

Notre Dame of Maryland University

A Guide for Internship Experiences

(For candidates assigned to a mentor teacher by the university)

*For Use in Professional Development
Schools and Other School Settings*

Update: Summer 2022



For electronic version of Handbook, please visit:
<https://sites.google.com/view/ndmupds/>

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School of Education - Conceptual Framework and Outcomes

The School of Education programs at the Notre Dame of Maryland University (NDMU) seek, above all, to instill in our students a desire to be proactive as future leaders and decision makers within the education enterprise, and to value teaching as the vocation that enables the choices of others and supports the human impulse to grow. The program presents the vocation of teaching as the vital link between our private and public worlds, and our personal fulfillment, professional development, and social responsibility. Our aim is to nurture and help focus the program participants' consciousness of vocational commitment and purpose as they develop the knowledge, skills, and dispositions of competent professionals.

The approach taken throughout the program is characteristically holistic, shaping and defining our roles as educators within the larger contexts and diverse environments and dimensions of education: public and private; elementary and secondary; urban, suburban, and rural; local, national, and global. The program is holistic also in the sense that the artificial boundaries between content and processes, curriculum and instruction, and knowledge and values are erased by faculty who teach through modeling an array of instructional approaches, and, as reflective practitioners, raise the important moral and ethical issues embedded in teaching decisions. In their approaches to teaching, faculty demonstrate sensitivity and skill in addressing the learning needs of diverse student populations in the complex multi-cultural society of the twenty-first century.

Faculty and students are well versed in the rich resources provided by contemporary technology and committed to meeting the Maryland Teacher Technology Standards (MTTS) established by the Maryland State Department of Education. As individuals who care, listen to, understand and respect one another, faculty and students together create a community through the following shared values we believe are inherent in sound teaching and meaningful learning.

The teacher candidate:

1. Demonstrates a general knowledge base in the liberal arts and in specific content appropriate for teaching.
2. Demonstrates effective application of principles derived from the ongoing relationship between research-informed theory and practice.
3. Demonstrates the qualities of a reflective practitioner through analysis and assessment of teaching practices, using data in problem solving to redesign instruction to meet individual needs.
4. Acts and makes decisions guided by a philosophy of teaching and learning rooted in a moral system, which values the development and diversity of each individual.
5. Creates a safe and interactive environment in which students are both empowered and free to take risks, to think analytically, critically, and creatively, to make informed choices and to act responsibly.

The School of Education Conceptual Framework, designed by our faculty, illustrates our foundational principles and describes the teacher characteristics we hope to develop through our programs.

RSVP Dispositional Conceptual Framework	
Research	Candidate teachers become increasingly aware of sound educational theories and practices by their willingness to seek knowledge and truth. They consider this their responsibility.
Self Reflection	Candidate teachers are able to recognize their own gifts, strengths, and weaknesses. They are capable of reflection and they use their reflective abilities to improve their practice.
Vocation	Candidate teachers realize they are called to the profession of teaching and respond to this call with passion, enthusiasm and commitment. This is evident in their desire to be well prepared, punctual, concerned for each of their students and respectful in all interactions with others.
Practice	Candidate teachers' practice includes teaching all children, creating a positive learning environment where their students have the security to take a risk, want to learn, and accept their own self-worth.

Pre-Assessment on RSVP Dispositions

This pre-assessment will be completed early in the internship experience. It is meant to reflect your abilities at the start of your internship experience so you may demonstrate your growth. After attending orientation, you will access the pre-assessment assignment in the Internship and Methods Portfolio on Chalk and Wire. You will complete the assignment that is posted on Chalk and Wire and upload to your supervisor. At the end of the internship, you will also complete a post-assessment and reflection and upload to Chalk and Wire. You will receive instruction about these dispositions at orientation, so wait until after attending orientation to complete the assignments.

Reflect upon the skills you have developed through your experiences/courses that have led you to your first day of internship. Rate yourself on your *current ability* to demonstrate these 8 RSVP dispositions, using the following key:

- Exemplary (3):** I am aware of the desired disposition and model it consistently, recognizing and implementing corrective actions when needed.
- Proficient (2):** I am aware of the desired disposition and model it consistently.
- Developing (1):** I am aware of the desired disposition, but I model it inconsistently.
- Unacceptable (0):** I am aware of the desired disposition, but I do not model it.

<p style="text-align: center;">RSVP Dispositions</p> <p>Note: These 8 dispositions may (or often) include, but are not limited to, behaviors such as the following:</p>	<p style="text-align: center;">0 Unacceptable</p>	<p style="text-align: center;">1 Developing</p>	<p style="text-align: center;">2 Proficient</p>	<p style="text-align: center;">3 Exemplary</p>
<p>Collaboration: Establishes rapport with others; maintains positive and productive interactions with others; values teamwork; demonstrates a commitment to achieving team goals; assumes appropriate roles in the collaborative process; seeks to develop and maintain professional classroom relationships. InTASC: #1, 6, 10; Danielson: 1b, 1c, 1e, 3c, 1f, 3d, 4c, 4d, 4f; Level II #30</p>				
<p>Responsibility/Initiative: Demonstrates self-direction in his/her own learning; highly motivated, reliable, and conscientious; shows maturity of judgement; creates opportunities to engage in activities or conversations that extend beyond typical expectations. InTASC: #1 Danielson: 1b, 1c, 1e, 3c; Level II #31</p>				
<p>Perseverance: Is able to problem solve through challenges; think critically; remain optimistic when confronting obstacles, and exhibit self-control. InTASC: #10; Danielson: 4c, 4d, 4f;; Level II #32</p>				
<p>Cultural Responsiveness: Values diversity and different perspectives; demonstrates an ethic of care; Is aware of and sensitive to cultural differences; creates an inclusive environment; is social-justice minded; is equitable; advocates for all children. InTASC: #2, 3, 4, 6; Danielson: 1b, 2a, 3c, 1a, 1e, 3c, 1f, 3d; Level II: #32</p>				
<p>Flexibility/Adaptability: Is receptive to new ideas; is flexible in response to change; can adjust and revise plans based on new ideas and/or student needs. InTASC: #5, 7, 8; Danielson: 3a, 3c, 3f, 1b, 1e, 3b, 3c; Level II #34</p>				
<p>Reflectivity/Responsiveness to Feedback: Is open to constructive feedback; solicits input from others; adapts behavior in response to feedback and suggestions; strives to achieve competence and integrity; reflects on/evaluates her/his strengths and areas of improvement; advocates for professional growth; shows a commitment to lifelong learning. InTASC: #9, 10;; Level II #35</p>				
<p>Communication: uses varied communication strategies (including technological tools) to build learning communities that engage learners, families, and colleagues; oral and written communications are clear and professional; uses vocabulary and tone appropriately; is sensitive to, and reacts appropriately, to social cues; consistently maintains professional demeanor even in stressful situations. InTASC: #10; Danielson: 4c, 4d, 4f: Level II #36</p>				
<p>Professionalism: Is present, punctual, and prepared with all necessary materials; meet deadlines; dresses and maintains an appearance that aligns with what is expected based on the social setting and the role. InTASC: #10; Danielson: 4a, 4e 4f; Level II #3</p>				

Expectations for the Intern

This internship marks an important milestone in your preparation for teaching. The varied opportunities you will experience within the internship environment will serve you well as you make the transition from student to educator. Take every opportunity to engage in as many learning opportunities as possible.

As the intern, you are, largely, in charge of your own professional success. While many experienced educators will guide and support you, it is important you have a complete understanding of your responsibilities during the internship. Please collaborate with your pre-service mentor and university supervisor in developing your professional plan to complete all of the expected requirements during the internship. Also, be sure to discuss the handbook with your pre-service mentor and university supervisor to ensure all members of your team understand the instructional responsibilities, timelines, and required assessments.

Please read carefully the sections that present the expectations of the intern during this experience. As a result of this internship, when you are standing at the front of your own classroom in the future, you will know what to do and how to do it, what it takes to plan and teach, and how to be a productive member of the school and community.

Attendance

- Maintain the type of attendance and punctuality record required of contractual teachers. Regular teacher/intern attendance is a critical component of the student learning process.
- Interns will follow the school system calendar and will attend their internship on all teacher workdays. This means interns will attend on days when teachers report to school but students do not, and interns will stay for the entire day if students are dismissed early but teachers continue to work. If a professional development day is scheduled, interns will attend and participate in sessions with their mentors.
- If a mentor is planning to be absent, the intern must still report to school. **The intern is not permitted to serve as a day-to-day substitute teacher for the mentor.** The intern will assist the assigned substitute teacher, and if there is no substitute teacher assigned, the intern should work with another teacher in the building.
- Notify your mentor teacher **and** your university supervisor as early as possible if you must be absent (personal serious illness or serious illness or death of an immediate family member).
- If an intern is absent for one or two days over the full-time internship, the absences do not need to be made up. However, if an intern is absent for more than two days over the full-time internship, ALL missed days must be made up.
- If an intern must miss 10% or more of their required days, the university supervisor, director of supervisors and coordinator of field placements will meet with the intern to determine whether the internship can continue. After considering all factors, a decision will be made as to whether the internship must be cancelled and rescheduled for a later semester (likely resulting in all course fees being lost), or if the internship will need to be extended into the next semester.
- If an intern has a scheduled job interview or Praxis exam on a day during their internship, the absence is not counted against her/him but the intern should report to school for the portion of the day they are not otherwise engaged in such an activity.
- Interns must arrive on time and attend all required support seminars. Attendance is taken at each session, and unexcused absences may impact the internship grade.

Professionalism

- Maintain professional interactions with teachers, administrators, supervisor(s), para-educators and parents.
- Return phone calls/emails from university supervisor and mentor promptly - within the same

day if possible.

- Adhere to standards of confidentiality.
- Demonstrate professionalism in one's demeanor, behavior, conduct, and decision-making.
- Demonstrate positive dispositions toward diversity and equity.
- Assure that all email communications follow a professional looking format. Be especially mindful of using abbreviations and informal language. Remember: once you send an email, it becomes part of the permanent record.
- Avoid using social media to discuss/comment about the internship. Comments or pictures about faculty, staff, students, or parents should not be posted. Negative comments made by interns are referred to the University can result in disciplinary action and/or removal from the internship.
- Follow any guidelines/procedures that the school initiates regarding distance learning.

Intern/Student and Parent Interaction

- Determine what the school system norms are with respect to “touching” students. Most school systems have guidelines regarding physical contact. In general, it is essential to maintain a “professional distance” in all student interactions, both physical and emotional.
- Interns may not transport students in their vehicles for any reason.
- Maryland state law requires educators to report suspected child abuse and neglect. Each school system has specific guidelines regarding the reporting of child abuse and neglect. You may receive training on this process at the countywide orientation many school systems hold for interns or at your specific school. The school administrators, counselors, or your mentor teacher will have copies of the school system procedures for reporting abuse or neglect. Please do not hesitate to refer any concerns that arise to one of these professionals or consult with your university supervisor for advice.
- Relating to parents is one of the most important roles of a classroom teacher, and interns should actively observe how their mentor and other staff members carry out this responsibility. However, interns should take a limited role in this area. Communication with parents via conferences, notes, e-mails, or phone calls should be crafted jointly with the mentor. Any role the intern is to have in such communications should be carefully discussed and planned with the mentor teacher. When the intern receives direct questions or comments from parents, they should refer the parent to the mentor for a response or ask the mentor to collaborate in responding.

Intern/Mentor Teacher Interaction

- Interns are guests within their assigned classroom and school. It is important to strive to work cooperatively with the mentor, even if their teaching philosophy varies from the intern's philosophy. When questions arise, consult the university supervisor for advice on how to proceed. Should the behavior of the mentor or other staff members in the school cause the intern serious concern, the intern should contact their university supervisor immediately for counsel and advice.
- When the intern is assigned a mentor, a courtesy email or telephone call is needed to introduce the intern and schedule an initial meeting or teleconference. Sharing contact information and a general discussion of the shared experience is helpful at this point. The intern should also request information about setting up a connection with the school technology platform so that it is in place at the beginning of the internship.

School-Based Expectations

- Share relevant information about your background with the mentor teacher at the initial meeting.
- Share pertinent information about your program with the mentor teacher.
- Participate in a “triad” meeting with the mentor and supervisor in order to review the handbook and expectations, establish dates for informal and formal observations, and make yourself available to

answer questions.

- Make sure you have contact information for the school and for your mentor teacher.
- **Know the school rules, policies, and emergency procedures, e.g., what you should do in an emergency, in a fire drill, or if a student has an accident and the teacher is briefly out of the classroom. (Please discuss with your mentor as early in the placement as possible.)**
- Dress professionally during the internship. Remember: in many ways, the internship is an extended interview.
- Take initiative in meeting as many faculty and staff as you can.
- Treat all student information confidentially. Check with the mentor teacher before discussing or sharing student information with anyone else, including other school staff.
- Participate willingly in assigned tasks and exercise initiative in volunteering for other activities appropriate to the situation.
- Consult and confer with your mentor teacher for ways you can help and ask for clarification when you do not understand an assignment or suggestion.
- Familiarize yourself with curriculum guides, state standards, and the alignment between these documents. Avoid teaching information that strays from the approved curriculum.
- Seek clarification about the school system's technology policy. In many systems, you must sign a technology agreement before you are permitted to use their computers or other technology.
- Schedule formal observations with the university supervisor. Prepare a detailed, approved, typed lesson plan for formal observations and submit to the university supervisor and your mentor teacher at least two days in advance of the observation. Use the NDMU lesson plan template for all observation lesson plans. After teaching the lesson, complete the reflection section of the NDMU lesson-planning template and send it to your supervisor. This reflection is a required part of the lesson plan and should be completed in a timely way.
- Interact positively with students, your mentor, parents, and professional staff.
- Complete the Internship Time Sheet. After obtaining mentor and supervisor signatures, upload the Internship Time Sheets including reflections to Chalk and Wire.
- Assume responsibility for a mentor teacher's full schedule for a minimum of 2 – 3 weeks in each placement. If this involves co-teaching, the intern should be involved in the planning and delivery of instruction in some capacity for the full day for the 2 – 3-week period.
- Receive constructive criticism and engage in feedback with the mentor and university supervisor.
- Encourage the mentor to complete the level one evaluation halfway through each placement and level two evaluation at the end of each placement.
- Meet with special education teachers and observe special education classes within the school.
- Meet and observe (or shadow) gifted and talented teachers and ESOL teachers within the school.
- Work with the mentor teacher to fully participate in the internship experience whether face-to-face or utilizing distance learning with the parameters of the school and district.
- All lesson plans should be available for the supervisor to access either electronically or in a physical binder.

University-Based Expectations

- Achieve at least a “B” grade in methods courses prior to internship.
- Achieve at least a “B” grade in the internship; university supervisor determines the grade in concert with the mentors' feedback and evaluations.
- Pass the Praxis Core (or Praxis I, or equivalent SAT, ACT, or GRE test) prior to beginning the internship or waive with a GPA at or above 3.0 consistent with MSDE regulations
- Pass Praxis II tests by the time the internship ends; the intern can receive a grade for the internship if they have not passed the Praxis II tests by completion of the internship, but they cannot be “stamped as a completer” until the Praxis II score reports are received in the Education Office

through the intern's academic advisor.

- Complete an edTPA portfolio in your certification content area, submit for national scoring, and receive passing scores as outlined in the EDU 400/600 edTPA for Educators course.
- Complete all required registration and graduation paperwork according to timelines.
- Meet with advisor and field placement coordinator regarding placement and internship expectations.
- Attend *all* required orientation sessions and seminars held during the internship.
- Complete and submit assignments to your university supervisor on time.
- Contact your university supervisor and advisor for assistance as needed.
- Engage in and sustain involvement in the Action Research Project if not taking EDU 604 (or completing Task 4 for the Elementary Education edTPA Handbook).

Intern and Mentor Teacher Conferences

- Request frequent conferences with your mentor teacher to gain feedback.
- Be open to opportunities to receive feedback, guidance, and direction as well as to exchange ideas and concerns.
- Take notes on all conferences for future reference and planning.
- Become a reflective practitioner.

Professional Teaching Binder

- All interns will keep a physical or electronic binder/folder to house evidence of the daily contributions that the intern makes to *student learning* and *personal growth*. The binder should include the following sections/subfolders and house daily/weekly documents associated with each section:
 - *Student Learning*: Internship Time Sheets/Reflections, YOUR Written Lesson Plans
 - *Professional Growth*: Record of Meetings and Events, Active Observation Tools (to be used when you observe your mentor); Ongoing Feedback from Mentor Teacher (can be in the form of written feedback from mentor or notes that you take when you are receiving verbal feedback from your mentor)
 - Optional: Resources/references used during planning; student work
- The binder should be shared with your supervisor during your post-observation conferences (physically or virtually). Your supervisor is encouraged to ask questions as they peruse the binder.

Planning

- Planning is essential to effective teaching. Interns should receive the needed access to curriculum guides when they arrive at each internship placement so they may begin to follow the mentor teacher's outline for teaching and begin to engage in thoughtful long-range planning about the unit(s) they may be assigned to teach.
- The intern is required to submit written plans *prior to teaching the four formal observation lessons*.
- Interns are expected to prepare a detailed, approved, typed lesson plan for formal observations by university supervisors. The lesson plans must be submitted to the supervisor at least two days prior to teaching the lesson. The NDMU lesson-planning template must be used for formal observations.
- Keep all lesson plans readily available in an organized system to facilitate on-going discussion of planning with both mentor teacher and university supervisor.

edTPA

- The primary purpose of the edTPA portfolio is to measure individual candidate performance and the education program performance against national standards. The portfolio assessment is completed during the internship and is a requirement for successful completion of the internship.
- Successful submission is defined as submission of all required parts of the portfolio that is returned graded by Pearson without any condition codes.
- All interns are enrolled in EDU 400 or EDU 600 during the internship semester. All questions

about edTPA should be directed to the intern's EDU 400/600 instructor.

Stamping for Program Completion

- The academic advisor for each program will prepare files for approval by the Dean of Education. To earn the Dean's approval, the following items must be provided:
 - NDMU transcripts showing completion of all required courses for the intended certification area with a "B" or better in all methods courses.
 - For candidates with prior coursework at other institutions, official transcripts from all other schools attended showing previous coursework and/or degrees.
 - Transcripts (NDMU or from prior schools) must show all prerequisite coursework completed for the intended area of certification.
 - Praxis Core, Praxis I, SAT, ACT or GRE scores that meet the MSDE required passing score or verification of a 3.0 GPA in the intern's most recent degree.
 - Praxis II tests in the intended field of certification that meet the MSDE required passing score.
 - Submission of edTPA portfolio.
 - Successful completion of the internship with a grade of "B" or better. Completion of all internship requirements.

If the candidate's file contains all of these items, the Dean will request that the Registrar's Office "stamp" the candidate's final transcript as a "Completer of a Maryland-approved Certification Program." This final "stamped transcript" is what the candidate requests from the Registrar's Office to submit to a school system or MSDE for the actual teaching certificate.

Extra-curricular Activities

- Participate in duties and/or activities outside the classroom that are assigned to the mentor teacher.
- Observe students as individuals and as groups in varied school settings (e.g. in hallways, in the cafeteria, or on the athletic field).
- Talk with teachers and staff about their work and about the school.
- Explore the community the school serves.
- Observe at least three classes outside of your mentor teacher's schedule.
 - For example, observe classes at a different grade level or a different content area that could include physical education, art, or music. Make an effort to attend at least three events in each placement which involve parent and community interaction. These may include Back to School Night, Parent Conferences, Math Night, Holiday Concerts, Spring Festival, Sports Events.
 - *Please follow/use the **Record of Intern Meetings/Events Participation** form to guide/record/reflect on your required activities outside of your assigned classroom.*

Assistance Plan

On rare occasions an intern may encounter significant difficulty during the internship placement. The difficulties may involve planning, teaching, balancing workload, and/or aspects of professionalism. When the university supervisor and mentor agree this is the case, the supervisor will contact the Director of Supervisors to develop an assistance plan for the intern. This assistance plan will include specific modifications that the intern is counseled to follow in order to meet success. This assistance plan may be accompanied by additional classroom observations performed by university staff.

Expectations for the Mentor

Effective mentors guide interns to become effective classroom teachers. Under their tutelage, interns are expected to learn research-based methods of instruction, make evident their understanding of the Common Core State Standards and the national content standards in their planning and assessment, acquire classroom management strategies to address disruptive and off-task behaviors, demonstrate effective strategies for differentiating instruction to meet the needs of a diverse student population, and develop human relations competencies to foster team work, to cultivate teacher-student relationships and to facilitate partnerships with parents. The mentor...

- Participates in mentor training and demonstrates an understanding of all expectations.
- Shares the school vision and school improvement plan goals and objectives.
- Participates in a “triad” meeting with the intern and supervisor in order to review the handbook, establish dates for informal and formal observations, and make oneself available to answer questions.
- Orients and introduces the intern to the classes, the school, the faculty and the community, the personal and professional materials, and school policies and procedures.
- Models a variety of research-based instructional approaches/lessons at different stages of the learning process and encourages the teacher candidate to use a variety of teaching approaches.
- Provides the intern with varied teaching experiences (small group teaching, team teaching, total class instruction, teaching a struggling reader, etc.).
- Coaches and reflects with intern on a routine basis, helping the intern to shape her/his philosophy based on effective, proven teaching practices.
- Observes the intern and provides **daily** constructive formative and/or summative feedback using the observation tools provided by the university.
- Supports the intern in his/her efforts to overcome mistakes and obstacles, to persevere, and to solve teaching problems.
- Assists the intern in analyzing, interpreting and using data to inform instructional planning and practice.
- Confers regularly with site coordinator and university personnel to maintain ongoing communications.
- Completes a Level One mid-term evaluation of progress for the intern (designed to provide informal/no fault written feedback from the mentor to the intern; no copies to intern’s file).
- Completes a Level Two final evaluation (formal, final written evaluation which becomes part of the intern’s permanent file).
- Attends and actively participates during the intern’s formal post-observation conferences set up by the university supervisor.
- Assists intern in providing experiences that help them engage in their action research project.
- Provides and recommends research-based professional materials related to planning and teaching.
- Explains, models, and monitors clerical and administrative responsibilities expected of the intern.
- Models how to effectively plan and teach to the Common Core and national content area standards.
- Is familiar with the requirements set forth in the internship handbook.
- Assists intern in setting a weekly schedule for fulfilling the designated responsibilities and completing required assignments including early observation, participation in a succession of routine procedures, gradual induction into teaching with simple to complex teaching responsibilities, time for short- and long-term planning.
- Arranges for intern to observe other teachers (e.g., art, library media specialist, physical education, and other grade levels) as time permits to foster an understanding of cross-grade, interdisciplinary and vertical/horizontal articulation.
- Schedules observations by school system personnel as requested.
- Models professional competence, commitment, and mutual respect.
- Provides the intern with an appropriate desk or place to work.
- Works with intern to participate in distance learning opportunities according to the parameters of the school and district.
- Works with the intern and university supervisor to develop a supportive relationship with intern success as the goal.

Expectations for the University Supervisor

The University Supervisor is the link between the University, the intern, and the mentor. The university supervisor provides direct observations, feedback, and evaluation of the intern's field experience. Supervisory comments should serve the following purposes: assist the interns in understanding research based methods of instruction, help the interns to develop a clearer understanding of the Common Core State Standards and the national content standards in their planning and assessment, advance the intern's understanding of classroom management strategies to address disruptive and off-task behaviors, focus on effective strategies for differentiating instruction to meet the needs of a diverse student population, and help the interns to develop human relations competencies to foster team work, to cultivate teacher-student relationships and to facilitate partnerships with parents. The University Supervisor...

- Visits the intern regularly throughout the internship experience to confer, guide, observe, and provide constructive feedback and assistance – including MAT and MATESOL students during the observation period.
- Conducts within the first few days of the placement a “triad” meeting with the intern and mentor in order to review the handbook and expectations, establish dates for informal and formal observations, post-observation conferences, and make oneself available to answer questions.
- Schedules and conducts a minimum of four formal observations (minimum of two in each placement) of the intern with the intern and mentor.
- Confers with the intern (and includes the mentor) following each observation on site or virtually.
- Provides oral feedback to the intern (and includes the mentor) within 48 hours of the observation, and written feedback to the intern (and includes the mentor) within 72 hours following observations.
- Confers and maintains contact with the mentor throughout the internship experience and is available to the mentor to offer assistance and information as requested.
- Communicates information about the NDMU teacher education program and other needs to the principal and mentor as requested.
- Provides background information to the mentor about the edTPA and internship requirements.
- Discusses how the mentor can support the intern in filming video for edTPA.
- Assists/supports the intern in meeting the edTPA and internship requirements.
- Cooperates with the mentor in helping the intern grow as a professional.
- Assesses the intern's program and performance on all reports and observations and determines the final grade.
- Maintains appropriate mileage and visitation records.
- Serves as a strategic member of the intern's mentor team including the program coordinator, field placement coordinator, PDS coordinator, PDS liaison, PDS site-coordinator, mentor, and school/university-based administration.
- Scores ePortfolio assignments for the intern in Chalk and Wire.
- Provides documentation to School of Education staff:
 - Supervisor sign-off sheet, PDS verification form, and documentation of completed ePortfolio assignments are sent to the Director of Supervisors.
 - Completes end of semester reflection and meets with Director of Supervisors to discuss.

Professional Development Schools

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools. It is MSDE's expectation that teacher candidates who attend Maryland colleges and universities complete their internships in formal PDS partnerships.

NDMU PDS Sites

Anne Arundel County Public Schools
Belvedere Elementary School
Broadneck High School
Baltimore City Public Schools
Medfield Heights Elementary School
John Ruhrah Elementary/Middle School
Western High School
Baltimore County Public Schools
Hillcrest Elementary School
Johnnycake Elementary School
Lansdowne Elementary School
Stemmers Run Middle School
Kenwood High School

Woodlawn High School
Harford County Public Schools
Church Creek Elementary School
Howard County Public Schools
Clemons Crossing Elementary School
Long Reach High School

Roles and Responsibilities for Various Professional Development School Partners

Individuals within the PDS partnership have specific roles in establishing and maintaining the partnership. Described below are the roles and responsibilities of the essential personnel within the PDS partnership.

*Note: For an intern who may **not** be placed in a PDS, the following roles and responsibilities applicable to PDS sites do not apply to your placement.*

University Liaison

The Notre Dame of Maryland University liaison is the contact person representing the University. This is the individual whose presence in the school building manifests the continuing and regular visibility of the University in the partnership. The University Liaison:

1. Attends Strategic Planning Institute collaboratively with site coordinator.
2. Facilitates the intern's integration into the PDS faculty.
3. Conducts intern course work on site (if possible).
4. Serves as Notre Dame of Maryland University's presence in the school.
5. Provides or secures staff development to meet school improvement needs.
6. Provides or secures training for pre-service mentors.
7. Collects and organizes research data.
8. Co-chairs the Coordinating Council.
9. Collaborates in problem solving for all stakeholders with regard to the intern's responsibilities, requirements, concerns, scheduling conflicts.
10. Co-hosts PDS site visits.
11. Conducts research and presents at conferences, institutes and other forums to disseminate best practices.
12. Provides leadership in the writing, preparation, and submission of PDS grants, reports, and other written documentation as needed.
13. Assists in the distribution and discussion of standard-based documents such as CAEP, PDS, and content standards.

Site Coordinator

The site coordinator serves as a designated representative for the school principal and may resolve many questions and problems on behalf of the school administration. Compensation for the role is determined by the university and/or school system. The site coordinator:

1. Identifies and recruits pre-service mentors.
2. Assists with placement of interns with mentors.
3. Coordinates PDS and NDMU schedules for PDS activities.
4. Conducts meetings and serves as a liaison between NDMU and pre-service mentors.
5. Coordinates the introduction of interns to the school/school staff.
6. Coordinates PDS site visitations.
7. Co-hosts PDS site visits.
8. Disseminates registration forms to school faculty for graduate, undergraduate, and workshop course offerings.
9. Presents at conferences, institutes, and other forums to disseminate best practices.
10. Attends Strategic Planning Institute collaboratively with NDMU counterpart.
11. Co-chairs the Coordinating Council.
12. Maintains archives of documents of the PDS partnership.
13. Collects and organizes research data.
14. Assists principal with any PDS-related administrative task.
15. Disseminates needs assessments to faculty.
16. Plans activities for interns, such as welcome breakfasts and closing celebrations.
17. Coordinates service projects with interns and university faculty.
18. Problem solves for all stakeholders.
19. Publicizes PDS partnership activities within and beyond the school site.
20. Facilitates school PDS meetings.

University PDS Coordinator

The Notre Dame of Maryland University PDS Coordinator is responsible for insuring that all PDSs in the various school systems are operating within the state PDS guidelines and the University's PDS policies. The university PDS coordinator:

1. Serves as an ad-hoc member of each PDS site-based Coordinating Council.
2. Attends state/county PDS meetings as an NDMU representative.
3. Conducts workshops/presentations to support ongoing PDS implementation.
4. Works collaboratively with PDS liaisons and site-coordinators to support PDS implementation and activities.
5. Maintains documentation of PDS activities and provides information for reports as requested.
6. Assists in the monitoring/management/writing of PDS grants and funding.
7. Serves as chair of the University PDS Steering Committee.
8. Communicates with all stakeholders to provide updated information that impact on the PDS operations.

Field Placement Coordinator

The field placement coordinator functions as the University liaison among the various counties that

provide field placements for the interns and serves as the direct link for all official placements. The Field Placement Coordinator:

1. Maintains the official data list of internship and field placements.
2. Maintains ongoing and timely communication among the interns, program coordinators, PDS coordinator, and university supervisors to assure all stakeholders are working together.
3. Provides schedules and directives for interns to assure timely compliance with required applications/paper work.
4. Communicates with school system placement offices during the placement process to arrange and confirm internship placements.
5. Collects required evaluations, and maintains all documentation related to internship and field placements.
6. Provides data and other relevant information as requested for reports.
7. Participates as a member of Program Coordinators Committee/PDS Coordinating Council and provides appropriate information as needed.
8. Visits PDS/school sites as a member of the intern mentoring team to provide support and guidance as needed.

Program Coordinator/Academic Advisor

University program coordinators are responsible for program development, curriculum, faculty, and students for that program within the Notre Dame of Maryland University School of Education. The following programs have coordinators: Master of Arts in Teaching, Master of Arts in TESOL, the post-baccalaureate Accelerated Certification for Teaching program, undergraduate education. The program coordinator:

1. Provides leadership and oversight to the University academic program.
2. Prepares program-specific documents related to the field program and internships.
3. Provides assistance to interns and supervisors in meeting expected instructional requirements during the internship.
4. Works with university supervisors to ensure timely and effective monitoring of the internship.
5. Serves as the decision maker if there are issues to be resolved related to the success of the internship.
6. Assists interns in seeking instructional support as needed.
7. Determines completion of program based on ePortfolio/edTPA completion and internship requirements; posts grade for internship.

School Based Principal/Administration

The school-based principal provides the leadership critical to the success of the fully functioning Professional Development School collaboration. The principal plays an integral role in influencing the success or lack of success of the PDS. The principal must be committed to the identity of the school as a PDS. The school- based principal/administration:

1. Communicates the progress of the PDS to all stakeholders (parents, business partners, community, school system, NDMU, and school staff).
2. Collaborates with university liaison and site coordinator to arrange logistics for intern placement,

pre-service mentor selection, and physical resources to accommodate interns and liaison within the school building.

3. Plans strategic planning collaboratively to address PDS needs and school improvement issues.
4. Serves on the Coordinating Council (or designee).
5. Allocates time for professional development.
6. Presents to PDS site visitors.
7. Meets with University personnel as needed.
8. Becomes familiar with responsibilities of various stakeholders as defined within the internship handbook and PDS standards.
9. Solicits collaboration of qualified teachers to serve as pre-service mentors.
10. Exercises overall supervision of program procedures and processes.
11. Contacts University personnel when circumstances indicate the need for a conference.
12. Presents at conferences, institutes, and other forums to disseminate best practices.

School System Representatives

The designation of a PDS coordinator for the local school system facilitates communication between the school system and IHE partners. The school system representative:

1. Serves as a clearinghouse for the establishment of PDS partnerships.
2. Facilitates communication among PDSs through varied means such as a newsletter, PDS Network meetings, etc.
3. Marshals system resources to support PDS efforts.
4. Addresses concerns that have system-level solutions.
5. Provides consistency of resources and personnel at PDSs, especially during early phases of development.
6. Communicates PDS information to system leadership.
7. Collects and organizes research data.
8. Serves on various Coordinating Councils.
9. Presents to PDS site visitors.
10. Presents at conferences, institutes and other forums to disseminate best practices.
11. Facilitates recruitment and hiring of interns.

TRIAD Meeting
(Meeting of Intern, University Supervisor, and Mentor)
Should occur during the first week of each placement

Introductions

Have mentor share some information about the classes/ have intern share how things are going so far

INTERN RESPONSIBILITIES

• **Professionalism**

Always discuss students and parents in a positive way/ dress appropriately.

• **Time sheets/absences- NOTIFY BOTH MENTOR AND SUPERVISOR**

*Absences must be made up if more than two absences over full-time internship.
Must be signed by mentor.*

• **Duty days/meetings- must attend all**

• **Planning- short term/long term/ backward mapping**

• **Lesson Plans**

- Submit to mentor two days ahead of formal observations for review and changes.
- Keep all plans in a physical or electronic binder that university supervisor will check.
- Use school lesson plan template for day to day planning and NDMU lesson plan template for formal observations.

• **Complete and upload edTPA/ePortfolio assignments**

• **Observe school policy with regard to cell phones**

• **Be positive/take initiative/be a team member**

MENTOR RESPONSIBILITIES

- Use *Internship Framework* in the handbook as suggested timeline for internship responsibilities.
- Share your lesson plans as models for the intern.
- Provide access to curriculum frameworks and teaching materials.
- Co-teach
- Observe the intern's teaching and provide daily written and/or verbal feedback; also consider writing remarks and suggestions on intern's lesson plans.
- Help arrange for intern observations of other teachers.
- Sign the timesheets at the end of the internship.
- Contact supervisor as needed.

DISPOSITIONS

- Discuss RSVP Pre-Assessment of Dispositions
 - Point out the dispositions on the Level I and II Evaluation (Items 30-37)
 - Discuss meaning of the eight dispositions
 - Discuss the intern’s strengths and areas for growth in relation to the dispositions

ADDITIONAL THINGS TO SCHEDULE AND DO

- **Mentor should do at least one formal classroom observation** of the intern before the end of the placement – use the *Classroom Observation Form* in the handbook or school observation form.
- **Try to arrange for a department chairman or administrator** to also do an observation of a lesson.
- **Level I evaluation- 4 weeks into internship** – use Level I form –discuss with intern, both sign and make 3 copies (1 for each member of the triad)
- **Level II evaluation** – use Level II form, discuss with intern, have all parties sign and make 3 copies (1 for each member of triad)

SUPERVISOR RESPONSIBILITIES

- **A minimum of two formal observations** in each placement with written evaluations and feedback meeting with intern and mentor teacher.
- **Conferencing, emailing** with intern and mentor during observation period as well as full-time-internship.
- **Send out reminders about:**
 - Observation dates
 - Level I Evaluation
 - Level II Final Evaluation
 - Assignment due dates
 - Exit Interview explanation (second internship experience)
- **Review the Level I Evaluation** with the mentor after the first observation and set a date for sharing the Level I Evaluation with the intern.
- **Check lesson plan binder or electronic folder** at each observation.
- **Be sure the signed Level II evaluation and signed timesheets are uploaded to Chalk and Wire by the intern**
- **Arrange and conduct Exit Interview near the end of the second placement** (panel should include supervisor, mentor teacher and, if possible, department chair and/or administrator)
- **Grade** all required items in Chalk and Wire.
- **Assign grade at end of second placement** (compilation of both placements)

SCHEDULING

EVENTS TO BE SCHEDULED AT EACH PLACEMENT	DATE	RESPONSIBLE PARTY
First observation		Supervisor
Second observation		Supervisor
Level I Conference		Mentor
Mentor observations		Mentor

Administrator observation (if possible)		Mentor
Level II Conference		Mentor and Supervisor
Exit Interview (end of second experience only)		Mentor and Supervisor
Follow Up Observations (as needed)		Supervisor

Active Observation Tools

Observing the implementation of lessons of master teachers is a beneficial way for interns to learn how to apply their classroom learning to actual teaching practice. However, it is often difficult for a new intern to figure out what to pay attention to *specifically* as so much happens in a single lesson observation. The active observation tools on the next few pages are provided to encourage interns to identify a specific area to concentrate on when observing mentor teacher lesson implementation. For Undergraduate and ACT interns, these tools should be used in the first three weeks of the internship experience. For MAT and MATESOL interns, they should be used primarily during the fall semester. Interns are encouraged to discuss their observations with mentor teachers following several of the lessons they observe to make sure their ‘take-aways’ are on the right track.

A. Observation in the classroom.

1. Observe in an active, meaningful way, linking observation with content from methods courses. Use the templates provided on the following pages to focus attention on teaching, behavior management, and classroom routines used by the mentor teacher. These guideline pages will be used for discussion when interns return to campus to reflect on their first placement experience with supervisors, advisors, and fellow interns.
2. Study the curriculum guides for assigned grade and look for the alignment between state standards and the curriculum guide.
3. Observe the variation in types of lessons presented.
4. Observe individual students and their behaviors in the learning process, e.g. on-task behaviors, learning styles, and apparent needs.
5. Observe the various models of classroom management.
6. Observe in the mentor teacher’s classroom and in other teachers’ classrooms as deemed appropriate and arranged by the mentor teacher.

B. Participation involving students

1. Help supervise and aid pupils in academic situations and in movement from place to place.
2. Assist students in completing independent tasks. Work one-to-one with a student for remedial practice or enrichment work.
3. Assist individual pupils who are doing independent work and/or assignments.
4. Examine instructional materials and curricular guides, observe students’ responses to various types of instructional materials, and incorporate this information when completing assignments.
5. Become involved in co-teaching with the mentor teacher, and/or in teaching lesson segments (e.g. review drill, correct homework) approved by the mentor teacher.
6. Teach a lesson approved by the mentor teacher, if possible.

C. Assistance with classroom routines and maintenance of room

1. Duplicate appropriate instructional materials as requested.
2. Prepare materials for lessons such as charts, flashcards, computer-based and audio-visual aides, and other such materials.
3. Post daily objectives and assignments.
4. Correct papers, workbook assignments, and homework activities.
5. Record grades and/or attendance as requested.

Observation Tool #1: Establishing Purpose/Objective of Lesson Date: _____

Directions: Watch multiple lessons to determine how the teacher establishes the purpose of the lesson. Watch to see if this is done orally or in writing. Watch how the teacher assesses learning as the lesson progresses. Watch how the teacher assesses if the students achieved the purpose/objective at the end of the lesson.

Did the students understand the purpose of the lesson? How do you know?	
How did the teacher establish the purpose and assess student learning?	
Issues that surfaced	
Questions/Comments to ask mentor teacher	

Observation Tool #2: Teaching Content of Lesson Date: _____

Directions: Watch multiple lessons to determine how the teacher introduces new content to be learned. Watch how the teacher uses multiple modalities to teach new content. Watch how the teacher helps students apply the lesson content after explaining or demonstrating it.

What strategies were most effective in helping the students learn the new content?	
What strategies did the teacher employ to help students learn the content?	
Issues that surfaced	
Questions/Comments to ask mentor teacher	

Observation Tool #3: Dealing with Classroom Management Issues Date: _____

Directions: Watch and speak with teachers to determine proactive classroom management/practices they

use. Determine methods they use to handle minor to serious classroom infractions. Determine if they address any infractions as they occur (publicly) or if they address them after the lesson (privately). Determine the extent to which teachers involve parents/guardians and other school support personnel. Determine the effectiveness of the teacher’s methods in dealing with off-task behaviors.

What classroom management routines are in place?	
What individual student management routines are in use?	
How are parents and instructional support personnel used to reinforce management routines?	
Questions/Comments to ask mentor teacher	

Observation Tool #4: Environment/Tone of Class Date: _____

Directions: Watch multiple lessons from the back of the room sitting next to various students: a boy, a girl, an extroverted learner, an inattentive learner, a student with an IEP, etc... Watch how the teacher responds to and interacts with these and other students. Watch how the teacher uses voice, proximity, and activities to engage/motivate, calm when necessary and re-direct students.

Insights about student Learning	
Strategies the teacher used to enhance student learning	
Issues that surfaced	
Questions/Comments to ask mentor teacher	

SAMPLE: Full-Time Internship Framework:

(ACT students may have to extend their internship to meet MSDE requirements based on the calendar)

Interns are encouraged to move as quickly as possible to assume teaching duties

***Timeline is subject to modification based on level of experience of intern and input from supervisor**

Week 1

Target observations:

- Routines
- Learning environment

- Classroom management
- Varied teaching models
- Assessment tools and strategies
- Teacher-student relationships
- Student-student relationships
- Teacher-parent-student relationships

Participation:

- Prepare and read story
- Routines/attendance/recess
- Accompany class to specials/lunch
- Prepare materials
- Work with individuals/small groups
- Respond to student work
- Possibly teach a lesson that has been co-planned with mentor
- Attend all meetings attended by mentor
- Meet the principal and key personnel in your school, especially the office and custodial staff
- Learn how to use any and all of the classroom equipment and technology, how to order/access resources needed such as photocopier
- Assist mentor with preparing bulletin boards, creating classroom materials
- Other activities as mentor suggests

Week 2

Target Observations:

- Classroom and behavior management
- Varied teaching models
- Assessment tools and strategies

Participation:

- Continue participation from Week 1
- Begin to plan lessons and prepare to take over responsibility for one subject, class or instructional process
- Engage in some level of co-planning for all classes/subjects
- Participate in team planning

Weeks 3-7

Target Observations:

- Continue observations from Weeks 1 and 2
- Transitions
- Differentiated instruction
- Sit in on an IEP meeting, if possible

Participation:

- Continue adding responsibility for planning and teaching lessons. This is usually done by adding a subject/class/lesson element or two per week until the intern is prepared to take on the full teaching load.
- Co-teach subjects/classes with mentor—This is an area of emphasis!!!
- Continue to be involved in planning for each class/subject/lesson
- Be alert to the methods of the mentor who is modelling excellent strategies

Weeks 8-9

Participation:

- Intern assumes the full teaching load for a minimum of two weeks
- Some interns will be able to take over this responsibility earlier and teach the full load for a longer period of time.

Week 10

Target Observations:

- Observe other grades, subjects, and classes including specials or electives
- Continue observing mentor teacher, especially on those elements highlighted as an area of growth during formal observations or evaluations

Participation:

- Gradually return responsibilities to the mentor teacher

Intern Name:

Week of:

**NOTRE DAME OF MARYLAND UNIVERSITY
OBSERVATION AND STUDENT TEACHING TIMESHEET**

Click here to enter text. **SCHOOL YEAR**

The purpose of this log is to document and reflect upon the variety of experiences in which an intern engages and to record the number of observation and student teaching days during the overall internship.

Interns should:

- Complete one timesheet per week for each placement. House Timesheets in Internship Binder to be review by Supervisor.
- Complete the date at the head of the column
- Indicate by placing an X next to each activity in which you engaged
- Complete the reflection area on the second page and review with your mentor on a weekly basis.
- Duplicate this page as necessary to document experiences
- **Obtain the signature of the mentor teacher weekly and supervisor at the end of each placement**

*** MODEL**

<u>EXPERIENCE</u>	8/27*					
Inquire about school procedures	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Request tour of school community		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist struggling students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat lunch with students in cafeteria		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist with dismissal/bus duty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consult library media specialist	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare bulletin boards	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist with attendance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in field trip (if planned)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a story/article to class		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in development of IEP		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend IEP team mtg w/permission		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe various teachers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review county/local curriculum	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist w/ correcting assignments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend team/grade/dept meetings	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a letter of intro. to parents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn grade recording system	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe the prep. of report cards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend a parent conference		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend a PTA/PTO meeting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend a faculty meeting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist/teach small groups	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop/present warm-up activity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe assistive technology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach 1 – 2 classes/subjects daily		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach 3 or more classes/subjects daily		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met w/ mentor to plan/discuss instruction (*Daily Exp.)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue to the reflection portion on the next page.

Intern Name:

Week of:

Reflection: Reflect and complete the prompts below at the end of each week.

What I observed this week:

How did I actively participate with students this week?

What worked well this week?

Where do I go from here? (areas to work on or improve, a focus point or new area for next week etc.)

Intern Signature: _____	Date: _____
Mentor Signature: _____	Date: _____
Supervisor Signature: _____	Date: _____

Sample Introductory Letter from Intern to Families

Interns are expected to draft a letter to the families of their students introducing themselves as a student teaching intern working in their mentor teacher's classroom. The letter below is a sample letter that can be used to fulfill that obligation. Note that it may be modified as needed. The intern should share her/his introductory letter with her/his mentor teacher, and ask her/his mentor to sign off on it before it is distributed to families. A copy of this letter should also be forwarded to the site coordinators at PDS sites for inclusion in the PDS artifact box.

September 9, 2020

Dear Parents and Guardians:

My name is _____ and I will be working very closely with Ms./Mr. _____ as her/his student teaching intern. This experience involves learning and experiencing all the roles of a teacher under Ms./Mr. _____ guidance and assistance.

I am enrolled in the undergraduate/graduate education program at Notre Dame of Maryland University and am seeking my initial teaching certification. The internship here at _____ School is an important part of my teacher education program. Over the course of the internship, my responsibilities will gradually increase to the point where I will lead instruction and write lesson plans, all under Ms./Mr. _____ supervision.

I am very excited to work with your child this year. I believe that by working together - parents, guardians and teachers – your child will have a successful school year. I look forward to the chance to get to know you as well as your child. You and your child are helping me reach my goal of becoming a teacher in my own classroom next year.

Sincerely,

Intern

Mentor

School Email _____

Mentor Signature _____

Full-Time Internship Checklist

Use this checklist to make sure you stay on track with all internship requirements

√	To Do	When Due	To/With Whom
	Familiarize yourself with (access trainings for) the learning management systems of the LSS(s) to which you will be placed (mailed to you prior to orientation)	Prior to internship	Online, on your own
	Attend Orientation	Prior to Internship	With your fellow interns, advisors, and supervisors
	Complete RSVP Disposition Pre-assessment Assignment	Within first two weeks of Internship	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator at PDS school
	Attend Internship Seminars	Monthly	With your fellow interns, advisors, and supervisors
	Participate in 1 st Placement Triad Meeting	Within first week of placement	Mentor and Supervisor
	Maintain Internship Timesheets and Record of Intern Meetings for 1 st placement	Maintain daily, turn in at the end of each placement	Upload to Supervisor on Chalk and Wire and forward to Site Coordinator if placed at a PDS school
	Complete Intern Letter of Introduction to Parents in collaboration with your mentor teacher. Throughout placement 1, complete Parent Communication Form assignment found on Chalk and Wire. Assignment due in Chalk and Wire at the end of placement #1.	Send letter home in first two weeks of 1 st placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator if placed at a PDS school
	Using edTPA handbook and resources from NDMU, create a plan and timeline with your mentor and supervisor for completion of edTPA requirements – lesson planning, permissions for and completion of videotaping, commentary, and collection of student work— Follow direction provided in EDU 400/600 edTPA for Education in Brightspace	Early in 1 st placement	Mentor and Supervisor
	Prepare for First Formal Observation Lesson – 1 st Placement – Meet with supervisor and/or mentor to review your lesson plan prior to teaching	Mid-way through 1 st placement	Submit lesson plan to supervisor at least 2 days prior to teaching; submit lesson plan with reflection following teaching
	Have mentor complete Mentor Evaluation Level I and discuss results. Level I evaluations are not counted towards the internship grade but are meant	Mid-way through 1 st placement	May be shared with Supervisor but is not turned in to NDMU

	to identify areas of strength and areas for improvement.		
	Prepare for Second Formal Observation Lesson – 1 st Placement – Meet with supervisor and mentor to review your lesson plan prior to teaching	Near end of 1 st placement	Submit lesson plan to supervisor at least 2 days prior to teaching; submit lesson plan with reflection following teaching
	Have mentor complete Mentor Evaluation Level II and discuss results. Level II evaluations are submitted to NDMU and are part of the internship grade.	Near end of 1 st placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator if placed at a PDS school
	Complete all lesson planning, taping, and collection of student work that you need for edTPA in Placement 1. You may work on the commentary pieces during the rest of the internship but be sure to collect all needed materials before leaving Placement 1.	By last day of 1 st placement	Work with Dr. Angela Snyder, edTPA Coordinator, Dr. Lisa Pallett Co-Coordinator and your supervisor
	Make sure all designated assignments are completed and uploaded into Anthology/Chalk and Wire.	By last day of 1 st placement	
	Participate in 2 nd Placement Triad Meeting	Within first two weeks of 2 nd placement	Mentor and Supervisor
	Maintain Internship Timesheets and Record of Intern Meetings for 2 nd placement	Maintain daily, turn in at the end of each placement	Upload to Supervisor on Chalk and Wire and forward to Site Coordinator if placed at a PDS school
	If completing an Action Research Project, work with mentor to develop a project topic and have Sign-Off Sheet signed by Principal and Supervisor	Prior to beginning project	Submit to Field Placement Coordinator
	Prepare for Third Formal Observation Lesson – 2 nd Placement – Meet with supervisor and mentor to review your lesson plan prior to teaching	Mid-way through 2 nd placement	Submit lesson plan to supervisor at least 2 days prior to teaching; submit lesson plan with reflection following teaching

	Complete Assistive Technology Reflection assignment in their the internship portfolio located in Chalk and Wire.	By the end of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator if placed at a PDS school
	Have mentor complete Mentor Evaluation Level I and discuss results. Level I evaluations are not counted towards the internship grade but are meant to identify areas of strength and areas for improvement.	Mid-way through 2 nd placement	May be shared with Supervisor but is not turned in to NDMU
	Be sure that you have paid the \$300 edTPA fee as part of your semester's tuition to the NDMU Business Office. You will not be able to get the voucher code to submit your edTPA portfolio to Pearson without payment of this fee. Follow directions for EDU 400/600 edTPA for Educators	As early in your 1st placement as possible, but at least one month before edTPA submission deadline	Work with NDMU Business Office. If receiving financial aid, this may be covered under financial aid.
	Have mentor complete Mentor Evaluation Level II and discuss results. Level II evaluations are submitted to NDMU and are part of the internship grade.	Near end of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator at PDS school
	Upload your four observed lesson supervisor feedback forms to Chalk and Wire internship portfolio "Instructional Planning and Delivery Summative Observation" and submit to supervisor. Supervisor will assess the planning and delivery of instruction observed throughout the internship using the rubric.	Near end of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess
	If completing the Action Research Project, submit final assignment to Chalk and Wire and present findings to your school community if you are in a PDS placement.	Second half of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also submit to Site Coordinator if placed at a PDS school
	Follow the timeline in EDU 400/600 edTPA for Educators course in Brightspace for submission of Task 1, 2, 3 and 4 (if doing) artifacts to Brightspace and Chalk and Wire	Date announced by edTPA Coordinator	Work with Dr. Angela Snyder, edTPA Coordinator, Dr. Lisa Pallett Co-Coordinator to submit
	Complete and upload all assignments into Anthology/Chalk and Wire.	By last day of 2 nd placement	
	Complete RSVP Disposition Post-assessment Assignment	Near end of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess; also

			submit to Site Coordinator at PDS school
	Participate in Exit Interview at your 2 nd placement (not required if already employed under a full-time teaching contract)	By last day of 2 nd placement	Upload to Chalk and Wire internship portfolio for Supervisor to assess
	Prepare for Fourth Formal Observation Lesson – 2 nd Placement – Meet with supervisor and mentor to review your lesson	Near end of 2 nd placement	Submit lesson plan to supervisor at least 2 days prior to teaching; submit lesson plan with reflection following teaching

Notre Dame of Maryland University (NDMU)

Sign Off Sheet

ACTION RESEARCH PROJECT

Name _____

Program _____

Topic for Action Research Project _____

In accordance with the NDMU Internship Handbook, complete this document in preparation for your Action Research Project. Create a draft plan for your Project and share the plan with your mentor, supervisor, and principal.

Secure the signature of your mentor, supervisor, and principal for approval of your draft plan BEFORE you begin your project. Send the signed form via email to Jean Marie Hofstetter at jhofstetter@ndm.edu or fax the form to 410 532 5168 Attn Jean Marie Hofstetter, Field Placement Coordinator. Also, upload this form to Chalk and Wire when you submit your project after completion.

Signature of mentor _____ Date _____

Signature of supervisor _____ Date _____

Signature of principal _____ Date _____

Projected date of presentation _____

Intended audience for presentation (such as team, faculty, or administration) _____

Action Research Proposal All edTPA Candidates

3 options/tracks for Action Research

All Candidates will be assessed using the Action Research Project Rubric

MAT/MATESOL/GEI Candidates:

MAT/MATESOL/GEI candidates who take the EDU 604 course will complete the traditional Action Research assignment, regardless of content area of edTPA portfolio completed. This class serves as their research requirement for their degree program, and the action research project is completed in the B placement.

- Data collection will be completed by change of placement in March.
- Candidates in a PDS school during placement B will be required to present their findings to the PDS stakeholders in March.

All Other Candidates:

All other candidates will complete an action research assignment. If you took EDU 543 you STILL NEED TO COMPLETE an action research project during your internship.

- Action Research topic needs to be academically related, and will be limited to a “re-teach” format (2 – 5 sessions of intervention in the topic area).
- Data will be collected in the placement where you are NOT doing the majority of your edTPA.
- Short literature review required (2 peer reviewed studies) to support intervention strategy.
- Candidates in a PDS school during 1st placement will be required to present their findings to the PDS stakeholders at the end of the placement.
- These candidates will receive action research support during their intern placement.

Action Research Final Write-Up:

The final product for your action research project will be a formal document detailing the research project and the results. Upload to Chalk and Wire (e-portfolio) in the NDMU Internship and Methods Portfolio. ***Remember, no student names should appear in either the planning documents, the final report or any attached documents.***

The write-up must contain the following information.

1. A brief introduction outlining the type of project this is and the skills/content areas addressed
2. Statement and Description of the problem and need for intervention
 - a. *Why* this is a problem for the target students using *classroom data*,
 - b. How this problem effects the classroom and is related to the SIP/SPP or Common Core or State Testing, and
 - c. How you are collaborating with your mentor teacher to design and implement the intervention.
3. Review of the literature regarding your topic/intervention strategies
 - a. EDU 604 students must critically analyze and summarize AT LEAST 5 primary sources related to the intervention area.
 - b. All other action research students must briefly summarize at least 2 primary or secondary sources related to the intervention area.
4. Statement of specific research questions (1-2 questions), with corresponding hypotheses (using the

SMART guidelines)

5. Description of the Sample Identified

- a. Description of why these students have been chosen (based on what initial data?)
- b. **Absolutely REQUIRED:** Demographic Summary outlining gender, race/ethnicity, age, grade, and identification of whether students receive special education, TESOL or G/T services. *Please remember to remove actual student names from the report.*

6. Description of Method for Intervention and Instrumentation

- a. Outline the steps in your process (specifically, what did you do?)
- b. How often did you work with students on this skill? And for how long?
- c. What kind of data did you collect and when did you collect it? What measures (instruments) were used?
- d. Attach samples of tests, work-sheets, flash cards or other materials utilized (delete or “black out” student names).

7. Results (*remember to remove any identifying information*)

- a. Present the pre-test and post test data (in a table or chart)
- b. Summarize the results (what is the difference between pre-test and post-test?)
- c. Explain, in your own words, what the results **mean** for your classroom. Use anecdotal records to support successes and challenges of the intervention.

8. Discussion/Reflection

- a. Summarize the purpose of the project and what you found, and how it is useful/not useful
- b. Outline the next steps you would take with this class or this group of students
- c. Outline whether or not you believe this intervention would be successful with another group of students. What would you change?

Action Research Rubric:

Criterion	Unacceptable (0)	Acceptable (1)	Competent (2)	Exemplary (3)
Action Research / Intervention Project Sign Off Sheet	The candidate <u>did not</u> attach a copy of the sign off sheet			The candidate did attach a copy of the sign off sheet
Introduction	The candidate did not introduce the topic or cite any literature or personal experience pertaining to why this topic is a problem.	The candidate introduced the topic, but did not cite any literature or personal experience pertaining to why this topic is a problem.	The candidate both introduced the topic and cited literature OR personal experience pertaining to why this topic is a problem.	The candidate offered a compelling introduction to the topic that cited both literatures AND personal experience pertaining to why this topic is a problem.
Statement and Description of the Problem: Target Student / Group of Students Identification	The candidate did not identify a Target Student/Group of students for the intervention. Testing was not used in determining an intervention.	The candidate identified a Target Student/Group of students for the intervention using <i>school or class data</i> . Target group was too big or too small for the identified intervention.	The candidate identified a Target Student/Group of students for the intervention using <i>school or class data</i> . An intervention could be designed based on the needs analyzed.	The candidate identified a Target Student/Group of students for the intervention using <i>school or class data</i> . Specific, measurable and time bound intervention/s can be created from this data.
Statement and Description of the Problem: Why is this a problem	The candidate did not address the School Improvement Plan or its equivalent or why this issue is important to the school or classroom.	The candidate addressed the School Improvement Plan or its equivalent OR why this issue is important to the school or classroom.	The candidate minimally addressed the School Improvement Plan or its equivalent AND why this issue is important to the school or classroom.	The candidate completely addressed the School Improvement Plan or its equivalent AND thoroughly referenced why this issue is important to the school or classroom.
Statement and Description of the Problem: Mentor Teacher Collaboration	Candidate did not describe how they worked with mentor teacher in identifying need to be addressed and how to design/implement an intervention			Candidate clearly described how they worked with mentor teacher in identifying need to be addressed AND how to design/implement an intervention

Review of the Literature	Candidate did not utilize the research literature to create an intervention to solve the identified problem.	Candidate utilized the research literature to create an intervention to solve the identified problem. MAT/GEI students 3 of the 5 or Undergraduate/ACT students 1 of the 3 required research articles were summarized OR more articles were insufficiently summarized to guide development of the intervention.	Candidate utilized the research literature to create an intervention to solve the identified problem. MAT/GEI students 4 of the 5 or Undergraduate/ACT students 1 of the 2 required research articles were summarized OR more articles were insufficiently summarized to guide development of the intervention OR all articles were reviewed but there was no synthesis at the end of the LR to guide the development of the action research.	Candidate utilized the research literature to create an intervention to solve the identified problem. MAT/GEI students summarized all 5-primary research articles or Undergraduate/ACT students summarized at least 2 articles, to guide development of the intervention AND provided a rationale synthesis at the end of the LR that guided the development of the action research study.
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Research Question and Hypothesis	Candidate did not identify either a research question or hypothesis	Candidate identified a research question OR hypothesis	Candidate identified a SMART research question OR a hypothesis. OR candidate identified both a research question and hypothesis that did not use the SMART guidelines.	Candidate identified a SMART research question AND a corresponding hypothesis
Student Demographic Information	Candidate did not provided the required demographic information of the targeted student/group (age, race, gender, performance level, special needs).	Candidate provided 3 of the 5 required demographic information of the targeted student/group (age, race, gender, performance level, special needs).	Candidate provided 4 of the 5 required demographic information of the targeted student/group (age, race, gender, performance level, special needs).	Candidate provided all of the required demographic information of the targeted student/group (age, race, gender, performance level, special needs).

Method of Intervention	Candidate's plan did not adequately meet the needs of the group or candidate did not pre-plan an intervention. Material and strategies selected were unacceptable as an intervention.	Candidate's plan was acceptable in meeting the needs of the group, providing minimal description of methods. Materials and strategies selected were an acceptable fit to intervention.	Candidate's plan was competent in meeting the needs of the group, enough detail that the methods of intervention was understandable. Materials and strategies selected were appropriate for the intervention.	Candidate's plan was exceptional in meeting the needs of the group, well thought out and with enough detail to be replicated. Materials and strategies selected were an excellent fit to intervention and supported by the research literature.
Duration of Intervention	Candidate did not outline length, location and times of intervention. Timeframe for intervention was unacceptable.	Candidate outlined the length, location and times of intervention. The intervention was minimally acceptable in its length.	Candidate outlined the length, location and times of intervention. The intervention competently meet needs of students in its length. The candidate clearly thought about a plan for each session in developing the timeframe.	Candidate clearly outlined the length, location and times of intervention. The intervention allowed more than enough time for change in behavior to occur. The candidate clearly thought through what was necessary in each session in developing the timeframe and built extra time and flexibility into the plan.

Instrumentation	Candidate did not identify and describe a pretest and posttest data collection method. Samples of instrument were not included.	Candidate identified but did not adequately describe a method of pretest and posttest data collection. Samples of instruments were not included.	Candidate identified and briefly described a method for pre and posttest data collection.	Candidate clearly identified and described methods of pre and posttest data collection that allowed for replication of intervention AND samples of instruments were included.
Results	Candidate did not keep adequate records of progress of student/s intervention.	Candidate kept acceptable records of progress of student/s intervention. Candidate adequately	Candidate kept detailed records of progress of student/s intervention, however, candidate only adequately explained the data to	Candidate kept detailed records of progress of student/s intervention. Candidate explained clearly the data analysis and provided

	Candidate did not adequately explain the data to show impact of the intervention.	explained the data to show the impact of the intervention.	show the impact of the intervention.	detailed information regarding the impact of the information.
Discussion / Reflection	Candidate's reflection was limited and only minimally addressed modification/s, application to future instruction and what they learned in the process of this intervention. Candidate only reflected on 1 or 2 aspects of the project (skills, target audience, method, duration and results)	Candidate's reflection was acceptable in addressing modification/s, application to future instruction and what they learned in the process of this intervention. Candidate reflected on 3 or more aspects of the project (skills, target audience, method, duration and results)	Candidate's reflection was competent in addressing modification/s, application to future instruction and what they learned in the process of this intervention. Candidate reflected on each aspect of the project (skills, target audience, method, duration and results)	Candidate's reflection was excellent in addressing modification/s, application to future instruction and what they learned in the process of this intervention. Candidate was able to provide thoughtful reflection on each aspect of the project (skills, target audience, method, duration and results)
Presentation (applicable by program)	Candidate did not present intervention/action research project findings to appropriate stakeholder group(s)			Candidate presented intervention/action research project findings to appropriate stakeholder group(s).
Grammar and APA style	There were many mistakes in grammar. APA references were not provided.	There were few mistakes in grammar. APA references were provided but contained many mistakes in format.	There were very few mistakes in grammar. APA references contained few mistakes in format.	There were no mistakes in grammar or APA formatting.

Section One: Value of the Lesson

Student Focused Instructional/Content Standard (MD College and Career Ready Standard or similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.) Name of Content Standard: Standard:	
ISTE (International Society for Technology in Education) Standard:	
Teacher Focused Professional Standards: (InTASC or Danielson Framework) Name of Professional Standard: Description of Standard:	
Central Focus (The overarching big idea)	
Essential Question (Thought provoking question about the purpose of the lesson, and how the objective is relevant and related to the real world)	
Lesson Objective (think SMART – Specific, Measurable, Achievable, Relevant, Time Bound)	
Formative Assessment: How will you assess student understanding DURING the lesson? (Include two or more varied strategies.)	
End of Lesson Assessment (formative or summative): How are you measuring what students learned from the lesson (AFTER it was taught)?	
How is it differentiated?	How is it evaluated (Evaluation Criteria)?

Academic Language Demands (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What syntax or discourse are related to the lesson?)	Academic Language Support (What supports or scaffolding will you provide for students to be successful with the academic language demand?)
Vocabulary and/or Symbols	
Language Function (select one)	
Syntax and/or Discourse	

Lesson Plan Template-REV 6-22-LP, AS, PS

Section Two: Context for Learning

Knowledge of Learners: Age / functional grade level, students' prior knowledge, personal/cultural/community assets	Describe specific instructional decisions based on this knowledge: what evidence do you have of this knowledge and how will you use it to inform instructional decisions)
Age / grade level	
Prior knowledge	
Everyday experiences (personal and community/cultural background/interests)	
Language background and practices	
Specific Individual or Small Group Needs: Provide student descriptive information	Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs? What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including <i>justification</i> for supports)?
IEP/504	
Multilingual Learners	

Behavioral/social concerns	
Students functioning below grade level	
GT and/or students functioning above grade level	
Multicultural Assets / Equity Needs: family, community, cultural assets to build on, turn taking, calling on all students, access to materials, etc.	Implications for this lesson: how does this information impact instruction positively and negatively? What will you do specifically to address these needs?
Multicultural Assets	
Equity Needs	

Lesson Plan Template-REV 6-22-LP, AS, PS

Instructional Sequence	Time	Procedure
Planned Beginning: How will you engage students (including activation of prior knowledge)?		

<p>Development of New Learning (Clearly explain instructional activities in sequence and how they are connected or scaffolded. Describe how you will address potential preconceptions or partial understandings and common errors?)</p>		
<p>Enrichment/ What will you have prepared to add depth or breadth to lessons for those who need or want more or are done early?</p>		
<p>Re-engage How will you re-engage students who are struggling?</p>		
<p>Planned Ending or Closure: Learner- centered summary of content related to lesson objective Homework (if applicable)</p>		

Notre Dame of Maryland University



Lesson Plan Rubric

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Value of Lesson: Ability to identify appropriate standards CAEP R1.3 InTASC Standard 6r	Lesson does not align with appropriate content standards, professional standards, ISTE standards or lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate content standards and professional standards or ISTE standards and at least two of the following: lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate standards, including content standards, and professional standards or ISTE standards, and lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate standards including content standards, professional standards, ISTE standards, lesson objective(s), instruction, and assessments.
Value of Lesson: Ability to formulate a lesson objective CAEP R1.3 InTASC 7a	Lesson objective includes less than three of the SMART criterion: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective includes at least three of the SMART criterion: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective is SMART: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective is SMART: specific, measurable, action oriented, relevant, and time-bound. Objective encourages higher-level thinking in learners.
Value of Lesson: Ability to identify the essential question	Lesson plan fails to include a central focus or an essential question within the content area.	Lesson plan includes a central focus, though it does not align with the chosen standards. Lesson plan includes an open-ended idea or question within the content area. Real world application is inappropriate or missing.	Lesson plan includes a central focus that clearly aligns with the chosen standards. Lesson plan includes an open-ended, thought-provoking idea or question that points toward important, transferable ideas within the content area. This essential question is loosely related to real world application.	Lesson plan includes a central focus that clearly aligns with the chosen standards. Lesson plan includes an open-ended, thought-provoking question that points toward important, transferable ideas within (and sometimes across) content areas. This essential question clearly identifies how the lesson skill and/or knowledge is necessary for real world application.

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Value of Lesson: Ability to identify appropriate formative assessment CAEP R1.3 InTASC 6a	Lesson plan fails to include appropriate formative assessment strategies to monitor progress of student learning during instruction.	Lesson plan includes a general formative assessment strategy to monitor progress of student learning during instruction.	Lesson plan includes a specific and appropriate, formative assessment strategy to monitor progress of student learning throughout instruction.	Lesson plan includes several specific, varied and appropriate formative assessment strategies to monitor progress of student learning throughout instruction.
Value of Lesson Ability to describe the summative assessment CAEP R1.3 InTASC 6k	End of Lesson Assessment (formative or summative) is not aligned with stated objective or is not included.	End of Lesson Assessment (formative or summative) partially evaluates student achievement of stated objectives.	End of Lesson Assessment (formative or summative) evaluates student achievements of stated objectives.	End of Lesson Assessment (formative or summative) evaluates student achievement of stated objectives through differentiated assessment .
Value of Lesson: Ability to identify appropriate academic language demands CAEP R1.2 InTASC 4h	Language supports are missing OR Language demands identified by the candidate are not aligned with the selected language functions or task.	Language supports primarily address one language demand (content-specific vocabulary, function, syntax, discourse).	General language supports address use of two or more language demands (content-specific vocabulary, function, syntax, discourse).	Targeted language supports address use of content-specific vocabulary and language function, AND one or more additional language demands (syntax, discourse) to meet the needs of students with different levels of language learning.
Context for Learning: Ability to describe knowledge of learners and the instructional decisions based on that knowledge CAEP 1.1 InTASC 2j	Candidate's description of the class and justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate describes the students in the class, and justifies learning tasks with limited attention to students' prior academic learning or personal assets.	Candidate describes the students in the class, justifying instructional decisions based on knowledge of students' prior academic learning and personal assets.	Candidate describes the students in the class, justifying instructional decisions based on knowledge of learners (age/grade level, prior academic learning and personal/ cultural/ community assets).

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>Context for Learning: Ability to describe individual or small group needs and describe differentiated practices based on that knowledge</p> <p>CAEP 1.1 InTASC 2a</p>	There is no evidence of planned supports for diversity among students.	Planned supports differentiate learning for a variety of students including at least 2 of the following: Multilingual Learners, students with IEP/504, gifted learners, and students performing below grade level	Planned supports differentiate learning for a variety of students including: Multilingual Language Learners, students with IEP/504, gifted learners, AND students performing below grade level	Planned supports are varied and differentiate learning for a variety of students including: Multilingual Learners, students with IEP/504, gifted learners, and students performing below grade level AND respond to potential preconceptions or partial understandings and common errors, for the majority of students.
<p>Context for Learning: Ability to describe multicultural and equity considerations and discuss the lesson implications</p> <p>CAEP 1.1 InTASC 2k</p>	Lesson plan fails to address multicultural assets or equity needs.	Lesson plan describes multicultural assets OR equity needs.	Lesson plan describes multicultural assets AND equity needs.	Lesson plan describes both multicultural assets AND equity needs, AND builds on student cultural assets.
<p>Instructional Procedures: Ability to identify appropriate instructional materials</p>	Lesson plan omits appropriate instructional materials or includes an inadequate listing.	Lesson plan lists instructional materials appropriate for the lesson.	Lesson plan lists instructional materials appropriate for the lesson, including quantities of each.	Lesson plan lists instructional materials appropriate for the lesson, including quantities and sources of each (references, if appropriate and/or if materials are provided by student or teacher).
<p>Instructional Procedures: Ability to identify and describe technology integration</p> <p>CAEP R1.3 InTASC 8n</p>	Lesson plan fails to identify or describe how technology will be integrated	Lesson plan only identifies the technology to be used and/or inadequately describes how technology will be integrated	Lesson plan identifies and describes a technology resource to engage learners including: who will use it and why it is appropriate for this lesson and for these students.	Lesson plan identifies and describes a technology resource to engage learners including: who will use it and why it is appropriate for this lesson and for these students. ISTE standards are identified.

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Instructional Procedures: Ability to describe management considerations CAEP R1.1 InTASC 3d	Plan fails to include a basic description of behavioral expectations for the classroom and/or does not offer a sound plan for management of students.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for whole class management of two of the following: learners' time, space, or attention.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for whole class management of learners' time, space, and attention.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for management of the whole class and individual learners' time, space, and attention.
Instructional Procedures: Ability to describe components of the planned beginning CAEP R1.1 InTASC 2c	Plan fails to include practices to motivate or engage learners.	Plan includes one practice to motivate or engage learners in at least one of the following: self-reflection on prior knowledge, familiar concepts and/or experiences in preparation for new learning.	Plan includes one evidence-based practice to motivate and engage learners in self-reflection on prior knowledge or familiar concepts and/or experiences in preparation for new learning.	Plan includes more than one diverse, evidence-based practice to motivate and engage learners in self-reflection on prior knowledge and familiar concepts and/or experiences in preparation for new learning.
Instructional Procedures: Ability to describe the development of new learning CAEP R1.3 InTASC 7a	Candidate does not select or create experiences that are appropriate for the content, objective(s) or learners' needs.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, or scaffolded to meet the needs of the whole class.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, and scaffolded to meet the needs of the whole class.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, and scaffolded to meet the needs of specific students.
Instructional Procedures: Ability to describe the instructional strategies CAEP R1.3 InTASC 8h	Candidate does not plan instructional strategies to support and expand on learners' communication through speaking, and listening.	Candidate plans instructional strategies to support and expand on learners' communication through speaking, and listening, including: flexible grouping of students or interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).	Candidate plans a variety of instructional strategies to support and expand on learners' communication through speaking, and listening, including: flexible grouping of students, interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).	Candidate plans a variety of instructional strategies to support and expand on learners' communication through speaking, listening, reading, writing, and other modes, including: flexible grouping of students, interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
Instructional Procedures: Ability to describe enrichment AND re-engagement components CAEP R1.3 InTASC 6g	Plan does not sufficiently describe enrichment or re-engagement components based upon the needs of the students.	Plan describes either enrichment or re-engagement components based upon the needs of the students.	Plan describes both enrichment and re-engagement components based upon the documented needs of the students (both individual and group).	Candidate plans enrichment and re-engagement strategies based on formative assessment that will meet students' needs in mastering or extending learning.
Instructional Procedures: Ability to describe elements of the planned ending or closure	Lesson plan omits structured, deliberate closure to the lesson or closure is inappropriate or totally teacher-centered.	Lesson plan includes an activity asking students to generally summarize their learning from the lesson that was implemented.	Lesson plan includes an appropriate activity asking students to specifically summarize their learning from the lesson that was implemented and is aligned to the lesson objective.	Lesson plan includes an appropriate activity asking students to specifically summarize their learning from the lesson that was implemented and is aligned to the lesson objective. Students revisit lesson objective at the end of instruction to determine if the objective has been met.

Benchmark: Candidates must achieve an overall rubric mean of 2.0 (proficient) or better on this assessment.

NDMU Lesson Plan Rubric- REV 6.15.22- LP, AS, PS

The Danielson Framework for Teaching

<i>Domain 1: Planning and Preparation</i>	<i>Domain 2: Classroom Environment</i>
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
<i>Domain 3: Instruction</i>	<i>Domain 4: Professional Responsibilities</i>
3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness	4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in the Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism

<https://www.danielsongroup.org/framework/>

INTASC Standards	
Standard 1 Learner Development	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2 Learning Differences	The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3 Learning Environment	The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 4 Content Knowledge	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5 Application of Content	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard 6 Assessment	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7 Planning for Instruction	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8 Instructional Strategies	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9 Professional Learning and Ethical Practice	The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10 Leadership and Collaboration	The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Correlation between the Danielson Framework and InTASC Standards

InTASC Standard	Danielson Framework Components
<p>1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Planning and Preparation 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction Instruction 3c: Engaging Students in Learning</p>
<p>2. Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Planning and Preparation 1b: Demonstrating Knowledge of Students</p>
<p>3. Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Classroom Environment 2a: Creating an Environment of Respect and Rapport Instruction 3c: Engaging Students in Learning</p>
<p>4. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learning assure mastery of content.</p>	<p>Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction Instruction 3c: Engaging Students in Learning</p>
<p>5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Instruction 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness</p>
<p>6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Planning and Preparation 1f: Designing Student Assessments Instruction 3d: Using Assessment in Instruction</p>
<p>7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing on knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Planning and Preparation 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction</p>
<p>8. Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning</p>
<p>9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Professional Responsibilities 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>
<p>10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure</p>	<p>Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>



**NOTRE DAME OF MARYLAND UNIVERSITY
INTERNSHIP CLASSROOM OBSERVATION FORM**

Intern's Name: Click here to enter text. Program: Click here to enter text.
 Observers Name/Title: Click here to enter text. Subject: Click here to enter text.
 Grade Level: Click here to enter text. Number of Students in the class: Click here to enter text.
 Date: Click here to enter a date. Length of time of Observation: Click here to enter text.
 School: Click here to enter text.
 Intern's Name: Click here to enter text. Program: Click here to enter text.
 Observers Name/Title: Click here to enter text. Grade Level: Subject: Click here to enter text.
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 School: Click here to enter text.

(InTASC and Danielson Framework for Teaching -standards are met through observation of teaching, planning, and reflecting. In using this observation tool, you are providing valuable feedback to the Intern.

Evidence of Planning (InTASC 4, 7) (Danielson Frmwk 1a, 1d 1e, 3b – 3e)

1. Choose an item. Aligned with content, professional, and technology standards
2. Choose an item. Aligned with appropriate central focus and essential question
3. Choose an item. Includes SMART objectives with learner outcomes and reviews/analyzes and interprets data to support these outcomes
4. Choose an item. Includes academic language demands and supports
5. Choose an item. Encourages problem solving/higher order thinking skills
6. Choose an item. Differentiates instruction and assessment to address student diverse learning needs
7. Choose an item. Includes several formative and summative assessments that are aligned with objective(s)
8. Choose an item. Includes explicit real world and/or multiple disciplinary connections, which create meaning and significance.

NOTES:

Instructional Delivery (InTASC 1, 2, 3, 8) (Danielson Frmwk 1a, 1e, 3c 1b. 1e, 2a, 2b, 3b to 3e)

9. Choose an item. Implements a planned procedure for instruction which includes planned beginning, development of new learning, enrichment, re-engagement, and closure
10. Choose an item. Communicates objectives, essential question/central focus, and outcomes to students
11. Choose an item. Fosters higher level thinking skills and persistent attitudes for learning
12. Choose an item. Demonstrates mastery of subject matter with literacy embedded
13. Choose an item. Varies teaching strategies/ materials to address learners' needs and reflect local/global diversity
14. Choose an item. Motivates and engages students for sustained learning and independence
15. Choose an item. Uses a variety of flexible grouping techniques when appropriate
16. Choose an item. Implements accommodations or modification for students with special needs, Multi-Lingual learners, struggling readers, and gifted learners
17. Choose an item. Uses questioning and discussion strategies to engage learners
18. Choose an item. Uses instructional strategies appropriate for the grade level and content (inquiry-based, modeling, etc.)
19. Choose an item. Utilizes student demographics to inform culturally responsive instruction

Classroom Management (InTASC 3, 5) (Danielson Frmwk 1e, 2a, 2b, 2c, 2d, 3c)

- 20. Choose an item. Organizes instructional learning time
- 21. Choose an item. Organizes and uses space, equipment and materials effectively
- 22. Choose an item. Establishes clear, appropriate expectations for learner behavior
- 23. Choose an item. Provides smooth transition to minimize loss of instructional time
- 24. Choose an item. Manages student behavior to enhance learning and addresses minor and significant misbehaviors appropriately
- 25. Choose an item. Creates a positive learning climate based on courtesy and mutual respect

NOTES:

Student/Teacher Interaction (InTASC 2, 3, 5, 8) (Danielson Frmwk 1b, 1c, 1f, 3b, 3c, 1e, 2a, 2b, 3b-3e)

- 26. Choose an item. Demonstrates the ability to adjust plans to meet students' needs
- 27. Choose an item. Demonstrates the ability to engage students and sustain positive interest
- 28. Choose an item. Provides students the opportunity to finish thoughts and encourages students to speak
- 29. Choose an item. Ensures equitable access and meaningful participation for each student

NOTES:

Effective Communications (InTASC 2, 3, 5) (Danielson Frmwk 2a, 3a, 3b, 3c)

- 30. Choose an item. Models effective oral and written communication skills including correct language usage
- 31. Choose an item. Uses voice effectively (quality, volume, pitch, inflection, & rhythm)
- 32. Choose an item. Demonstrates suitable body language (poised, eye contact, facial expression)
- 33. Choose an item. Uses technology to engage learners and support student learning

NOTES:

Assessment/Evaluation (InTASC 6) (Danielson Frmwk 1b, 1f, 3d, 3e, 4a, 4b, 4c)

- 34. Choose an item. Uses pre-assessment of student readiness to inform instruction
- 35. Choose an item. Uses formative assessments to evaluate learner's progress and provides feedback throughout the lesson
- 36. Choose an item. Uses summative assessment to evaluate learner progress and the end of the lesson

NOTES:

Personal/Interpersonal InTASC 9, 10)) (Danielson Frmwk 4a, 4b, 4e, 1d, 4c, 4d, 4f)

37. Choose an item. Displays ethical and professional behavior including mature demeanor and appropriate attire
38. Choose an item. Receives and profits from suggestions and constructive feedback from others and engages in authentic, reflective practices to improve performance

NOTES:

Special Focus:

39. Choose an item. Click here to enter text.

NOTES:

Overall Rating:

Satisfactory

Developing

Unsatisfactory

Observer's Signature Click here to enter text.

Intern's Signature Click here to enter text.

Formula for Averaging Internship Final Grades: Interns with Mentor Teachers

Intern: _____ Supervisor: _____ Date: _____

The following formula may be used to average the final grade for all interns completing the internship in a traditional, two-placement, mentor-supported experience. University supervisors are responsible for averaging the intern’s grade, and submitting the final grade to the academic advisor upon completion of the internship. Grade calculations do not exclude the use of Supervisory discretion in determining the final grade. For example, supervisors can deduct points for late assignments. The ultimate intention of this grading calculation sheet is to provide guidance for grading the intern with attention to a consideration for growth and development.

A. Supervisor Observations

Satisfactory = 15 pts. Developing = 13 pts. Unsatisfactory = 0 or redo observation

Evaluation	Points Possible	Pointed Earned
Observation 1 (1 st placement)	15	
Observation 2 (1 st placement)	15	
Observation 3 (2 nd placement)	15	
Observation 4 (2 nd placement)	15	

Total Points Earned for four Supervisor Observations _____ (60)

B. Mentor Level II Evaluations

There will be a Level II Evaluation form from each placement. Both Level II Evaluations are uploaded to the ePortfolio.

Total Points Earned for Mentor Level II Evaluations _____ (25 – each is worth 12.5)

C. ePortfolio assignments uploaded to Chalk and Wire

This category includes the ePortfolio assignments that have been uploaded to Chalk and Wire and assessed by the supervisor. Each assignment must be completed at an acceptable level.

Total Points Earned for ePortfolio assignments _____ (15)

Total Points (%) Earned for Internship Experience _____ (100)

Final Grade Based on SoE Passing Grade Scale (85-89 =B; 90-94 =B+; 95-100 =A) _____

Formula for Averaging Internship Final Grades: Interns without Mentors

Intern: _____ Supervisor: _____ Date: _____

The following formula will be used to average the final grade for all interns who are using their employment to complete the internship experience. University supervisors are responsible for averaging the intern's grade, and submitting the final grade to the academic advisor upon completion of the internship. Grade calculations do not exclude the use of Supervisory discretion in determining the final grade. For example, supervisors can deduct points for late assignments. The ultimate intention of this grading calculation sheet is to provide guidance for grading the intern with attention to a consideration for growth and development.

A. Supervisor Observations

Satisfactory = 20 pts. Developing = 18 pts. Unsatisfactory = 0 or redo observation

Evaluation	Points Possible	Pointed Earned
Observation 1 (1 st placement)	20	
Observation 2 (1 st placement)	20	
Observation 3 (2 nd placement)	20	
Observation 4 (2 nd placement)	20	

Total Points Earned for four Supervisor Observations _____ (80)

B. ePortfolio assignments uploaded to Chalk and Wire

This category includes the ePortfolio assignments that have been uploaded to Chalk and Wire and assessed by the supervisor. Each assignment must be completed at an acceptable level.

Total Points Earned for ePortfolio assignments _____ (20)

Total Points (%) Earned for Internship Experience _____ (100)

Final Grade based on SOE Passing Grade Scale (85-89 =B; 90-94 =B+; 95-100 =A) _____

Level I & II: Evaluation of Intern

Notre Dame of Maryland University

Student's (Candidate's) Name Click here to enter text.	<input type="checkbox"/> Level I <input type="checkbox"/> Level II The Level I evaluation is conducted halfway through each placement and is considered essential written feedback for the Intern. The Level I evaluation is no-fault and is not calculated into the internship grade. Note that n/a should only be used for Level I Evaluations. The Level II evaluation is included as part of the Internship grade and is viewed as part of the Intern's permanent record; it should serve as a guide for future professional development career planning.
Mentor's Name Click here to enter text.	School Click here to enter text. <input type="checkbox"/> Placement #1 <input type="checkbox"/> Placement #2
University Supervisor Click here to enter text.	Semester <input type="checkbox"/> F <input type="checkbox"/> Sp 20 Click here to enter text. Date Click here to enter a date.

Ratings (scoring left to right):

- 0- Unacceptable:** Demonstrates an awareness of elements, but does not model them.
- 1- Developing:** Generally, demonstrates key elements of component.
- 2- Proficient:** Demonstrates elements of component with some consistency.
- 3- Exemplary:** Consistently demonstrates all key elements of component.

Note: Each of the following indicators is derived from/aligned with the InTASC standards and the Danielson Framework. In addition, specific indicators (#30-37) are representative of dispositional behaviors associated with NDMU's RSVP Conceptual Framework, behaviors that are assessed throughout the teacher candidate's program of study.

The Candidate...					
The Learner and Learning (InTASC 1, 2, 3)					
Learner Development (Planning and Preparation 1b, 1c, 1e, Instruction 3c) – Danielson Framework	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
1. Designs/adapts and assesses instruction to meet the individual and group needs of students (cognitive, linguistic, social, emotional, and physical). InTASC 1a, Danielson 1b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Designs developmentally appropriate instruction that takes into account knowledge of individual learners (e.g., strengths, interests, and needs). InTASC 1b, Danielson 1c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. [D- Collaboration]. InTASC 1c, 1b; Danielson 4c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:					
Learning Differences (Planning and Preparation 1b) – Danielson Framework	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
4. Designs, adapts, delivers and evaluates differentiated instruction to address each student’s diverse learning strengths and needs (for example: ELL, IEP/504, G&T). InTASC 2a, Danielson 1c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates respect and rapport with individual learner differences including diverse languages, dialects, practices and customs. [D- Cultural Responsiveness]. InTASC 2m, Danielson 2a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Learning Environments (Classroom Environment 2a, Instruction 3c) – Danielson Framework	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
6. Builds a safe learning environment that reinforces standards and recognizes appropriate behaviors via praise and or other positive reinforcements. InTASC 3a, Danielson 2b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Displays culturally responsive behaviors that promote respect for the different perspectives learners bring to the classroom. [D- Cultural Responsiveness]. InTASC 3f, Danielson 2a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assists learners in practicing interpersonal communication skills to collaborate in face-to-face and/or virtual environments. InTASC 3h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses effective strategies to address disruptive behavior and uses low profile desists to manage minimally disruptive behaviors. InTASC 3n, Danielson 2d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Content (InTASC 4, 5)					
Knowledge (Planning and Preparation 1a, 1e, Instruction 3c) - Danielson Framework	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
10. Engages students in learning experiences which encourage learners to understand, question, and analyze ideas from diverse perspectives. [D- Cultural Responsiveness] InTASC 5g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Thoroughly understands the content knowledge to be taught. InTASC 5i, 5j; Danielson 1a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, makes connections to learners' experiences, and recognizes learner misconceptions. InTASC 4d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Evaluates/adapts instructional resources and curriculum materials when allowable/applicable (e.g., for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners). InTASC 4f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Creates opportunities for students to learn, practice, and master academic language in their content (language function, vocabulary, syntax, and/or discourse). InTASC 4h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Facilitates learners' responsible use of technology to access/interpret/evaluate/apply information to boost content learning in varied contexts. InTASC 5c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Facilitate learners' knowledge of diverse social and cultural real-world issues, and fosters innovation and problem solving. InTASC 5g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Implements flexible learning environments that encourage learner exploration, discovery, and expression across content areas. [D- Flexibility/Adaptability] InTASC 5s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Instructional Practice (InTASC 6,7,8)					
Planning and Assessment	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
18. Selects/creates learning experiences appropriate for respective standards (e.g., Maryland College and Career Ready Standards, SPA content standards, and MTTTS standards relevant to learners). InTASC 7a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Plans how to differentiate instruction for individuals and groups of learners (especially struggling readers, ELLs, G&T, & students with disabilities). InTASC 6g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Interprets/plans (individually and in teams) for instruction (e.g., a balance of formative and summative data, standardized data, classroom assessment data, prior learner knowledge, and learner interest). InTASC 6a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Designs differentiated assessments that match learning objectives to assessment methods and learners' accommodations. InTASC 6b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Models for and engages learners in examining their own thought processes and work and provides them with descriptive feedback to guide their progress. InTASC 6d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Uses multiple types of assessment data to identify students' learning needs and to develop differentiated learning experiences (especially struggling readers, ELLs, G&T, & students with disabilities). [D- Flexibility/Adaptability] INTASC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6g					
24. Seeks appropriate ways to employ technology to support assessment practice to engage learners fully and to assess/address learner needs. InTASC 6i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Uses appropriate strategies and resources to adapt/adjust instruction to the needs of diverse individuals and groups of learners (e.g. gifted and talented, students with disabilities, culturally diverse, struggling readers, ELLs). InTASC 8a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Varies role (e.g., instructor, collaborator, facilitator, coach, audience) in relation to the content, purpose of instruction, and needs of learners. [D-Flexibility/Adaptability]. InTASC 8d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Uses varied instructional strategies to support/expand learners' communication through speaking, listening, reading, writing, etc. InTASC 8h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Asks questions to stimulate discussion for different purposes (e.g., probing for understanding, helping to articulate ideas, stimulate curiosity). InTASC 8i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Professional Responsibility/ Dispositions (InTASC 1- 10)					
Professional learning and Ethical Practice	0 U	1 D	2 P	3 E	n/a (Level 1 Only)
29. Uses scientific-based research strategies in teaching, learning and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Collaboration: Establishes rapport with others; maintains positive and productive interactions with others; values teamwork; demonstrates a commitment to achieving team goals; assumes appropriate roles in the collaborative process; seeks to develop and maintain professional classroom relationships. InTASC: #1, 6, 10; Danielson: 1b, 1c, 1e, 3c,1f, 3d, 4c, 4d, 4f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Responsibility/Initiative: Demonstrates self-direction in his/her own learning; highly motivated, reliable, and conscientious; shows maturity of judgement; creates opportunities to engage in activities or conversations that extend beyond typical expectations. InTASC: #1 Danielson:1b, 1c, 1e, 3c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Perseverance: is able to problem solve through challenges; think critically; remain optimistic when confronting obstacles, and exhibit self-control. InTASC: #10; Danielson: 4c, 4d, 4f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Cultural Responsiveness: Values diversity and different perspectives; demonstrates an ethic of care; Is aware of and sensitive to cultural differences; creates an inclusive environment; Is social-justice minded; equitable; and advocate for all children. InTASC: #2, 3, 4, 6; Danielson: 1b, 2a, 3c, 1a, 1e, 3c, 1f, 3d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Flexibility/Adaptability: Is receptive to new ideas; flexible in response to change; Can adjust and revise plans based on new ideas and/or student needs. InTASC: #5, 7, 8; Danielson: 3a, 3c, 3f, 1b, 1e, 3b, 3c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>35. Reflectivity/Responsiveness to Feedback: Is open to constructive feedback; solicits input from others; adapts behavior in response to feedback and suggestions; strives to achieve competence and integrity; reflects on/evaluates his/her strengths and areas of improvement; advocates for professional growth; shows a commitment to lifelong learning. InTASC: #9, 10</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>36. Communication: uses varied communication strategies (including technological tools) to build learning communities that engage learners, families, and colleagues; oral and written communications are clear and professional; uses vocabulary and tone appropriately; is sensitive to, and reacts appropriately, to social cues; consistently maintains professional demeanor even in stressful situations. InTASC: #10; Danielson: 4c, 4d, 4f</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>37. Professionalism: Is present, punctual, and prepared with all necessary materials; meet deadlines; dresses and maintains an appearance that aligns with what is expected based on the social setting and the role. InTASC: #10; Danielson: 4a, 4e 4f</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>					

The intern should upload the signed Level II Mentor Evaluation form at the conclusion of each placement to the ePortfolio. The supervisor will submit Level II Mentor Evaluation Forms for both placements to the academic advisor at NDMU at the conclusion of the entire internship.

Intern's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Mentor's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Supervisor's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Post-Graduation Surveys

NDMU is required to gather and submit data to our national accrediting body (CAEP) regarding how well prepared our graduates are to teach. We have always taken pride in the fact that our alums keep in touch with us and allow us to communicate with their supervisors regarding their preparation to teach and how our program can improve.

Interns will be asked to complete an information sheet so that their supervisor can contact them near the conclusion of the first year of teaching. The goal is to obtain feedback on how well the intern was prepared as a new teacher. Although NDMU will be asking specific questions about teacher preparation (see questions below), all responses are confidential. Data will be combined to determine the effectiveness of our program. **No individual graduate data will be reported.** Former interns will also be asked to complete a survey with similar questions to examine your perceptions as a new teacher.

Notre Dame of Maryland University – School of Education Permission to Request Information

With my signature affixed below, I grant Notre Dame of Maryland University permission to follow-up with my employer.

Signature _____ Date _____

Please print the following information:

Your name: _____ Personal email address: _____

Your home address: _____

Your cell phone number: _____

If you already know where you will be employed, please provide:

The name of your principal/supervisor: _____

Email address: _____

The name of the district, school and the address:

Notre Dame of Maryland University – School of Education
Survey for Graduates at the End of Their First Year of Teaching

In my first year of teaching, I have shown that I:	Consistently	Inconsistently	Minimally	Not at all
1. Understand the diverse needs of students				
2. Plan for the diverse needs of students				
3. Know the required content				
4. Know how to effectively teach the required content				
5. Create a respectful environment that supports learning for all students				
6. Implement effective and instruction that engages students in learning				
7. Implement a range of assessments to measure progress of learners and improve instruction				
8. Demonstrate professionalism with stakeholders				
9. Use technology in ways that improve learning.				
10. Positively impact student achievement				
11. What evidence do you have that supports your answer above?				
12. What do you perceive are you areas of strength as a new teacher?				
13. What areas for improvement do you think you need further development in as a new teacher?				
14. Please provide any additional comments that you believe would help improve the teacher preparation program provided by NDMU				
15. Please identify any additional comments regarding how NDMU could best support you as a new teacher during your early years of teaching.				

