

Lesson Planning Each Internship Practicum

For a large number of reasons, the Intern is expected to work in close communication with the Mentor Teacher. The most important need in this area is for the Intern to have the most enriching practical teaching experience, one worthy of leading to State of Maryland certification in Grades 1 through 6. The ability to secure feedback from the Mentor, the ability to be aligned to all Mentor expectations for independent teaching times, and the requirement to participate thoroughly and appropriately in key evaluation times, are additional critical reasons for such important communication.

If not already effectively conveyed above, with respect to communication, Intern and Mentor Teacher are encouraged in the most emphatic way possible to set aside regular daily times, the purposes of which are to identify issues of importance, to thoroughly discuss those issues, and to relate those discussions to elements of the Intern's progress.

Unless communicated otherwise by the Mentor, Interns are expected to submit lesson plans at least two (2) days prior to teaching a lesson for Mentor feedback. All lesson plans are a requirement for Mentor Teachers or University Supervisors conducting a formal evaluation. Upon approval by Mentor and Supervisor, the Intern will be permitted, and, in fact, encouraged to utilize their county's format for planning. Interns must have all components required in a Frostburg State University lesson plan. Interns are to reference the relevant Common Core State Standards (CCSS) objective(s), procedures, and assessments. As clearly indicated to all in a previous section, reflections are vital to each program activity. Practicum reflections are expected on all full lesson plans.

Program Timelines

Time frame is approximated because of the different county schedules. (See yearly calendar for specific dates.)

Fall Semester Overview:

The Practicum I experience begins with candidates providing assistance, practicing team work, and working within the dictates and requirements in grade levels and classroom settings as provided by the PDS of candidates' first assignments.

Mid August – First week in September:

- Each candidate begins with an induction into the Practicum I classroom (does not count on official timesheet).
- The candidate assists his or her mentor and reflects upon the experience.
- Upon completion of the beginning of the year experience in the PDS, the candidate returns to the university classroom for methods courses in social studies, science & health, and mathematics, and Literacy. Specific dates when the candidate will be attending the university classroom during the practicum are listed in the yearly calendar. These courses will be taught on Monday and Tuesday.
- Candidates return to their same field placements three days per week for the full semester to apply the knowledge acquired from the methods courses and to participate in the daily activities. On October 30th Interns will be at their placement five days per week until Thanksgiving Break and continue in the placement for three (3) days per week until December 13th.
 - This field experience time is to provide the candidate with practice on lesson planning and implementation.
 - It is also a time to develop management skills. The mentor should provide support in planning and have discussions on the implementation and assessments of the lessons.
 - Long-term planning starts with the mentor's assistance and develops to an independent level by the end of the experience.
 - The candidate should teach a minimum of ten (10) days with minimal assistance from the mentor teacher or involved co-teaching experience with the Intern primarily planning the instruction.

Intersession Overview: January 2-23

During the first three weeks of the semester, candidates will take *Principles and Practices of Research, The Arts: Contrasts and Connections*, and *Human Movement and Physical Activities for the Elementary Classroom*.

Spring Semester Overview:

Practicum II occurs during the second semester and features an extended experience in a different developmental grade level. Courses begin January 27th for the spring semester. Reading Assessment seminars will be offered five (5) times during the spring semester on Fridays.

Practicum II

Candidates are encouraged to visit other settings within the Professional Development School of their assignment and participate in the whole school environment.

- The first week of the field experience should be a time for the candidates to assist and team with the mentors so they can gain some experience related to the developmental levels among the children in the schools.
- With standardized testing so much a part of this part of the year, candidates are to teach in subjects that are not being tested and team with teachers when possible in areas that are tested.
- Candidates will need to spend time observing other teachers on the specialized strategies those experienced professionals use in their classrooms. They should also visit additional support personnel that were not observed during Practicum I and become a part of the whole school environment. (See PDS experience sheet for ideas)
- As soon as possible, candidates in non-tested grades should assume teaching responsibilities. Candidates in testing grades should have opportunities to teach segments of instruction that do not affect the preparation for testing.

Candidates have experienced the curriculum, students, and setting and must now demonstrate their independence. Candidates need to teach as much as possible with little assistance from the mentor. **A minimum of fifteen (15) days unassisted is required to demonstrate effectiveness as a teacher.**

Beginning the second week of April until May 9th:

- The candidates are ready to begin assuming independence from the mentors as this field experience progresses.
 - Typically, the candidates should teach one (1) subject by the second week (autonomous of the mentor) and rapidly progress towards independently teaching the whole day.
 - Candidates are required to teach fifteen (15) days without their mentor's assistance or in a co-teaching experience with the Intern primarily planning the instruction.

Conferences, Evaluations, and Documentation

The Intern/Master's Degree Candidate, the University Supervisor, and the Mentor Teacher are required to conduct a three-way conference at the midpoint and end of each practicum. Each of these conferences, convened at times of the mutual convenience for each of the three role-players, is for the purpose of evaluating the Intern's performance. The Intern is **required** to have all forms prepared for these evaluation conferences, including time-sheets, requests for interning time extensions, unit completion materials, the Professional Development Schools (PDS) form, all relevant lesson plans, as well as all documentation in satisfaction of Intern Improvement Planning, if additionally required.

An important note: Interns are not permitted to progress from Practicum I to Practicum II with assessments of **less-than-Basic** on internship evaluation forms. At such a determination, the MAT-E Coordinator will convene the appropriate role-players in order to construct an Intern Improvement Plan. Similarly, Interns assessed as performing at levels **less-than-Basic** along evaluation measures at the conclusion of the spring semester will be recommended for either additional periods of time or semesters of supervised internship on an Intern Improvement Plan or for removal from the program.

Evaluations and Grading

As might be expected, there is a close relationship between evaluations of the Intern and the MAT-E program's university grading process. For example, a final grade will be submitted to the Registrar when all required signatures are secured and paperwork has been submitted to the recording and satisfaction of the University Supervisor, and as acknowledged and signed-off on by the MAT-E Coordinator. In keeping with these requirements, Internship Performance Rating Forms, Content Mastery Evaluations, Dispositional Assessments, and Mentor Teacher Check Sheets must be submitted to the University Supervisor for delivery to the Program Coordinator. Additionally, the Intern is required to submit timesheet forms with signatures to the University Supervisor. As previously alluded to, it will be best for all if these submissions occur at the "Three Way Conferences".

Observations

- I. Observations and evaluations are conducted in order to assist in the assessing of Intern achievement of content knowledge and pedagogy in support of a conferring of initial Maryland State certification in Grades 1 through 6. *Observations* are encouraged and requested to be conducted at any time throughout the internship practicum and may be conducted by any of the role-players and service providers listed below:
 - a. Mentor Teacher
 - b. PDS Principal
 - c. University Supervisor
 - d. MAT-E Coordinator
 - e. Professional position holders as approved by the PDS Principal, the University Supervisor or the MAT-E Coordinator

Mentor Teachers will conduct a minimum of 5 observations during Practicum I, preferably in each content area (Language Arts, Math, Science, Social Studies). Two observations will be conducted prior to mid-evaluation and two observations prior to final

evaluation. Mentor Teachers will conduct a minimum of 5 observations during Practicum II (one informal and one formal prior to mid-evaluation and one informal, one formal prior to the final evaluation).

FSU Supervisors will conduct a “Hello” visit and a minimum of 5 observations during Practicum I. One observation will be completed prior to mid-evaluation and one observation prior to final evaluation. Supervisors will conduct a “Hello” visit and a minimum of 5 observations during Practicum II.

Requests for the involvement of PDS Principals or the MAT-E Coordinator could occur in cases where there is a need for *Intern Development Plan* construction or at times when role players –perhaps including the Intern himself or herself – see a need for “*second opinion*” analyses of intern teaching performance. However, observations and evaluations will, most commonly, be requested of Mentor Teachers and University Supervisors.

II. *Informal observations* may or may not feature statements of evaluation of the Intern’s skill and demonstration of pedagogy and content knowledge. Generally, these are viewed as providing immediate help in the form of feedback on elements of knowledge and skill. Mentor Teachers and others are invited to adapt their own note-taking styles and methods of communicating feedback regarding skills and content knowledge they observe to the Intern.

III. *Formal observations* carry the expectation of advanced notice to the Intern but also the requirement of the Intern to present a *TaskStream*-based, long-lesson plan. The forms utilized for the various evaluation requirements within the program immediately follow this page.

Appendix

These forms are provided in both hard copy and electronic formats and you are advised for use in both informal and formal evaluations. The Mentor Teacher is asked to provide five (5) observations during the fall Practicum I and 5 observations during the spring Practicum II. In electronic format, mentors can word process in comment/notes in addition to rating elements. Files of these forms will be helpful to all as other evaluation work nears time for submittal.

FROSTBURG STATE UNIVERSITY

Master of Arts in Teaching Elementary **MENTOR OBSERVATION FORM**

INTERN _____ MENTOR _____

PDS _____ Grade _____

DATE _____ Content Area _____

This observation utilizes 3 of the 4 domains of the Danielson Framework for Teaching.

Check the following and write below:

RATING ELEMENTS	U=0	NI=1	SAT.=2	EFF.=3	OUTST.=4
Domain 1: Planning and Preparations					
Demonstrates clear understanding of content based on CCSS					
Connection to prior and upcoming instruction across curriculum					
Clearly defined procedures					
Relevant assessments					
Domains 1: Planning and Preparation, Domain 2: The Classroom Environment, and 3: Instruction					
Clearly articulated the content to students					
Followed lesson objectives					
Adapted for individual differences					
Actively engaged students					
Used assessments during lesson to guide instruction					
Related well with students					

Outstanding – Candidate went beyond the preparation/implementation of the element.

Effective – Candidate met the preparation/implementation of the element.

Satisfactory -- Candidate met the element but with some difficulties in preparation/implementation.

Needs Improvement – Candidate attempted the element with many difficulties in preparation/implementation.

Unsatisfactory - Candidate did not attempt the element.

Written Comments, Questions, Suggestions:

(Please write to support your assessments)

**Frostburg State University Teaching Internship Performance Rating- Program Outcome-Practicum I/II
Mid-term Evaluation**

Intern's Name _____
 Intern's FSU ID Number _____
 Internship School _____
 Hours of: Teaching _____ Observation _____
 Dates of Visits _____
 University Supervisor _____
 Recommended Final Grade (Pass/Fail) _____

Internship Dates _____
 Days Present _____ Days Tardy or Absent _____
 Subject(s)/Grade(s) _____
 Other _____ Total _____
 Dates of Observation _____
 Mentor Teacher _____
 Date of Conference _____

This performance rating had been mutually agreed upon by:

 Intern Date Mentor Teacher Date Supervisor Date

I have read my final evaluation: _____ / _____ (Signature of Intern/Date)

**Frostburg State University Teaching Internship Performance Rating- Program Outcome-Practicum I/II
Final Evaluation**

Intern's Name _____
 Intern's FSU ID Number _____
 Internship School _____
 Hours of: Teaching _____ Observation _____
 Dates of Visits _____
 University Supervisor _____
 Recommended Final Grade (Pass/Fail) _____

Internship Dates _____
 Days Present _____ Days Tardy or Absent _____
 Subject(s)/Grade(s) _____
 Other _____ Total _____
 Dates of Observation _____
 Mentor Teacher _____
 Date of Conference _____

This performance rating had been mutually agreed upon by:

 Intern Date Mentor Teacher Date Supervisor Date

I have read my final evaluation: _____ / _____ (Signature of Intern/Date)

***Note:** Please write legibly on this evaluation form. This form is not valid unless it has all required information/signatures. Original form must be submitted to the FSU College of Education Office 307 at USMH at the end of the internship experience.

Directions: This evaluation system links the Charlotte Danielson Framework for Teaching (4 domains) and the Association for Childhood International Elementary Standard by *indicator* to the Frostburg State University Conceptual Framework. Rate the intern's level of progress on each area using the scale below. An intern must be evaluated **Basic** or better on each competency to receive a final grade of Pass. The **intern** will evaluate him/herself on each area **prior** to the mentor teacher/supervisor evaluations.

Distinguished: intern performed at a level well beyond that expected of a pre-service candidate (this rating should be reserved to highlight exceptional strengths)

Proficient: intern performed commendably; reflective of successful efforts

Basic: intern performed adequately with few exceptions; reflective of acceptable efforts

Unacceptable: intern performed at a level less than acceptable; reflective of the need to strengthen and/or develop

Not Applicable: insufficient basis for judgment

Charlotte Danielson's Framework for Teaching

Domain 1: Planning and Preparation

- Component 1a – Demonstrating Knowledge of Content and Pedagogy
- Component 1b – Demonstrating Knowledge of Students
- Component 1c – Demonstrating Knowledge of Setting and Instructional Outcomes
- Component 1d – Demonstrating Knowledge of Resources
- Component 1e – Designing Coherent Instruction
- Component 1f – Designing Student Assessments

Domain 2: Classroom Environment

- Component 2a – Creating an Environment of Respect and Rapport
- Component 2b – Establishing a Culture of Learning
- Component 2c – Managing Classroom Procedures
- Component 2d – Managing Student Behavior
- Component 2e – Organizing Physical Space

Domain 3: Instruction

- Component 3a – Communicating with Students
- Component 3b – Using Questioning and Discussion Techniques
- Component 3c – Engaging Students in Learning
- Component 3d – Using Assessment in Instruction
- Component 3e – Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Component 4a – Reflecting on Teaching
- Component 4b – Maintaining Accurate Records
- Component 4c – Communicating with Families
- Component 4d – Participating in a Professional Community
- Component 4e – Growing and Developing Professionally
- Component 4f – Showing Professionalism

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
I. ROLE OF A DEDICATED PROFESSIONAL Domains 3, 4						
Exhibits a solid base of content knowledge (ACEI 1.0)						
Exhibits a solid base of professional knowledge (ACEI 1.0)						
Possesses a sound knowledge of curriculum as influenced by local, state and national standards (ACEI 1.0)						
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible and ethical behavior) (ACEI 5.1)						
Communicates effectively in spoken, written, visual and technologically assisted forms of communication (ACEI 3.5)						
COMMENTS: (Initial in space provided)						

MAT RATING :	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
II. ROLE OF AN INSTRUCTIONAL LEADER Domains 2, 3						
Promotes active learning (ACEI 3.4)						
Communicates high expectations for all students (ACEI 3.5)						
Creates effective learning environments (ACEI 3.4)						
Manages student behavior appropriately (ACEI 3.4)						
Accommodates for a range of differences in culture, developmental levels and learning styles (ACEI 3.2)						
Models innovation and creativity in teaching (ACEI 3.4)						
Uses a variety of instructional strategies (ACEI 3.5)						
Develops activities which promote problem-solving and critical thinking (ACEI 3.3)						
Uses technology appropriately to promote learning ACEI 3.5)						
Exhibits skills in short and long-range planning (ACEI 3.1)						
Uses a variety of questioning strategies (ACEI 3.3)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
III. ROLE OF A CONTINUOUS ASSESSOR Domains 1, 3						
Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment (ACEI 4.1)						
Uses curriculum standards as indicators of student learning to create or select appropriate assessments (ACEI 4.1)						
Uses various assessment strategies to accommodate all learners (ACEI 4.1)						
Creates and/or uses multiple assessment measures that are authentic to real world situations (ACEI 4.1)						
Uses technology to facilitate the collection, presentation and interpretation of data (ACEI 3.5)						
Collects, analyzes, and uses assessment data to improve instruction/learning (ACEI 4.1)						
Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research (ACEI 4.1)						
Monitors and reports student/school progress effectively and professionally (ACEI 5.1)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
IV. ROLE OF AN EDUCATIONAL ADVOCATE Domains 2, 3, 4						
Embraces the belief that all students have the right and ability to learn (ACEI 3.5)						
Exhibits enthusiasm for the subject matter he/she teaches (ACEI 1.1)						
Supports programs that work to promote safe school, home and community environments (ACEI 5.1)						
Values the increasingly diverse nature of current and emerging school populations (ACEI 3.2)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
V. ROLE OF A COLLABORATIVE BRIDGE BUILDER Domains 2, 3, 4						
Promotes cooperative learning opportunities (ACEI 3.5)						
Links subject matter within and across discipline and/or grade levels (ACEI 3.1)						
Builds effective school/home/community partnerships (ACEI 5.2)						
Creates powerful learning communities within the classroom and the school (ACEI 3.4)						
Treats all students and members of the educational community equitably and respectfully (ACEI 3.4)						
Promotes effective prosocial behavior in and among students (ACEI 3.4)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
VI. ROLE OF A REFLECTIVE DECISION MAKER Domains 3, 4						
Views classroom instruction as a continuous set of decision-making opportunities (ACEI 5.1)						
Exhibits ability to identify and analyze classroom instructional problems (ACEI 5.1)						
Exhibits ability to identify and analyze classroom management problems (ACEI 5.1)						
Monitors the effectiveness of one's own instructional practices and decisions (ACEI 4.1)						
Strives for continuous self-improvement as measured by learner success data (ACEI 5.1)						
Encourages the students to engage in thoughtful, productive self-criticism (ACEI 3.3)						
COMMENTS: (Initial in space provided)						

Practicum I Mid-Evaluation Comment(s)

Intern's Name _____

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Signature _____

Final Evaluation Comment(s)

Intern's Name _____

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Signature _____

MAT RATING	PRACTICUM II – Mid-term			PRACTICUM II - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
I. ROLE OF A DEDICATED PROFESSIONAL Domains 3, 4						
Exhibits a solid base of content knowledge (ACEI 1.0)						
Exhibits a solid base of professional knowledge (ACEI 1.0)						
Possesses a sound knowledge of curriculum as influenced by local, state and national standards (ACEI 1.0)						
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible and ethical behavior) (ACEI 5.1)						
Communicates effectively in spoken, written, visual and technologically assisted forms of communication (ACEI 3.5)						
COMMENTS: (Initial in space provided)						

MAT RATING :	PRACTICUM II – Mid-term			PRACTICUM II - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
II. ROLE OF AN INSTRUCTIONAL LEADER Domains 2, 3						
Promotes active learning (ACEI 3.4)						
Communicates high expectations for all students (ACEI 3.5)						
Creates effective learning environments (ACEI 3.4)						
Manages student behavior appropriately (ACEI 3.4)						
Accommodates for a range of differences in culture, developmental levels and learning styles (ACEI 3.2)						
Models innovation and creativity in teaching (ACEI 3.4)						
Uses a variety of instructional strategies (ACEI 3.5)						
Develops activities which promote problem-solving and critical thinking (ACEI 3.3)						
Uses technology appropriately to promote learning ACEI 3.5)						
Exhibits skills in short and long-range planning (ACEI 3.1)						
Uses a variety of questioning strategies (ACEI 3.3)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM II – Mid-term			PRACTICUM II - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
III. ROLE OF A CONTINUOUS ASSESSOR Domains 1, 3						
Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment (ACEI 4.1)						
Uses curriculum standards as indicators of student learning to create or select appropriate assessments (ACEI 4.1)						
Uses various assessment strategies to accommodate all learners (ACEI 4.1)						
Creates and/or uses multiple assessment measures that are authentic to real world situations (ACEI 4.1)						
Uses technology to facilitate the collection, presentation and interpretation of data (ACEI 3.5)						
Collects, analyzes, and uses assessment data to improve instruction/learning (ACEI 4.1)						
Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research (ACEI 4.1)						
Monitors and reports student/school progress effectively and professionally (ACEI 5.1)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM II – Mid-term			PRACTICUM II - Final		
	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
IV. ROLE OF AN EDUCATIONAL ADVOCATE Domains 2, 3, 4						
Embraces the belief that all students have the right and ability to learn (ACEI 3.5)						
Exhibits enthusiasm for the subject matter he/she teaches (ACEI 1.1)						
Supports programs that work to promote safe school, home and community environments (ACEI 5.1)						
Values the increasingly diverse nature of current and emerging school populations (ACEI 3.2)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM II – Mid-term			PRACTICUM II - Final		
V. ROLE OF A COLLABORATIVE BRIDGE BUILDER Domains 2, 3, 4	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Promotes cooperative learning opportunities (ACEI 3.5)						
Links subject matter within and across discipline and/or grade levels (ACEI 3.1)						
Builds effective school/home/community partnerships (ACEI 5.2)						
Creates powerful learning communities within the classroom and the school (ACEI 3.4)						
Treats all students and members of the educational community equitably and respectfully (ACEI 3.4)						
Promotes effective prosocial behavior in and among students (ACEI 3.4)						
COMMENTS: (Initial in space provided)						

MAT RATING	PRACTICUM II – Mid-term			PRACTICUM II - Final		
VI. ROLE OF A REFLECTIVE DECISION MAKER Domains 3, 4	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Views classroom instruction as a continuous set of decision-making opportunities (ACEI 5.1)						
Exhibits ability to identify and analyze classroom instructional problems (ACEI 5.1)						
Exhibits ability to identify and analyze classroom management problems (ACEI 5.1)						
Monitors the effectiveness of one's own instructional practices and decisions (ACEI 4.1)						
Strives for continuous self-improvement as measured by learner success data (ACEI 5.1)						
Encourages the students to engage in thoughtful, productive self-criticism (ACEI 3.3)						
COMMENTS: (Initial in space provided)						

Practicum II Mid-Evaluation Comment(s)

Intern's Name _____

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Signature _____

Practicum II Final Evaluation Comment(s)

Intern's Name _____

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Signature _____

FROSTBURG STATE UNIVERSITY
Assessment of Candidate Dispositions
Initial Certification Programs
(Completed at the end of Practicum I and Practicum II-Mid-term)

Disposition Assessment

At the close of Practicum I, Mentors and Supervisors are expected to rate the professional dispositions of the Intern. This information allows the Program Coordinator, Mentor, and Supervisor to determine the steps to be taken during Practicum II to ensure the Intern's demonstration of professionalism.

This form is only completed once if all indicators are satisfactory.

Circle one: MAT-E (fall) MAT-E (spring)

Candidate's Name _____

Subject Area _____ Grade _____

School _____ Date _____

Mentor Teacher _____
Print name

University Supervisor _____
Print name

Directions: The statements on this form are characteristics and qualities that the candidate is expected to demonstrate and which indicate the extent of his/her professional dispositional development. As you carefully consider each item, please circle the appropriate number corresponding to the level of performance you think the candidate has demonstrated.

Evaluation Scale

- 5 – Exemplary:** candidate performed at a level well beyond that expected of a beginning pre-intern (this rating should be reserved to highlight exceptional strengths)
- 4 – Proficient:** candidate performed commendably; reflective of successful efforts
- 3 – Acceptable:** candidate performed adequately with few exceptions; reflective of acceptable efforts
- 2 – Inadequate:** candidate performed at a level less than acceptable; reflective of the need to strengthen and/or redevelop
- 1 – Unsatisfactory:** candidate exerted poor effort; extensive redevelopment needed
- 0 – Not Applicable:** item not evaluated or no basis for judgment

I. – Professional and Personal Communication Skills (To be completed by Mentor Teacher)						
1. Relationship with mentor teacher – the candidate promotes a professional and effective relationship with the mentor. Comments:	5	4	3	2	1	0
2. Relationship with other building staff – the candidate maintains a professional attitude and relationship with the building staff. Comments:	5	4	3	2	1	0
3. Personal appearance, mannerisms – the candidate is neatly dressed, well-groomed, and conducts him/herself professionally in speech, personal habits, and mannerisms. Comments:	5	4	3	2	1	0
4. Adherence to building policies – the candidate adheres to building and staff policies and procedures, is punctual, observes schedules, regulations, and expectations of the district-college relationship Comments:	5	4	3	2	1	0

<p>5. Attendance, responsibility – the candidate is reliable, regular in attendance, fulfills obligations, notifies appropriate persons if absent, carries through assigned responsibilities Comments:</p>	5	4	3	2	1	0
<p>6. Level of preparedness – the candidate shows evidence of being well-prepared academically, attitudinally, and in methodology; approaches assigned tasks in an organized and skillful manner. Comments:</p>	5	4	3	2	1	0
II. Frostburg State University’s Program Outcomes (To be completed by University Supervisor)						
<p>1. Dedicated Professional – the candidate shows dedication to the knowledge base and contributing to its expansion, dedicated to continuing mastery of that knowledge base, and dedicated to the care of his/her educational community. Comments:</p>	5	4	3	2	1	0
<p>2. Instructional Leader – candidate maintains an energetic process of getting others to understand, contribute to, and commits fully to meet agreed-upon outcomes. Comments:</p>	5	4	3	2	1	0
<p>3. Continuous Assessor – candidates effectively use formal and informal methods within the classroom and school to measure student learning. Comments:</p>	5	4	3	2	1	0
<p>4. Educational Advocate – candidate exhibits enthusiasm for the subject matter and the students he/she teaches. Comments:</p>	5	4	3	2	1	0
<p>5. Collaborative Bridge Builder – candidate promotes cooperative learning opportunities. Comments:</p>	5	4	3	2	1	0
<p>6. Reflective Decision-Maker – candidate spends quality time reflecting on decisions and their impact on the learner and other members of the educational community. Comments:</p>	5	4	3	2	1	0

Overall Comments: (Recommendations for a second assessment should be noted in this area. Noteworthy comments should also be added here.)

Mentor Teacher Signature _____ Date _____

University Supervisor Signature _____ Date _____

Association for Childhood Education International Elementary Standards

STANDARD 1: DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

STANDARD 2: CURRICULUM

2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

2.4 Social Studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The Arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

2.6 Health Education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical Education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

STANDARD 3: INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

STANDARD 4: ASSESSMENT

4.1 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

STANDARD 5: PROFESSIONALISM

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Evaluation of Intern's Content Master by Mentor Teacher **(Completed at the end of Practicum I and Practicum II)**

Candidate's Name _____

Major (circle one): MAT-E (fall) MAT-E (spring) ECE/ELEM

Candidate's Area of Specialization (if Elementary) _____

Mentor Teacher _____ **Grade Level** _____

School _____ **Semester/Year** _____

As part of the MAT-E Candidate Evaluation system, please rate your intern using the Association for Childhood Education International (ACEI):

STANDARD 2: CURRICULUM

2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

2.4 Social Studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The Arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

2.6 Health Education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical Education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

STANDARD 3: INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving,

STANDARD 4: ASSESSMENT

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Please rate your intern using the scale below on his/her **mastery** in each of the content areas. Our interpretation of the standards includes the intern being **knowledgeable** about the structure of the area and **accurate** with content details.

Scoring Rubric:

5 = thorough understanding of structure and content; a defining strength in this area

4 = solid knowledge background is evident

3 = knowledge is adequate for instruction, but intern needs to study to teach accurately

2 = sketchy knowledge; intern misinterprets and often makes mistakes

1 = inadequately prepared in area and should not be teaching or modeling in this area.

N/O = not observed

1. How would you rate your intern's **overall strength** in the following content areas (3.1)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

2. Does your intern appropriately use his/her knowledge of the arts and physical and health education to **enrich and enhance** students' learning experiences (3.1)?

(2.5)Music	5	4	3	2	1	N/O
(2.5)Visual Arts	5	4	3	2	1	N/O
(2.7)Dance/Movement	5	4	3	2	1	N/O
(2.5)Drama	5	4	3	2	1	N/O
(2.7)Physical Education	5	4	3	2	1	N/O
(2.6)Health Education	5	4	3	2	1	N/O

3. Does your intern have an adequate grasp of the structure of the content area in order to adequately **interpret the meaning and key components** of MDCCSS (3.1)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

4. Does your intern know enough about each content area in order to help the students appropriately make **connections with other content areas** (integrate instruction)(3.1)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

5. Does your intern know enough about the subject areas in order to **plan/instruct using differentiation techniques and/or UDL** (challenge the able or provide assistance via resources including technology) (3.2)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

6. Does your intern know enough about the content area to **select quality-learning experiences well aligned to the MDCCSS standards** or objectives of the curriculum (3.1)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

7. Does your intern know enough about the content area including essential prior knowledge and experiences to make learning in that content area **meaningful at the students' developmental level** (3.1)?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

8. Does your intern know enough about the content area in order to have the students use the **problem solving or thinking skills of the area** (3.3) in meaningful, authentic ways?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

9. Does your intern know enough about the content areas in order to meaningfully **assess** (4) students' learning of the content or mastery of the skills?

(2.3)Mathematics	5	4	3	2	1	N/O
(2.2)Science	5	4	3	2	1	N/O
(2.1)Language Arts	5	4	3	2	1	N/O
(2.4)Social Studies	5	4	3	2	1	N/O

Thank you for taking the time to help us with our efforts at program improvement!

Mentor Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Mentor Teacher Check-off Sheet

This form needs to be used throughout Practicum I after methods classes. The form *helps to discuss important and basic subject areas related to the Intern's dispositions*. The information documents for the Intern strengths and areas that need improvement. It also communicates to the Supervisor the deficits or areas in which to assist the Intern.

MENTOR TEACHER CHECKOFF SHEET

Intern's Name: _____
School: _____
Grade: _____

Score
 3 – Effective/Appropriate
 2 – Satisfactory
 1 – Needs Improvement

*** Please initial to signify intern's progress.**

PLANNING	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Intern is completing plan book.						
Intern is planning instruction on a long-term basis.						
Intern sketches out ideas for upcoming week.						
Intern is submitting lesson plans 2-3 days prior to teaching lessons.						
Intern is adjusting plans based on assessments of the lessons.						
PROMPTNESS						
Intern arrives at/or before teacher arrival time.						
PROFESSIONALISM						
Intern dresses professionally.						
Intern acts in a professional manner.						
Intern attends professional meetings (faculty ...).						
Intern is completing weekly time records.						
Intern is contacting site coordinator (site coordinator's signature _____).						

Weekly comments by Mentor Teacher:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Supervisor comments:

PLANNING	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Intern is completing plan book.						
Intern is planning instruction on a long-term basis.						
Intern sketches out ideas for upcoming week.						
Intern is submitting lesson plans 2-3 days prior to teaching lessons.						
Intern is adjusting plans based on assessments of the lessons.						
PROMPTNESS						
Intern arrives at/or before teacher arrival time.						
PROFESSIONALISM						
Intern dresses professionally.						
Intern acts in a professional manner.						
Intern attends professional meetings (faculty ...).						
Intern is completing weekly time records.						
Intern is contacting site coordinator (site coordinator's signature _____).						

Weekly comments by Mentor Teacher:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Supervisor comments:

PLANNING	WEEK 13	WEEK 14	WEEK 15
Intern is completing plan book.			
Intern is planning instruction on a long-term basis.			
Intern sketches out ideas for upcoming week.			
Intern is submitting lesson plans 2-3 days prior to teaching lessons.			
Intern is adjusting plans based on assessments of the lessons.			
PROMPTNESS			
Intern arrives at/or before teacher arrival time.			
PROFESSIONALISM			
Intern dresses professionally.			
Intern acts in a professional manner.			
Intern attends professional meetings (faculty ...).			
Intern is completing weekly time records.			
Intern is contacting site coordinator (site coordinator's signature _____).			

Weekly comments by Mentor Teacher:

Week 13:

Week 14:

Week 15:

Supervisor comments:

**Master of Arts in Teaching Program
Frostburg State University
32 West Washington Street, Hagerstown, MD 21740**

Time Record for MAT Interns

MAT Intern _____ Semester and Year _____

School Name & Address _____

Subject(s) and Grade(s) _____

The teacher intern is required to keep this time record. The mentor teacher is requested to authenticate this record by his/her signature. This record will be submitted to the university supervisor with the student's final evaluation form.

1. Enter as "teaching" any time when you are in charge of the classroom, laboratory, or study activities of three or more pupils.
2. Enter as "observation" any time when you are watching another person who is in charge of such activities.
3. Enter as "other" all items related to the work of teaching that cannot be easily classified as teaching or observation. For example: attending a faculty meeting, correcting papers, preparing tests, conference hours, working on records and reports, in charge of homerooms, cafeteria duty, tutoring one or two pupils, and so on. Briefly describe "other" activities in the space provided.
4. Include days/time spent in classroom during the first week that students return to school.

Sample

*** Note: Please write legibly on your timesheets. This timesheet is not valid unless it has all required signatures. Original timesheet must be submitted to FSU College of Education personnel in office 307 at USMH at the end of this internship experience.**

DATE	TEACHING	OBSERVING	OTHER	OTHER-DESCRIPTION	Day Total	Mentor Signature	Supervisor Signature
3/16/02	150 min.	75 min.	90 min. 60 min. 45 min.	Faculty Meetings Scoring tests Records and reports	420 min.	Signature	Signature
3/27/02	140 min.	60 min.	120 min. 70 min. 30 min.	Preparation – In School After-school conference Cafeteria duty	420 min.	Signature	Signature

Summary of Attached Timesheets

"Teaching" Total Hours	_____	1. _____
		MAT Intern Signature
"Observation" Total Hours	_____	2. _____
"Other" Total Hours	_____	Mentor Teacher Signature
Total Hours	_____	3. _____
		FSU University Supervisor Signature
Total Days	_____	4. _____
		FSU MAT Coordinator Signature
Date	_____	

Timesheet

The Intern will be documenting time spent in the PDS. This document needs to be reviewed weekly by the Mentor for accuracy. At the end of the semester, the Mentor, Supervisor, and Program Coordinator will sign to verify the Intern's time in the field experience.

MAT Time Records (Times shown in minutes, average teacher day is 420 minutes)

Date	Teaching	Observing	Other	Other-Description	Day Total	Mentor Signature	Supervisor Signature
Total Minutes							
Total Hours							

FROSTBURG STATE UNIVERSITY

Educational Professions – University Supervisor MAT-E Observation Form
 Dr. Jamelyn Tobery-Nystrom – Program Coordinator: 240-527-2735

Rubric:

- 3 - Effective
- 2 - Satisfactory
- 1 - Needs Improvement

NAME: _____	DATE: _____
SCHOOL: _____	GRADE LEVEL _____
OBSERVER _____	
SUBJECT AREA COVERED: _____	TIME: _____
POSITION: _____	

Warm Up

Focusing Students' Attention	
Setting the Stage for Learning	
Developing Readiness for Instruction	

Observation Notes

Standard & Objective (Domain 1: Planning & Preparation)

Lesson Plan was received 24hrs prior to observation	
Appropriate CCSS(s) identified	
Teaching to an objective(s)	
Communicating the objective(s) to the Learners	

Supervisor's Observation Forms utilize 3 of the 4 domains from the Charlotte Danielson The Framework for Teaching.

For the information of others, these forms are utilized by the University Supervisors to document the instructional decision-making progress of Interns throughout the semester.

As is the case for the Mentor Teacher's form, the Supervisor's documentation helps to support final assessments on the *Internship Performance Rating Forms*.

Instructional Activity (Domain 3: Instruction)

Monitoring and Adjusting Instruction as Needed	
Providing Instructional Input	
Providing Instruction at the Correct Level of Difficulty	
Modeling the Intended Learning (providing Examples, Explanation, Labeling, Procedures and Processes)	
Assessing Students' Understanding	
Providing Opportunities for Guided Practice	
Providing Opportunities for Independent Practice by Students	
Final Check on Understanding	
Closure	

Management (Domain 2: The Classroom Environment)

Using Verbal/Nonverbal Reinforcements of Expectations	
Assuring Students are Understanding Directions	
Providing Appropriate Reactions to Students' Responses	

White: Supervisor, Yellow: Intern, Pink: Teacher

NAME: _____ FALL 2013/ SPRING 2014

SCHOOL: _____

Record of Professional Development School Activities/Experiences

Directions: *Get signature of person acknowledging your participation/completion and date on space below.*

1. Dialogue/Reflect with mentor teacher daily _____
about effective instruction/educational decision-making
2. Meet with PDS Site Coordinator _____
(minimum of entry and exit meetings)
3. Attend/participate in team/department planning _____
4. Attend/participate in all faculty/staff development meetings _____
5. Engage in instructional intervention with one or more students _____
(other than regular classwork with students)
6. Create a bulletin board displaying student work _____
7. Attend a school-sponsored event _____
(dance, sporting event, fair, PTA meeting)
8. Attend/assist after-school assistance/intervention program _____
9. Meet with the following:
 School counselor _____
 Special educator _____
 Media specialist _____
 Academic support staff _____
 Other _____
10. Participate in parent conference _____
11. Use student assessment data to plan instruction _____
12. Observe a teacher other than your mentor teacher _____
13. Request an observation by an administrator _____
14. Submit to Site Coordinator data that shows impact on student achievement _____

List all workshops and training you attended (school and countywide). Be specific about the topic covered by the workshop. Add date of workshop/training.

Local School Workshop/Training

1. _____
2. _____
3. _____
4. _____
5. _____

County-sponsored Workshop/Training

1. _____
2. _____
3. _____
4. _____
5. _____

Signatures

Fall 2013

Spring 2014

Intern:	Intern:
Mentor Teacher:	Mentor Teacher:
PDS Site Coordinator	PDS Site Coordinator
University Supervisor	University Supervisor



MARYLAND TEACHER TECHNOLOGY STANDARDS

MAT Elementary
 Completed in Practicum I- Candidate
 Completed in Practicum II- PDS students

Name _____ Dates in the Program _____

Standard List standard number and indicator(s)	Description of Performance (how did you use technology and with whom)	Documentation (application/product, lesson plan, etc.) List and attach	Student work (examples) List and attach

Checked by supervisor _____ Signature _____ Date _____

FSU Master of Arts in Teaching - Elementary - USMH 2013-2014 Cohort Schedule

Dates	Days	Times	Classes and Notes
August 13-27	Tuesday-Tuesday	Per placement	Induction Days in Practicum I 7 days
September 4 EDUC 696 Practicum I	Wednesday - Friday		FSU fall classes begin – Interns continue in Practicum I – Officially begin counting days in placement <ul style="list-style-type: none"> • Snow Days must be made up • Personal and Sick leave must be made up • Post-Semester-end's days must be approved jointly by the mentor, principal, and supervisor, and coordinator • Make-up process <u>must</u> begin at first available day.
September 4 – October 23	Tuesday	8:30-4:30	EDUC 666 – Dr. John Stoothoff REED 531 – Dr. Kris McGee
September 10 – October 22	Monday	8:30-4:30	EDUC 661 – Dr. Kris McGee EDUC 662 – Ms. Valerie Novak
October 30-November 26	Monday-Friday	Per placement	Full time in Practicum I, teaching minimum 10 days
December 2, 3, 9, 10	Monday, Tuesday	8:30-4:30	Complete Content Coursework
December 16, 17	Monday, Tuesday	WCPS work day	The Diversity and Skill-Building Exchange Note: Students' two (2) Day experience in a WCPS school
December 13	Friday	Per placement	Last day of Practicum I
December 16, 17	Monday, Tuesday	8:30-12:00	Orientation for Intersession
January 2 through January 9	Wednesday-Friday	8:30 - 3:30	EDUC 665: <i>The Arts: Contrast and Connections</i> Dr. Rebecca Birnie January 2-6 (Music) Mr. Harlowe Hodges January 7-9 (Art)
January 2 through January 23		<i>Blended January 2-13</i> <i>FTF – January 13-23</i> <i>9-1 pm</i>	EDUC 603 <i>Principles and Practices of Research</i> Dr. J. Tobery-Nystrom
January 2-9	1/2 1/6 1/7 1/8 1/9	5-6:30 5-6:30 5-6:30 5 -6:30 5-6:30	PHEC 604: <i>Human Movement and Physical Activities for the Elementary Classroom</i> Ms. Brooke Lauver-Griffith (Lincolnshire Elementary School) 6 hours to be completed through assignments
January 22	Wednesday	4:30-5:30	WCPS Orientation for Practicum II All other counties completed on an individual school basis
January 27	Monday		FSU spring classes begin
January 31, February 7, 14, 21, 28 March 7	6 Fridays	8:30 – 5:00	REED 533 - <i>Reading Assessment</i>, Ms. Kathy Stiles, Web-enhanced (Rockland Woods Elementary School)

<p>January 27 through May 9</p> <p>EDUC 697 Practicum II</p> <p><i>Reminder: There is a State of Maryland requirement of 100 days - minimum practicum experience.</i></p>	<p>Monday through Friday: unless specified otherwise</p>	<p>County's Teachers' Workdays</p> <p>Refine your schedule with the help of your particular county system's calendar</p>	<p>EDUC 697 Practicum II</p> <ul style="list-style-type: none"> • Snow Days must be made up • Personal and Sick leave must be made up • Post-Semester-end's days must be approved jointly by the mentor, principal, and supervisor, and coordinator • Make-up process <i>must</i> begin at first available day.
<p>May 9</p>	<p>Friday</p>		<p>Research Projects:</p> <p>Research submission due</p>
<p>May 13</p>	<p>Tuesday</p>	<p>4:00 PM – 8:00 PM</p>	<p>Faculty Walk-Through and <i>Action Research Social</i>, 5:00 PM-7:00 PM;</p> <p>Buffet Dinner to follow.</p>
<p>May 21</p>	<p>Wednesday</p>	<p>5:00 PM – 9:00 PM</p>	<p>Exit Interviews: Friday May 23</p> <p>Thursday, May 16 (make-up).</p>
<p>May 15</p>	<p>Thursday</p>		<p>Graduation check-off of flash/paper submission responsibilities for the intern Seminar</p>
<p>May 16</p>	<p>Friday</p>		<p>MAT Coordinator approves graduation candidacies as based upon check-off lists and document submissions.</p> <p><i>Note: Approval signifies that, with documented approval of post-semester end's teaching days, students are permitted to participate in FSU graduation ceremonies</i></p>
<p>May 24</p>	<p>Saturday</p>		<p>Graduation at Main Campus</p>
<p>May 28 (tentative)</p>	<p>Wednesday</p>		<p>Celebration at USMH</p>

Practicum I

October through December, 2013

Recommended Date for Submission	A Product from the Mentor Teacher	Comments
Weekly	Mentor Teacher Check-Off Sheets	
@December 13	Assessment of Candidate Dispositions	
@ December 13	Maryland Technology Assessment	
At two-to-four week intervals Starting end of October	Mentor Observation Form	Please use FSU Lesson Plan Format Informal assessments encouraged during interim periods to these dates
December 13. 2013	Intern Timesheets	Mentors: Please review and initial each sheet. Please sign off on the 'Timesheet' cover page
Recommended @ December 4 through December 13	Teaching Internship Performance Rating	A document resulting from the Three Way Conference at semester' end at a mutually-agreed-upon time as initiated by the University supervisor

Practicum II

January 28 through May 3, 2014

Date for Submission	A Product from the Mentor Teacher	Comments
Weekly	Mentor Teacher Check-Off Sheets	
At two-to-four week intervals	Mentor Observation Form	Please use FSU Lesson Plan Format Informal assessments encouraged during interim periods to these dates
@April 4	Mid-Assessment of Candidate Dispositions	
@April 4	Maryland Technology Assessment	
@April 4	Mid-Teaching Internship Performance Rating	A document resulting from the Three Way Conference at <u>semester's mid-point</u> at a mutually-agreed-upon time as initiated by the University Supervisor
@May 9	Intern Timesheets	Mentors: Please review and initial each sheet. Please sign off on the 'Timesheet' cover page
@May 9	Final Teaching Internship Performance Rating	A document resulting from the Three Way Conference at <u>semester' end</u> at a mutually-agreed-upon time as initiated by the University Supervisor

Frostburg MAT-E 2013-2014 Calendar

Frederick County Public Schools

August 2013						
Su	M	Tu	W	Th	F	S
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September 2013						
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October 2013						
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November 2013						
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December 2013						
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January 2013						
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February 2014						
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March 2014						
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April 2014						
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May 2014						
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June 2014						
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July 2014						
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School Closed/ Holidays



Practicum I



Induction Days



Practicum II



Fall Class



Intersession Class



Spring Class



Event/Meeting

Frostburg MAT-E 2013-2014 Calendar

Garrett County Public Schools

August 2013						
Su	M	Tu	W	Th	F	S
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September 2013						
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October 2013						
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November 2013						
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December 2013						
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January 2013						
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February 2014						
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March 2014						
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April 2014						
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May 2014						
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June 2014						
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July 2014						
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 School Closed/ Holidays

 Practicum I


 Induction Days

 Practicum II

 Fall Class

 Intersession Class

 Spring Class

 Event/Meeting

Frostburg MAT-E 2013-2014 Calendar

Washington County Public Schools

August 2013						
Su	M	Tu	W	Th	F	S
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September 2013						
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October 2013						
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November 2013						
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December 2013						
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January 2013						
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February 2014						
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March 2014						
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April 2014						
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May 2014						
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June 2014						
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July 2014						
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27	28	29	30	31		

-  School Closed/ Holidays
-  Practicum I
-  Induction Days
-  Practicum II
-  Fall Class
-  Intersession Class
-  Spring Class
-  Event/Meeting

Frostburg MAT-E 2013-2014 Calendar

Allegheny County Public Schools

August 2013						
Su	M	Tu	W	Th	F	S
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September 2013						
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October 2013						
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November 2013						
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December 2013						
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January 2013						
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February 2014						
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March 2014						
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April 2014						
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May 2014						
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June 2014						
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July 2014						
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20	21	22	23	24	25	26
27	28	29	30	31		

-  School Closed/ Holidays
-  Practicum I
-  Induction Days
-  Practicum II
-  Fall Class
-  Intersession Class
-  Spring Class
-  Event/Meeting

Position:	Mentor Teacher for Professional Development School (PDS)
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ROLE

The Mentor Teacher for PDS is an instructional teacher leader who provides opportunities for interns to experience the blending of theory and practice as interns learn to become competent teachers. The Mentor Teacher serves as a coach to interns in the areas of instruction and assessment, classroom management, communication with parents, and building collegiate relationships. The Mentor Teacher promotes the team collaboration process with the intern and the college/university supervisor.

ESSENTIAL FUNCTIONS

Provides instructional support and encouragement to interns through the use of effective mentoring and coaching techniques.

- Ensures intern access to the essential curriculum and state standards as appropriate
- Ensures intern access to school’s instructional materials, teacher guides, and available resources (including technology) as appropriate
- Shares students’ needs with the intern (i.e. learning styles, behavioral patterns, academic strengths and areas in need of improvement, etc.)
- Conferences with the intern concerning IEPs, 504 plans, and/or special needs as applicable to those students the intern will be teaching
- Models effective instructional strategies and classroom practices through co-planning and co-teaching
- Assists intern with analyzing assessment data, lesson planning, and curriculum implementation
- Reviews and approves each intern lesson plan prior to the lesson being taught
- Provides intern with the opportunity to plan and teach using a variety of grouping structures (whole group instruction, small group instruction and practice, one-on-one teacher/student conferences, etc.)
- Provides regular feedback to intern regarding his/her teaching and professional strengths and areas in need of improvement and guides intern in developing reflective teaching practices

Provides interns with knowledge of school policies and professional responsibilities.

- Shares the school system’s required assessments, process for data collection, and timeline for completion
- Informs intern of school’s expectations for instructional staff (i.e. professional dress, supervision of students, professional behavior, confidentiality, communicating with parents, etc.)
- Informs interns of the school’s calendar and activities that require teacher participation (i.e. Back-to-School Night, parent-teacher conferences, faculty meetings, professional development meetings, etc.)
- Shares the school system’s grading and homework policies
- Shares the school system’s procedure for sharing student concerns with the school’s resource personnel and student support team

Collaborates/communicates regularly with the school's Site Coordinator and college/university supervisor in order to ensure a positive learning experience for interns.

- Becomes knowledgeable about the university's or college's conceptual framework and programs (i.e. Early Childhood Education, Elementary Education/Secondary Education, special education, etc.)
- Works with the Site Coordinator to ensure that the intern has a total school experience (i.e. meeting with resource personnel, observing a special education teacher, participating in a parent conference, participating in a student support team meeting, etc.)
- Collaborates with the college/university supervisor and the intern to prioritize intern's needs and assist with intern goal setting
- Participates in the intern evaluation process and completes necessary paperwork as required by the college/university
- Provides input for program innovations and improvements to the school's PDS Site Coordinator

Attends required meetings and engages in professional development opportunities.

- Attends Mentor Teacher training provided by the Department of Curriculum and Professional Development and the PDS university or college PDS coordinator(s) designed to increase the Mentor Teacher's mentoring and coaching skills
- Becomes knowledgeable about the framework for teaching that underlies the teacher observation and evaluation system (the four domains of teaching responsibility) and utilizes the components of these domains when coaching interns
- Participates in college/university PDS functions
- Ensures that interns participate in as many professional development opportunities as possible

Performs other duties as assigned by the Director of Curriculum and Professional Development, in coordination with university or college PDS coordinator and building level administrators.

MINIMUM REQUIREMENTS

- Three years of recent, successful teaching experience
- Demonstrated leadership, interpersonal, and organizational skills
- Demonstrated knowledge, skill, and experience with curriculum and instructional strategies, a policies, and procedures
- Capable of performing the essential functions of the position with or without reasonable accommodations
- Approval by the school principal/administrator

PREFERRED REQUIREMENTS

- Four years of recent, successful teaching experience
- Demonstrated knowledge, skills and experience with technology applications as they relate to instructional strategies
- Knowledgeable about adult learning theory and effective mentoring techniques
- Experience with peer coaching

What if a problem develops – Communication Chart

Building Principal → The University Supervisor and the University Coordinator

Site Coordinator → The Building Principal

??“What if it seems as if a problem is developing”??

Mentor Teacher → The Building Principal and the University Supervisor

The Intern → The University Supervisor and the University Coordinator

Intern Development Plan

Field Experience: _____

Candidate: _____

Semester: _____

The following information was determined following a four-way conference with the intern, mentor teacher, university supervisor, and program coordinator on _____.

Positive Attributes:

Plan for Improvement with Timeline:

Teacher Comments:

Supervisor's Plan for Evaluation:

Frostburg State University Resources

Pathfinder: The Frostburg State University Student Handbook:

<http://www.frostburg.edu/clife/ses/pathfinder.pdf>

Alphabetical Index of FSU Policies:

<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

The entire FSU Policy Manual:

<http://www.frostburg.edu/admin/policies/fsupolicy/policies.htm>

NB: On the following pages is an entire listing of the University's and the State of Maryland's Board of Regents Policies, arranged by topics.

The FSU Weblink for Graduate Students:

<http://www.frostburg.edu/grad/index.htm>

The On Line Graduate Catalog:

<http://www.frostburg.edu/grad/catalog.htm>

Personnel Roster and Student Policies from the On Line Graduate Catalog:

<http://www.frostburg.edu/grad.htm>

Frostburg State University State of Maryland Board of Regents Policy Manual Listing

	Page/Policy No.	BOR Ref.
Academic Advising	<u>2.009</u>	III-2.50
Academic Dishonesty	<u>2.017</u>	III-1.00
Academic Freedom	<u>2.023</u>	III-1.00
Access Policy	<u>3.100</u>	VII - 2.20I
Accident Investigations	<u>3.050</u>	Internal
Accident Reports & Record Keeping	<u>3.063</u>	Executive Order
Adding and Withdrawing from Courses	<u>2.010</u>	Internal
Admissions	<u>4.005</u>	III-4.00
Advising Student Organizations	<u>4.019</u>	V-1.00
Affirmative Action/Equal Employment Opportunity	<u>1.002</u>	VI-1.00
Aids	<u>1.003</u>	VI-11.00
Airport Transportation	<u>3.052</u>	Internal
Advertising by Off-Campus Individuals	<u>4.021</u>	VI-3.00 VIII-6.00-1
Advertising for Employment	<u>3.037</u>	Internal
Alcoholic Beverages	<u>4.001</u>	VI-8.00-1
Alcoholic Beverages - Vehicle Policy	<u>3.059</u>	Internal
Art Exhibition Space	<u>2.030</u>	VI-4.10
Assignment and Use of State Vehicles	<u>3.012</u>	VI-4.10
Athletic Eligibility	<u>2.020</u>	V-2.00
Attendance	<u>2.024</u>	Internal
Audio Visual Equipment Policy	<u>2.042</u>	VII-3.00
Bed Lofts	<u>4.022</u>	V-5.00
Buckley Amendment	<u>4.030</u>	Federal Law
Calculating GPA in Major	<u>2.026</u>	III-6.30
Campus Playing Fields (Use of)	<u>2.028</u>	VI-4.10
Candidate Reimbursement Policy	<u>3.103</u>	Internal
Capitalization of Equipment	<u>3.095</u>	Internal
Capitalization and Inventory Control	<u>3.069</u>	Internal
Cellular Telephones and Services Policy & Procedures	<u>3.106</u>	
Chargeback Policy	<u>3.057</u>	Internal
Children in the Workplace	<u>1.011</u>	Internal
Class Standing	<u>2.039</u>	III-6.40
Classification for Admission, Tuition and Charge Differential Purposes - Students Residing in Contiguous Counties	<u>3.112</u>	Internal
Classroom Visitation (Policy On)	<u>2.027</u>	Internal
Code of Ethics	<u>1.005</u>	III-1.00
Commercial Activity	<u>4.014</u>	.VIII-6.00-1
Compliance with Disability Discrimination Law	<u>3.073</u>	Internal
Computer Security	<u>3.039</u>	Internal
Contingent Category II Employment for Non-Exempt & Exempt Employees	<u>3.084</u>	VII-1.40
Continuing Education	BOR Policy Manual	III-2.00
Continuing Instruction When	<u>2.032</u>	Internal

Faculty are Absent		
Contracts and Grants	<u>2.002</u>	Internal
Cooke Memorial Fund	<u>3.101</u>	Internal
Copyright	BOR Policy Manual	IV-3.10
Cost Sharing Policy	<u>3.116</u>	Internal
Cost Transfer Policy	<u>3.117</u>	Internal
Credit by Examination	<u>2.011</u>	III-1.40
Credit Cards	<u>3.083</u>	Internal
Death of an Employee	<u>3.093</u>	Internal
Deferred Payment Plan	<u>3.040</u>	VIII-2.20
Degree Requirements	BOR Policy Manual	III-7.00
Department Chairpersons	<u>2.003</u>	Internal
Departmental Name Change(s)	<u>3.098</u>	Internal
Diagnostic/Placement Testing	<u>2.012</u>	III-4.00
Disability Student Services Policy	<u>4.036</u>	
Disclosure of Student & Educational Records	<u>4.030</u>	Buckley Amendment
Disposal of Excess and Surplus Property	<u>3.025</u>	VIII-1.20
Disruptive Behavior of Individual Students	<u>4.003</u>	V-1.00
Distribution of External Billing Revenues	<u>3.082</u>	Internal
Distribution of Indirect Costs	<u>3.035</u>	Internal
Diversity	<u>1.006</u>	Internal
Donations of Meeting Rooms or Bed Spaces	<u>3.019</u>	VI-4.10
Dual Employment Policy for Exempt & Non-Exempt Employees	<u>3.099</u>	
Early Admission and Concurrent Enrollment	<u>4.028</u>	III-2.40 III-4.00
Effort Reporting and Cost Sharing	<u>2.047</u>	Internal
Electronic Accessibility Policy	<u>3.107</u>	Internal
Eligibility to Register	<u>2.036</u>	III-2.30
Emergency Preparedness Procedure	<u>3.086</u>	Internal
Emeriti Administration	<u>3.051</u>	Internal
Employee Fringe Benefits	<u>3.001</u>	VII-1.00
Employee Grievance	<u>3.010</u>	VII-3.00 II-4.00
Employee Health & Safety Training	<u>3.060</u>	Executive Order
Employee Volunteer Firefighters	<u>3.006</u>	Internal
Employment Clearing	<u>3.004</u>	Internal
Employment of and Benefits for Graduate Students	<u>2.041</u>	VII-4.50
Energy Efficient Purchasing Policy	<u>3.115</u>	Internal
Equipment Removal	<u>3.008</u>	VI-4.10
Examinations	<u>2.015</u>	Internal
Facility Reservations	<u>3.009</u>	VI-4.10
Faculty		
Definition	BOR Policy Manual	Section II
Faculty Member's Contract	BOR Policy Manual	Section II
Faculty Senate of State Universities and Colleges	BOR Policy Manual	Section II
Ranks & Qualifications for Ranks	BOR Policy Manual	Section II
Tenure	BOR Policy Manual	Section II
Promotion	BOR Policy Manual	Section II
Leaves	BOR Policy Manual	Section II
Teaching Schedule	BOR Policy Manual	Section II

Role of the Faculty in University Governance	BOR Policy Manual	Section II
Faculty Handbook	BOR Policy Manual	Section II
Faculty Compensation	BOR Policy Manual	Section II
Faculty Evaluation	BOR Policy Manual	Section II
Faculty Office Hours	<u>2.005</u>	Internal
Faculty Personnel	<u>2.001</u>	RefBOR II
Faculty Searches	<u>2.029</u>	Internal
Financial Aid Policy for Undergraduate Students	<u>4.033</u>	VIII-2.41
Fees and Charges	<u>3.003</u>	VIII-2.10
Final Examinations	2.016	Internal
Financial Aid Eligibility	<u>4.013</u>	V-3.00
Fire/Safety/Health Procedural Info	<u>3.062</u>	Executive Order
Fiscal Irregularities	<u>1.007</u>	Internal
Flags	<u>3.018</u>	Internal
Fund Raising	<u>5.003</u>	IX-3.00
Garnishment	<u>3.005</u>	Internal
General Administrative	<u>1.001</u>	Internal
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Gift Policy	<u>5.004</u>	IX-3.00
Grading	<u>2.013</u>	III-6.20
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Graduation with Honors	<u>2.021</u>	III-7.00
Gramm-Leach-Bliley Act Information Security Program	<u>3.113</u>	
Greek Organizations	<u>4.017</u>	Internal
Guidelines for Course Syllabi	<u>2.025</u>	III-4.00
Hazing	<u>4.018</u>	Internal
Health & Safety Committee	<u>3.087</u>	Internal
Health & Safety Inspections	<u>3.047</u>	ExecOrder
Hiring of Foreign Nationals	<u>3.114</u>	Internal
Honorary Degrees	<u>5.005</u>	III-3.00
Identification Cards	<u>3.002</u>	Internal
Identity Theft Prevention Program	<u>3.118</u>	Internal
Immunization Documentation Policy	<u>4.024</u>	Federal Law
Independent Study Courses	<u>2.022</u>	Internal
Intellectual Property Policy	<u>1.010</u>	IV-3.20
Judicial System	<u>4.020</u>	V-1.00
Layoff, Policy on Layoff, Implementation of Unclassified and Classified Personnel	<u>3.033</u>	VII-1.30
Leadership Position Eligibility	<u>3.034</u>	VII-1.30
Leadership Programs Scholarship	<u>4.016</u>	Internal
Leased Vehicle Operation	<u>2.045</u>	Internal
Leave of Absence	<u>3.053</u>	Internal
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Library Collection Development	<u>2.033</u>	II-2.20
Logo	<u>2.006</u>	Internal
Lost and Found Procedure	<u>5.001</u>	Internal
Maintenance of Personnel Files for Frostburg State University Employees	<u>4.026</u>	Internal
Medical/Health Management Services	<u>3.102</u>	BOR VII 6.02
Memberships in Professional and Academic Organizations	<u>3.061</u>	Executive Order
Mid-Semester Warnings	<u>3.081</u>	Internal
Modified Duty Procedure	<u>2.038</u>	Internal
Monthly Payment Plan	<u>3.070</u>	VII-7.41
Moving Expenses Payment	<u>3.040</u>	VIII-2.20
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Moving Violations	<u>3.054</u>	Internal
Naming of Facilities and Educational Programs	<u>5.006</u>	BOR VI-4.00
New Student Refund Policy for Title IV Funds	<u>3.075</u>	Federal Law
Non-Discrimination/Equal Opportunity	<u>1.008</u>	Internal
Nonexempt Employees Overtime Meal Policy	<u>3.058</u>	Internal
Non-Exempt Employees Who Participate in University-Recognized Service	<u>3.072</u>	Internal
Notification of Change in Name or Status of FSU	<u>4.034</u>	Internal
Occupational Exposure To Bloodborne Pathogens	<u>3.048</u>	BOR VI-11.00
Off-Campus Housing	<u>4.011</u>	Internal
Off-Road Traffic Policy	<u>3.036</u>	Internal
On-Call/Call-Back Policy	<u>3.105</u>	BOR VII - 4.62
Orientation Requirement	<u>2.008</u>	Internal
Overload on Sponsored Projects	<u>2.043</u>	II-3.10/3.20
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Parking Privileges-Retired or Emeritus Faculty/Staff	<u>3.066</u>	Internal
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Passengers in State Vehicles	<u>3.079</u>	Internal
Personal Property of State Employees	<u>3.007</u>	Internal
Personal Protection Procedures	<u>3.046</u>	Exec Order
Pets on Campus	<u>3.020</u>	Internal
Petty Cash Accounts	<u>3.031</u>	Internal
Placement Credential Files	<u>4.023</u>	V-1.0
Positive Time Reporting for Contractual Faculty and Graduate Assistants	<u>3.088</u>	Internal
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Preventive Maintenance Program Policy	<u>3.085</u>	Internal
Procurement	<u>3.089</u>	Internal
Procurement Cards	<u>3.111</u>	Internal
Professional Librarians		BOR Policy Manual VII-1.00
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Residence Halls Extended Contract	<u>4.025</u>	V-5.00
Residence Hall Room Painting	<u>4.009</u>	Internal
Residence Hall Security Procedures	<u>4.031</u>	Internal
Residence Hall Visitation	<u>4.010</u>	Internal
Residency Status Appeal	<u>4.002</u>	VIII-2.70
Responsible Computing at FSU	<u>2.046</u>	Internal
Restricted Grade Forgiveness for Returning Undergraduate Students	<u>2.035</u>	III-1.30
Risk Management Policy	<u>3.023</u>	Internal
Risk Management Program Employee Health & Safety Promotion	<u>3.044</u>	Internal

Risk Management Program Evaluation	<u>3.049</u>	Internal
Risk Management Program Staffing	<u>3.042</u>	Internal
Risk Management Program Rules/Regulation	<u>3.043</u>	Internal
RMP Employee Assistance Program	<u>3.045</u>	Internal
Room Reservation Fee	<u>4.008</u>	Internal
Scheduling of Academic Assignments on Dates of Religious Observance	<u>2.034</u>	III-5.10
School Closing Due to Inclement Weather	<u>3.013</u>	Internal
Search and Seizure	<u>4.012</u>	Internal
Sexual Assault	<u>4.032</u>	VI-1.30
Sexual Harassment	<u>1.004</u>	Internal
Sick Leave for Exempt & Non-Exempt Employees	<u>3.094</u>	VII-7.45
Signature Stamp	<u>3.064</u>	Internal
Skateboarding	<u>3.022</u>	Internal
Smoking	<u>3.014</u>	Governor's ExecOrder
Sponsored/Co-Sponsored Events/Activities and Fee Waivers	<u>3.038</u>	IV-2.00
Standards Governing Low Scholarship	<u>2.018</u>	Internal
Student Academic Responsibility	<u>2.037</u>	Internal
Students with Disabilities	<u>4.035</u>	Internal
Student Drivers	<u>3.016</u>	VI-4.10
Student Employment Policies	<u>4.029</u>	V-4.00
Student Fees for Courses Offered at Off-Campus Sites	<u>3.092</u>	VIII-2.61
Student Grievances on Course Grades	<u>2.019</u>	III-1.20
Substance Abuse Policy	<u>1.009</u>	State/Federal Law
Summer Session Parking Fee	<u>3.032</u>	Internal
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Tailgating Policy	<u>3.076</u>	Internal
Terminal Leave for Faculty	<u>2.031</u>	VII-2.00
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Thesis/Dissertation Printing	<u>3.065</u>	Internal
Travel Approval Policy	<u>3.090</u>	Internal
Travel Limits on State Vehicles	<u>3.055</u>	Internal
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Tuition Fellowships for Graduates	<u>2.040</u>	VIII-2.60
Tuition Remission for Faculty and Staff	<u>3.027</u>	VII-4.10
Self-Supported Programs	<u>3.028</u>	VII-4.10
Dependent Children of Faculty & Staff	<u>3.026</u>	VII-2.40
Tuition Waiver for Certain Members Of The Maryland National Guard	<u>3.091</u>	VIII-2.31
Using Email as Official Communication with Students, Faculty, & Staff	<u>3.110</u>	
Vehicle Registration	<u>3.011</u>	Internal

Voice Processing/Messaging System	<u>3.077</u>	Internal
Waiver of Application Fees Board of Regent Policy	<u>4.027</u>	VIII-2.80
Waiver of Tuition and Granting of Other Privileges for Senior Citizens of MD	<u>3.030</u>	VIII-2.30-1
Waiver of Tuition for Teacher of the Year	<u>3.068</u>	Internal
Weapon Registration	<u>3.015</u>	Internal
Web Site Development and Operations Policy	<u>3.108</u>	Internal
Web Site, E-mail, and Data Storage Privacy Policy	<u>3.109</u>	Internal
Work Schedules and Overtime	<u>3.104</u>	BOR VII - 6.10
Workplace Violence Policy		

Frostburg State University Education Unit Conceptual Framework Theme

Linking Hands, Heads, And Hearts Building Powerful Learning Communities

Conceptual Framework Attributes and Indicators

Attribute (Outcome) 1: DEDICATED PROFESSIONAL

Indicators:

- 1.1 Exhibits a strong base of content and professional knowledge and continues to build upon that base as a life-long learner
- 1.2 Possesses a strong knowledge of curriculum as influenced by local, state, and national standards
- 1.3 Exhibits Professional Dispositions (e.g. caring, ethical, passionate, and responsible)
- 1.4 Communicates effectively in spoken, written, visual, and technology-assisted forms of expression
- 1.5 Adheres to professional codes of ethics and strives toward professional leadership

Attribute (Outcome) 2: INSTRUCTIONAL LEADER

Indicators:

- 2.1 Promotes active learning
- 2.2 Communicates high expectations for all students
- 2.3 Creates effective learning environments
- 2.4 Manages student behavior appropriately
- 2.5 Accommodates for a range of differences in culture, developmental levels, and learning styles
- 2.6 Models innovation and creativity in teaching
- 2.7 Uses a variety of instructional/educational strategies
- 2.8 Develops activities which promote problem-solving and critical thinking
- 2.9 Uses technology to promote learning
- 2.10 Exhibits skills in long-range and short-range planning
- 2.11 Uses a variety of questioning strategies

Attribute (Outcome) 3: CONTINUOUS ASSESSOR

Indicators:

- 3.1 Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment
- 3.2 Uses curriculum standards as indicators of student learning to create or select appropriate assessments
- 3.3 Uses various assessment strategies to accommodate all learners
- 3.4 Creates and/or uses multiple assessment measures that are authentic to real world situations
- 3.5 Uses technology to facilitate the collection and interpretation of data
- 3.6 Collects, analyzes, and uses assessment data to improve instruction/learning
- 3.7 Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research
- 3.8 Monitors and reports student/school progress effectively and professionally

Attribute (Outcome) 4: EDUCATIONAL ADVOCATE

Indicators:

- 4.1 Embraces the belief that all students have the right and the ability to learn

- 4.2 Exhibits enthusiasm for the subject matter she/he teaches
- 4.3 Participates in organizations that promote the professions of education
- 4.4 Is committed to equal access to quality public education for all students
- 4.5 Encourages programs that work to ensure safe school, home, and community environments
- 4.6 Supports initiatives to make schools technologically rich environments for learning
- 4.7 Values the increasingly diverse nature of current and emerging school populations

Attribute (Outcome) 5: COLLABORATIVE BRIDGE-BUILDER

Indicators:

- 5.1 Promotes cooperative learning opportunities
- 5.2 Links subject matter within and across disciplines and grade/school levels
- 5.3 Builds effective school/home/community partnerships
- 5.4 Creates powerful learning communities within and beyond the classroom and the school
- 5.5 Treats students and all members of the educational community equitably and respectfully

Attribute (Outcome) 6: REFLECTIVE DECISION-MAKER

Indicators:

- 6.1 Views classroom instruction as a continuous set of decision-making opportunities
- 6.2 Exhibits ability to identify and analyze classroom/school problems
- 6.3 Monitors effectiveness of one's own practices/decisions
- 6.4 Strives for continuous self-improvement as measured by learner success data
- 6.5 Encourages students to engage in thoughtful, productive self-criticism
- 6.6 Analyzes results of research-based best practices for planning curriculum, instruction, and assessment

Please return this form by the first week of classes in the fall:

Acknowledgement of Contents (Interns)

I, _____, have read the MAT Handbook and understand its contents.

(Printed Name)

Signature: _____ **Date:** _____