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Section I

General Information
Definition of Terms

The following terms, used throughout this Handbook, are defined as follows:

Artifact/Signature Assignment: An artifact, or signature assignment, demonstrates student growth toward mastery of the performance-based standards articulated by the Council for Exceptional Children (CEC) and the Interstate New Teacher Assessment and Support Consortium (InTASC). Interns develop the collection of artifacts to exhibit the breadth and depth of their mastery of the standards and compile the artifacts in a portfolio. Portfolio guidelines for specific assignments to be included in the portfolio are listed on page 18.

Center for Professional Practice (CPP): The staff in the CPP, located in 303 Hawkins Hall, accepts and processes all applications for internships and places all interns in sites in which to complete the requirements of the internship. They also coordinate recruitment initiatives from local school systems.

Council for Exceptional Children (CEC): The professional association and learned society for the field of special education.

Diversity: Diversity is a broad, dynamic term that includes, but is not limited to, ethnicity, race, gender, socioeconomic status, exceptionality, language, religion, sexual orientation, gender identity, and geographical location. Our values, beliefs, customs, and behaviors are shaped by any one or any combination of these attributes. The lens through which our perceptions of diversity are constructed continuously changes as a result of not only the context within which diversity is examined, but also the evolving of our individual sense of self.

Essential Dispositions: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Towson University has identified three Essential Dispositions for Educators: Commitment to Professional Practice; Caring for the Success and Well-being of All Students; and Collaboration with Colleagues and Stakeholders. These dispositions form a foundation for the Essential Dispositions Scoring Guide and the Dispositions Assessment System (Appendix A).

Evaluation of Special Education Internships: A written summative report regarding the intern’s competencies as outlined by the Council for Exceptional Children (CEC) and Interstate New Teacher and Assessment and Support Consortium (InTASC) for initial level special educators. The mentor teacher and the university supervisor complete this form at the end of the internship experience (Appendix B).

Formative Feedback: Ongoing, constructive commentary on the performance of the intern. This information is gathered during observations. It is the basis for feedback provided during an instructional and an evaluative conference.
Highly Qualified: P.L 107-110, The No Child Left Behind Act of 2001, requires schools to employ teachers who are highly qualified. This refers to the teacher’s expertise in a content area as demonstrated by state specified measures (see page 14).

Intern: An individual who has completed the prerequisite course requirements of the professional teacher education program and has entered the internship experience.

Internship: The capstone field placement experience in the special education program, which provides opportunities for practical application of the knowledge and skills of a special educator and for demonstration of these competencies. The Maryland State Department of Education (MSDE) has different duration requirements for interns earning initial certification and those adding additional certifications. There are two paths to internship placement:
1. CPP identified placement: The Center of Professional Practice identifies the internship placement.
2. On-the-Job placement: If eligibility criteria are met, it may be possible for an intern to complete his/her internship at his/her school of employment.

Interstate Teacher and Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A set of 10 core principles and performance-based standards which define the core knowledge, skills, competencies and dispositions that beginning teachers should know and be able to demonstrate (see page 17).

Maryland State Department of Education (MSDE): The state agency responsible for oversight of programs providing education services in Maryland. MSDE is responsible for issuing teaching certificates in Maryland.

Masters of Arts (M.A.T.) Professional Year: Used interchangeably with the term internship in this handbook, interns spend a professional year or 100 days over the course of the fall and spring semesters at a Professional Development School (PDS) or an alternative placement site during the last year of their program of study.

Mentor Teacher: Also known as the cooperating teacher, this person is the school-based teacher who assumes primary responsibility for mentoring the intern during his/her internship.

Observation: The processes of watching an intern perform all required duties and activities during the internship experience. The purpose of the observation is to gather objective data regarding the intern’s knowledge, skills, competencies, and dispositions that will be used to provide feedback to the individual being observed during both instructional and evaluative conferences.

Performance Outcomes: Performance outcomes are indicators, or skills, that all interns should know and be able to demonstrate by the end of their teacher preparation program. These performance outcomes include the InTASC and CEC standards.
**Performance Standards:** A common core of knowledge, skills, competencies, and dispositions that should be acquired by all beginning teachers. The core set of knowledge and competencies includes the InTASC and CEC standards.

**Portfolio:** A purposeful selection of materials, artifacts, and reflective entries assembled by the intern representing his/her professional experiences and teaching competence. Portfolios provide evidence of the intern’s growth toward meeting beginning teacher performance standards as outlined by CEC and InTASC.

**Professional Development School (PDS):** PDS schools are schools for which a collaborative partnership exists between the school or a local school system and the Center for Professional Practice of Towson University. The collaboration includes a pre-service teacher education component and a professional development component for school staff. Efforts are made to place M.A.T. interns in PDS schools for their internship. However, M.A.T. interns are also placed in internships based on employment or in placements based on the availability of mentor teachers.

**Teacher Information Management System (TIMS):** Database system used by the intern to apply for an internship through Towson University.

**University Supervisor:** An individual employed by Towson University who is responsible for the supervision of the intern and acts as a liaison between the school and the University.
Introduction

Founded in 1866, Towson University is recognized among the nation's best regional public universities, offering more than 100 bachelors', masters and doctoral degree programs in the liberal arts and sciences, and applied professional fields.

With more than 21,000 students, Towson University is the second-largest public university in Maryland. As a metropolitan university, Towson combines research-based learning with practical application. Our many interdisciplinary partnerships with public and private organizations throughout Maryland provide opportunities for research, internships and jobs.

College of Education Mission and Conceptual Framework

The mission of the College of Education at Towson University is to inspire, educate, and prepare teachers and education specialists as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically varied.

The College of Education at Towson University offers two approved graduate degree special education programs leading to special education certification: Master of Education (M.Ed.) and Master of Arts in Teaching (M.A.T.). The purpose of this Graduate Handbook is to present relevant material related to policies and coursework for these two degree programs. It includes the knowledge, skills, competencies, and dispositions for beginning special educators as outlined by the Council for Exceptional Children (CEC) and the Interstate Teacher Assessment and Support Consortium (InTASC). The handbook provides detailed guidelines for the internship experience, the capstone field experience of the intern’s formal academic preparation prior to graduation and application for a teaching license from the Maryland State Department of Education (MSDE). Finally, this handbook describes the requirements for the special education portfolio and its external review.

The Conceptual Framework for Professional Education at Towson University is based upon a foundation of shared beliefs. These shared beliefs are performance-based, describing what educators should know and be able to do, and are specifically focused on professional knowledge, skills, and attitudes/dispositions. Each initial and advanced level education program operationalizes the mission and vision statements and the themes and standards through a planned sequence of content, professional and pedagogical studies, integrated field experiences, and outcomes required of interns. An overview of the Conceptual Framework can be found at http://www.towson.edu/coe/cf2014/documents/ConceptualFramework.pdf.
Conceptual Framework for Professional Education

The mission of Teacher Education at Towson University is to *inspire, educate, and prepare teachers and education specialists as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced*. In order to achieve this mission, teacher education at Towson University is committed to seven integrated themes:

1. Ensuring the mastery of appropriate content in general studies in the liberal arts and sciences as well as in the specific academic discipline.

2. Reflecting upon and refining best practices (professional knowledge and skills) to develop a repertoire of instructional and assessment strategies.

3. Preparing educators for diverse and inclusive communities of learners, including systematic exposure to heterogeneous populations.

4. Utilizing appropriate technologies that reflect best practices in education.

5. Helping develop, internalize, and display professional conscience (a commitment to ethical practice, inquiry, knowledge, competence, caring, and social justice in a democratic society).

6. Developing collaborative partnerships with the public/private sector.

7. Playing a leadership role in teacher education through scholarly endeavors.
The Conceptual Framework for Professional Education at Towson University is based upon a foundation of shared beliefs that are performance-based, describing what educators should know and be able to do, and are specifically focused on professional knowledge, skills, and attitudes/dispositions. Each initial and advanced level education program operationalizes the mission and the themes and standards through a planned sequence of content, professional and pedagogical studies, integrated field experiences, and student outcomes required of interns.
Interns are responsible for adhering to the rules, regulations and policies delineated in the Towson University Graduate Catalog for their admission year. This includes conditional admissions, non-degree enrollment, minimum grade point average (GPA) requirements, graduate grading scale, deadlines and other pertinent information.

**Full-time and part-time status:** An intern who registers for 9 graduate credits in the fall or spring semester (6 credits during summer session) is considered a full-time student. One who takes fewer credits is designated a part-time student.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Per Credit Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 94-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A- = 90-93%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+ = 87-89%</td>
<td>3.33</td>
</tr>
<tr>
<td>B = 80-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>C = 70-79%</td>
<td>2.67</td>
</tr>
<tr>
<td>F = 69% and below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

FX – assigned when the student registers for a course but does not attend, or fails to withdraw officially from the course by the published last date to drop the course.

I (incomplete) -- assigned at the end of the semester because of illness or other reasons beyond the control of the student. Unless course is completed within 180 days, the grade becomes F. It is the responsibility of the student to make arrangements to complete course requirements for removal of the I.

IP (in progress) – assigned for the thesis continuum. When the thesis is completed, the IP grades are changed to S (satisfactory) or U (unsatisfactory).

W (withdrawn) – assigned when the student withdraws from the course according to policy.

**Academic standing:** Good academic standing in a degree program requires a minimum 3.00 GPA for all courses taken for graduate credit whether or not they are required for the degree. Good academic standing is necessary to transfer course work and to graduate.

Should the degree student’s average fall below a 3.00, a letter of academic warning will be sent. The GPA must be restored to 3.00 within 9 semester credits completed in a one-year period from the semester in which the GPA fell below 3.00. A student on academic probation who does not restore the GPA to 3.00 as required will be withdrawn from the degree program. The 3.00 average may be restored by repeating courses or by taking additional courses. If courses beyond
those required in the degree are taken to raise the GPA, a maximum of two courses approved by
the graduate program director is allowed. All requirements for the program must be completed
within a 7 year period.

Repeating courses: Courses for which a grade has been awarded may be repeated only once.
The grade of W does not replace a previously awarded grade. When the course is repeated, the
student receives the credits for the course (counted once) and the higher of the two grades.
Grades for courses taken at other institutions may not be used to replace grades for courses
completed at Towson. Courses taken for undergraduate credit may not be repeated for
graduate credit.

Advising: Students are assigned an advisor upon acceptance to the program. Registration for a
newly admitted student begins with a conference with his/her advisor, who will provide the
student with information regarding specific courses and degree requirements and develop a
program of study. Each student must consult with his/her advisor before registration each
semester. (A Graduate Program planning meeting will be held each semester prior to registration
for the following semester courses. All graduate students are required to attend. If a student
cannot attend, it is the student’s responsibility to contact the Graduate Program Director, and
schedule an advising meeting.)

Course permit codes and registration: Most special education courses are offered for special
education majors and graduate students only. These courses will be noted in the semester
schedule with the notation “Special Permit Required.” Each graduate student will be issued
course approval from his/her graduate advisor, selecting courses from the course of study
developed during the initial advising appointment. Graduate advisors will be available to assist
students in selecting courses from their course of study. Each subsequent semester, graduate
students will receive a pre-registration form, which they will complete and send to their graduate
advisor. The student’s choices for courses will be processed by the Department of Special
Education Administrative Assistant who will arrange clearances for online registration. Students
should be able to register one to two weeks after submission of their pre-registration form.
Students taking partnership off-campus courses through the Towson Learning Network will
register through the Towson Learning Network.

Transfer of Credit: A maximum of 12 credits required for a certificate or degree program may
be transferred, subject to approval by the graduate program director. The 7-year limitation cannot
be extended for transfer credits within the M.Ed. or M.A.T. program. Courses taken prior to
admission must have been taken at a National Council for Accreditation of Teacher Education
(NCATE) accredited college or university, must be applicable to a graduate degree at the
offering institution, and cannot be utilized if part of an already conferred bachelor’s, master’s or
doctoral degree. Courses taken as part of a post-baccalaureate certificate (in progress or
completed) can be used toward the M.Ed. or M.A.T. degree if approved by the graduate program
director. Transfer courses must have been completed with a grade of B or higher. Pass/fail or
S/U grading is not acceptable.

Students are responsible for completing a transfer credit petition form, which can be found at this
**Graduation:** Students must complete all program prerequisites, as well as all required and elective graduate courses with a minimum grade point average (GPA) of 3.00. A maximum of 6 semester hours of C grades is allowed for graduation. All degree requirements including resolution of incomplete grades must be completed by the last day of the semester before the semester in which the student expects to graduate. Information on graduation can be found at the following link: [http://grad.towson.edu/graduation/apply.asp](http://grad.towson.edu/graduation/apply.asp).

*Note that interns must apply for graduation whether or not they plan to attend commencement.*

*Interns in the M.A.T. program always graduate in the spring. M. Ed. students may graduate in the spring or fall semesters. The program does not allow for summer graduation.*
Maryland State Certification

The Towson University Special Education Graduate Certification Programs prepare interns for Maryland generic special education certification at the Infant/Primary (birth – grade 3); Elementary/Middle (grades 1-8); and Secondary/Adult (Grades 6-12) levels. Upon graduation, the intern will receive a diploma indicating that s/he completed the degree requirements for a Master of Education or Master of Arts in Teaching from a nationally accredited institution of teacher education. Successful completion of an approved teacher education program at Towson University prepares a student to apply to MSDE for a teaching certificate. The graduate’s transcript will be stamped with the following statement: “This student has completed a Maryland approved certification program using recognized state or national standards, with eligibility for certification in special education and has completed student teaching in ___ grades. The unit is accredited by the National Council for the Accreditation of Teacher Education.” Details on procedures to secure state certification, states granting reciprocity to Maryland graduates, and a list of State Teacher Certification Offices nation-wide are available at the CPP, Hawkins Hall 303.

Prior to application for a special education teaching license, each intern must complete the professional examination, Praxis II: Special Education Core Knowledge and Applications (paper version – 0354, computer version – 5354). The passing score for this test is 151. Students must provide a copy of their Praxis II scores no later than the completion of their internship in order to graduate.

“Highly Qualified” Designation

P.L. 107-110, the No Child Left Behind Act of 2001, requires schools to employ teachers who are highly qualified. This refers to the teacher’s expertise in a content area as demonstrated by state specified measures. In Maryland, this content mastery is demonstrated by passing the content specific Praxis exam. Interns entering our M.Ed. program are already highly qualified in the content area of their initial certification. No teacher can be highly qualified in special education since this is not a content area. For additional information regarding certification requirements in other areas, see the MSDE websites:

http://www.msde.maryland.gov/MSDE/programs/esea/docs/TQ_Regulations/general_definition.htm

http://www.msde.maryland.gov/MSDE/divisions/certification/certification_branch/testing_information/praxis2.htm
Section II

Professional Standards and Essential Dispositions for Special Education Graduate Degree Programs
Accreditation and Standards: An Overview

A hallmark of quality in teacher preparation programs is earning national accreditation. Towson University’s College of Education was last approved by the National Council for Accreditation of Teacher Education (NCATE) in 2007. We were awarded high marks in our various programs within the College.

What is NCATE?

NCATE is the profession’s mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE’s performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

NCATE is a coalition of 33 specialty professional organizations of teachers, teacher educators, content specialists, and local and state policy makers. All are committed to quality teaching, and together, the coalition represents over 3 million individuals.

The U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as a professional accrediting body for teacher preparation. The Maryland State Department of Education requires the College of Education to be accredited by NCATE.

What standards are used in our accreditation review?

All College of Education programs will be evaluated based on the ten Interstate New Teacher Assessment and Support Consortium (InTASC) standards. The Special Education graduate certification program will also be evaluated based on the Council for Exceptional Children (CEC) standards. The standards addressed in each special education course are included in course syllabi.

Maryland Teacher Technology Standards

In May 2002, the Maryland State Department of Education published the Maryland Teacher Technology Standards as part of their initiative, Teaching Tomorrow’s Teachers to Use Technology (PT3, USDOE Catalyst Grant, May 2002) http://www.mttsonline.org/standards/ (Appendix C). Because the College of Education Mission states that we prepare teachers to be “facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically varied,” our preparation of interns continues to provide opportunities to expand learning through the use of technology for both instruction and administration.

Essential Dispositions

The College of Education has developed the Essential Dispositions of Educators to evaluate interns’ development of a professional conscience as demonstrated by important human characteristics and dispositions necessary to work with diverse and inclusive communities of learners. See Appendix A.
Performanc**e-**Based Standards for Initial Level Special Educators

As indicated, the graduate teacher preparation program in special education at Towson University is an initial certification course of study. As such, it is guided by a set of core principles and performance based standards by the Council for Exceptional Children (CEC) and the Interstate Teacher and Assessment and Support Consortium (InTASC). Performance based standards outline the knowledge, skills, and competencies a beginning teacher should know and be able to demonstrate. The standards for teacher performance identified by the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Exceptional Children (CEC) are aligned as follows:

<table>
<thead>
<tr>
<th>CEC Preparation Standards</th>
<th>InTASC Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Learners and Learning</strong></td>
<td><strong>A. Learner and Learning</strong></td>
</tr>
<tr>
<td>1. Learner Development and Individual Learning Differences</td>
<td>1. Learner Development</td>
</tr>
<tr>
<td>2. Learning Environments</td>
<td>2. Learning Differences</td>
</tr>
<tr>
<td><strong>B. Content</strong></td>
<td><strong>B. Content</strong></td>
</tr>
<tr>
<td>3. Curricular Content Knowledge</td>
<td>4. Content Knowledge</td>
</tr>
<tr>
<td><strong>C. Instructional Pedagogy</strong></td>
<td><strong>C. Instructional Pedagogy</strong></td>
</tr>
<tr>
<td>4. Assessment</td>
<td>5. Applications of Content</td>
</tr>
<tr>
<td>5. Instructional Planning and Strategies</td>
<td>6. Assessment</td>
</tr>
<tr>
<td><strong>D. Professionalism and Collaboration</strong></td>
<td><strong>D. Professionalism and Collaboration</strong></td>
</tr>
<tr>
<td>6. Professional Learning and Ethical Practice</td>
<td>7. Planning for Instruction</td>
</tr>
<tr>
<td>7. Collaboration</td>
<td>8. Instructional Strategies</td>
</tr>
<tr>
<td><strong>11. College of Education (COE) Technology Standard: Technology</strong></td>
<td></td>
</tr>
</tbody>
</table>

Teachers are expected to routinely use technology to support student learning and assessment. Use of technology has been embedded within the CEC and the InTASC standards. To ensure a clear connection between courses taught within the College of Education and the use of technology, the College of Education developed a standard specifically addressing technology within education (i.e., COE Standard 11). COE 11 also aligns with the Maryland Teacher Technology Standards [http://www.mttsonline.org/standards/](http://www.mttsonline.org/standards/) (see Appendix C).

**Concentration Statement**

When completing projects and/or assignments in graduate courses, Towson University special education students should select or will be assigned topics/observations which focus on the educational level of PreK-12 students in their declared areas of special education concentration, i.e., infant/primary, elementary/middle or secondary/adult.
Portfolio Guidelines
The Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards are used to shape the outcome standards for the M.Ed. and M.A.T. certification programs. Throughout the duration of your program, you will complete artifacts that demonstrate your competencies in these standards. Three of these artifacts will be included in your portfolio which, along with the internship, will represent your capstone requirement for your Master’s degree. A framework for the portfolio is provided below.

Artifacts and Alignment with CEC and InTASC Standards

**Professional Portfolio Artifact and Rationale 1:** The Positive Behavior Support Plan is a graded assignment for SPED 741: Internship: Students with Disabilities and for EDUC 798 Internship II with Seminar. Additionally this assignment also serves as an artifact in your professional portfolio for graduation. This assignment must demonstrate mastery of CEC standards 1, 2, and 7 and InTASC standards 2 and 3. As such, it will include an artifact rationale to describe how the artifact demonstrates mastery of the identified CEC and InTASC standards.

**Professional Portfolio Artifact and Rationale 2:** The Planning Cycle for Lesson Plan: Evidence of Student Learning is a graded assignment for SPED 741: Internship: Students with Disabilities and for EDUC 798 Internship II with Seminar. Additionally this assignment also serves as an artifact in your professional portfolio for graduation. This assignment must demonstrate mastery of CEC standards 1 through 7 and InTASC standards 1 through 10 and COE standard 11. As such, it will include an artifact rationale to describe how the artifact demonstrates mastery of the identified CEC and InTASC standards, and COE standard 11.

**Professional Portfolio Artifact and Rationale 3:** The IEP Case Study is a graded assignment for SPED 741: Internship: Students with Disabilities and for EDUC 798 Internship II with Seminar. Additionally this assignment also serves as an artifact in your professional portfolio for graduation. This assignment must demonstrate mastery of CEC standards 1, 3, 6, and 7 and InTASC standards 1, 2, 4 and 9. As such, it will include an artifact rationale to describe how the artifact demonstrates mastery of the identified CEC and InTASC standards.
# Professional Portfolio Requirements for M. Ed. & M. A. T. Special Education

Your portfolio must be organized using the following format:

<table>
<thead>
<tr>
<th>Portfolio Organization</th>
<th>CEC/ INTASC Standard Connection(s)</th>
<th>Graduate Course Connection</th>
</tr>
</thead>
</table>

**Table of Contents:** Identifies each required section with rationale & artifacts

### Section I: Introduction (Tab 1)

- Standards: InTASC and CEC standards (link)
- Introductory Narrative
- Resume

### Section II: Required Rationales and Artifacts (Tab 2)

<table>
<thead>
<tr>
<th>Rationale &amp; Artifact 1: Positive Behavior Support Plan</th>
<th>CEC 1, 2, 7 InTASC 2, 3, 10</th>
<th>EDUC 798</th>
<th>SPED 741</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale &amp; Artifact 2: Planning Cycle for Lesson Plan: Evidence of Student Learning</td>
<td>CEC 1-7 InTASC 1-10 COE 11</td>
<td>EDUC 798</td>
<td>SPED 741</td>
</tr>
<tr>
<td>Rationale &amp; Artifact 3: IEP Case Study</td>
<td>CEC 1, 3, 6, 7 InTASC 1, 2, 4, 9</td>
<td>EDUC 798</td>
<td>SPED 741</td>
</tr>
</tbody>
</table>

### Section III: Internship Evaluations (Tab 3)

<table>
<thead>
<tr>
<th>Description of Internship Placement (Complete for On-the-Job Internship or if placed by TU.)</th>
<th>1 - 10</th>
<th>EDUC 798</th>
<th>SPED 741</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMS Evaluation(s) from Mentor</td>
<td>1 - 10</td>
<td>EDUC 797 EDUC 798</td>
<td>SPED 741</td>
</tr>
<tr>
<td>TIMS Evaluation(s) from University Supervisor</td>
<td>1 - 10</td>
<td>EDUC 797 EDUC 798</td>
<td>SPED 741</td>
</tr>
<tr>
<td>Essential Dispositions - Summative Assessment with Student essay and self-evaluation</td>
<td>1 - 10</td>
<td>EDUC 797 EDUC 798</td>
<td>SPED 741</td>
</tr>
</tbody>
</table>

Revised: 7.22.16

Link to InTASC standards:

Link to CEC standards:
Section III

Department of Special Education
Degree Programs

Master of Education (M.Ed.)
Overview of the Special Education Master of Education (M.Ed.) Degree Program

The Master of Education in special education is an applied professional degree program designed to meet critical shortage needs for special educators. The program prepares education professionals to obtain an initial certification in Special Education. The program consists of 36 credit hours including a 6 credit internship. Although the courses are identical, programs of study vary according to cohort and campus programs. The graduate advisor will provide each student with his/her program of study.

Many participants complete the program on a part-time basis, although full-time study is available. A majority of the graduate students in the special education program are full-time working professionals taking afternoon or evening classes. Professionals seeking to advance or change careers comprise a substantial portion of the intern population in the Department of Special Education program including those who intend to become special education teachers.

The Department of Special Education Certification Track provides the skill, development, and knowledge base established by the Council for Exceptional Children’s Initial Level Special Educator Preparation Standards and meets the requirements for the Maryland State Department of Education’s Special Education Generic Certification for infant/primary (birth – grade 3), elementary/middle (grades 1-8), or secondary/adult (grades 6-adult). The degree program emphasizes the following themes: collaboration and consultation, translation of effective research-based instructional and management strategies into practice, and cross-categorical, rather than disability-specific, approaches.

**MSDE Reading Requirements for Certification**

A student may be advised by the MSDE or local school system Office of Certification that he/she must complete a reading course(s) prior to renewal of teaching certification, particularly if he/she transferred to Maryland with certification from another state. The following table provides information about the MSDE reading requirement for certification and which courses at Towson University satisfy each requirement.

<table>
<thead>
<tr>
<th>Infant/primary</th>
<th>Units</th>
<th>MSDE Required Content</th>
<th>TU Undergrad</th>
<th>TU Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Processes &amp; acquisition of reading skills</td>
<td>ECED 321</td>
<td>ECED 618 REED 601</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Best practices in reading instruction that include the cueing systems of grapho-phonics, semantics, and syntactics</td>
<td>ECED 361</td>
<td>ECED 623 EDUC 787</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Use of reading assessment data to improve instruction</td>
<td>ECED 429</td>
<td>ECED 621 REED 609</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Materials for teaching reading in order to gain literary experience, to perform a task, to read for information</td>
<td>ECED 360</td>
<td>EDUC 717 REED 663</td>
</tr>
</tbody>
</table>

Revised 9/9/2014
### Elementary/middle

<table>
<thead>
<tr>
<th>Units</th>
<th>MSDE Required Content</th>
<th>TU Undergrad</th>
<th>TU Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Processes &amp; acquisition of reading skills</td>
<td>ELED 322</td>
<td>ELED 611</td>
</tr>
<tr>
<td></td>
<td>Best practices in reading instruction that include the cueing systems of grapho-phonics, semantics, and syntactics</td>
<td>ELED 323</td>
<td>ELED 613</td>
</tr>
<tr>
<td></td>
<td>Use of reading assessment data to improve instruction</td>
<td>ELED 429</td>
<td>ELED 621</td>
</tr>
<tr>
<td>3</td>
<td>Materials for teaching reading in order to gain literary experience, to perform a task, to read for information</td>
<td>EDUC 417</td>
<td>EDUC 717</td>
</tr>
</tbody>
</table>

### Secondary/adult

<table>
<thead>
<tr>
<th>Units</th>
<th>MSDE Required Content</th>
<th>TU Undergrad</th>
<th>TU Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Essentials of reading process: types of reading, use of reading assessment data to improve instruction, skills in reading including cognitive strategies in reading, reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student, and strategies for intrinsic motivation for reading.</td>
<td>SCED 460</td>
<td>SCED 560</td>
</tr>
<tr>
<td></td>
<td>Teaching students to learn from text which shall include theories, strategies, and practices in daily classroom use including additional content types of reading using authentic texts, skills in reading including processing of multimedia information and strategies to connect reading with study skills; and reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts.</td>
<td>SCED 461</td>
<td>SCED 561</td>
</tr>
</tbody>
</table>

Department of Special Education M.Ed. Degree Program

Types of Internship Placements

Interns in the Special Education M.Ed. degree program hold professional teacher certification. In compliance with the Code of Maryland Regulations (COMAR), interns must engage in a 180 hour internship of supervised field experience. During SPED 741: Internship: Students with Disabilities, interns will practice and demonstrate their competencies as a special educator under the supervision of Towson University faculty and an approved special education mentor teacher. This requirement may be completed during the fall or spring semester. The special education internship may be conducted in a public school or in an MSDE approved special education non-public school and in self-contained or inclusive environments. Each intern will keep a notebook that records activities, contacts, reflections and competencies practiced. One year prior to the internship semester, during the midpoint advising conference, the intern will discuss placement options with his/her graduate advisor. Applications for internships must be filed one (1) semester prior to the anticipated internship. Interns will complete applications during the graduate student meeting.

There are two types of placements for the SPED 741 Internship. For both types of placements, graduate students must meet with their advisor the semester before their expected internship. Internships must be completed with the age group that is aligned to the desired certification.

Option A: Placement in a short-term special education experience. A degree intern who is not currently employed will be placed by the Center for Professional Practice in a special education experience under the supervision of an approved mentor teacher to gain practice and demonstrate competence as a special educator. In order to satisfy the 180-hour requirement, this placement is usually a full semester in duration (fall or spring semester). The internship dates may not align with the Towson University academic calendar. The intern will be supported to gradually assume the full instructional responsibilities of the mentor teacher. Specific arrangements are individually tailored in response to the internship placement and the intern.

Option B: Supervision within current teaching position. Interns in this program may have passed the Special Education Praxis exams prior to completion of the M.Ed. program, are awarded special education certification by the MSDE, and are hired as certified special educators. Alternatively, interns in this program may be certified general education in-service teachers seeking to augment their certification with an endorsement in special education. Since this program prepares teachers for “generic” special education certification, the internship placement must provide the intern opportunities to practice and demonstrate competence in teaching students who need IEP-driven accommodations/modifications to the Common Core Curriculum. Interns must discuss this option with their advisor and provide documentation of their employment well in advance of the internship semester. Placement outside of a Maryland public school must be in an MSDE approved special education non-public school. Interns in public or private employment must complete the “On-the-Job Internship Application” during the semester prior to enrolling in SPED 741.

Internships may not be completed in any type of substitute position.
Section IV

Department of Special Education Degree Programs

Master of Arts in Teaching (M.A.T.)
Overview of the Special Education
Master of Arts in Teaching (M.A.T.) Degree Program

The Master of Arts in Teaching (M.A.T.) degree is an option for those without formal training in the field of education who wish to enter the teaching profession. It is well suited to recent graduates and to those seeking to change careers. A graduate of this program will meet state teacher certification requirements within the Special Education tracks of infant/primary, elementary/middle, or secondary education. The M.A.T. Special Education program is a minimum of two years.

Interns participate in a two-day-per-week field experience while enrolled in SPED 797, Internship I with Seminar. During this course, interns complete substantial daytime observation/participation hours (234 hours, usually 2 days per week). SPED 797 also includes 2 weeks when students must be in their placement for 3 day successive teaching experience.

During the spring semester of their final year, interns complete EDUC 798: Internship II with Seminar. This Internship is a 5 day-a-week student teaching placement. The development and presentation of a portfolio that demonstrates attainment of national performance standards will take the place of a master’s thesis. Portfolio guidelines can be found on page 17.

Prior to application for a special education teaching certificate, each intern must complete the professional examination, Praxis II: Special Education Core Knowledge and Applications (paper version – 0354, computer version – 5354). The passing score for this test is 151. Students must provide a copy of their Praxis II scores no later than March 30 before their scheduled May graduation date.
Department of Special Education M.A.T. Degree Programs

Types of Internship Placements

The Professional Year Internship is the capstone experience in the M.A.T. program. M.A.T. students will complete their Internship in two placements. The first placement will be completed during the fall and the second placement during the spring. Refer to Section V to review the Responsibilities. Support for a successful internship experience is provided by school-based faculty and university faculty. The special education internship involves placement in any educational environment which offers special education services. Successful completion of the internship is mandatory for completion of the M.A.T. program.

In order to meet state certification requirements, special education M.A.T. interns must complete a minimum of 100 days of successful field experience during the final two semesters of the M.A.T. Program. During this Professional Year, interns complete EDUC 797: Internship I (fall semester) and EDUC 798: Internship II (spring semester). Interns completing EDUC 797 are required to complete a minimum of 36 days of observation and participation in a school placement. EDUC 798 Internship II is completed for a minimum of 16 weeks. Interns follow the same schedule of work days and holidays, including spring break, as the school system in which they are placed for their internship.

There are three types of placements for the Special Education M.A.T. Internship:

**Option A: Professional Development School (PDS) Placement:**

The Center for Professional Practice coordinates placements in Professional Development Schools (PDS) that have signed agreements with Towson University. Special Education placements may be in a non-PDS setting based on the availability of qualified special education mentors.

**Option B: Internship within current teaching position as a Conditional Teacher:**

Due to the critical shortage of special educators, M.A.T. interns are frequently hired as conditional special education teachers prior to completion of their degree program. Interns may request that their employment serve as the internship experience if:

1) It is a special education position.
2) It falls within the age level and/or subject of the special education certification being pursued.
3) The students with disabilities need modifications/ accommodations to the Maryland’s College and Career-Ready Standards.
4) There is a certified special educator in the building to serve as a mentor for the intern.
5) There is documentation and approval of the above from the school principal well in advance of the internship semester(s).

Interns may complete both EDUC 797: Internship I and EDUC 798: Internship II within this position.
**Option C: Internship within current position as a Para-educator:**

Within local education agencies which allow such arrangements, M.A.T. students in special education may request that their employment serve as the internship experience if:

1) It is a special education position.
2) It falls within the age level and/or subject of the special education certification being pursued.
3) The students with disabilities need modifications/ accommodations to the Maryland's College and Career-Ready Standards.
4) There is a certified special educator in the building to serve as a mentor for the intern.
5) There is documentation and approval of the above from the school principal well in advance of the internship semester(s).
6) Interns must be able to take full responsibility for teaching as outlined in the Phase-in sequence on page 52 of this handbook.

Interns may complete both EDUC 797: Internship I and EDUC 798: Internship II within this position. Placement outside of a Maryland public school must be in an MSDE approved special education non-public school. Interns in public or nonpublic school employment must complete the “On the Job Internship Application” during the semester prior to enrolling in EDUC 797.

**Internships may not be completed in any type of substitute position.**
Guidelines for Interns, Responsibilities, and Assignments
M.A.T. & M. Ed.
Department of Special Education
Guidelines for the Intern

All official communication between the interns and their university supervisor or advisor will be handled via TU email. Interns should contact their university supervisor or advisor for up-to-date information about program policies, requirements, and course offerings.

During the internship, each intern has the opportunity to broaden his/her instructional knowledge and apply actual knowledge, skills and dispositions in order to improve student learning and increase student achievement, as well as begin to understand the roles and responsibilities of a professional educator engaged in the career of teaching and education. The internship experience is the most exciting and rewarding experience of the professional teacher preparation program. It is the time to draw together all that has been learned and to immerse oneself into the world of a teacher who has responsibility for improving student learning and increasing student achievement and functional performance.

Each internship experience allows the intern to make extensive and immediate connections between the theory and practice of teaching. The goal of the internship is to provide valuable and productive experiences in which there are many opportunities to implement the methods and ideas that have been acquired from the professional education courses. This is an opportunity for experimentation, analysis of technique, and practice of teaching skills.

The internship is the capstone experience in the M.A.T. and M.Ed. Programs. Through a gradual induction process, interns ultimately assume complete responsibility for all the professional duties of their mentor teachers. University faculty and school-based faculty provide support for interns during the internship. The internship is a demanding and exciting experience. The intern is expected to demonstrate full mastery of M.A.T./M.Ed. Program standards and the CEC and InTASC professional standards upon completion of the internship experience. Attaining mastery of the standards requires interns to fulfill professional responsibilities ethically and dependably, to work throughout and beyond the regular school day, to reflect on their performance, and to make adjustments recommended by mentors and supervisors.

Students enrolled in the M.A.T. program are required to successfully complete Internship I and Internship II. Course work, including the EDUC 797 Internship I with Seminar and the EDUC 798 Internship II with Seminar, provides support and guidance for interns throughout the Professional Year. Successful completion of the internship is mandatory for completion of the M.A.T. degree.

Students enrolled in the M.Ed. program are required to successfully complete a one semester internship through SPED 741, Internship: Students with Disabilities. While a seminar is not formally attached to SPED 741, there will be periodic group meetings of students enrolled in the course to support successful completion of the internship requirements. Successful completion of the internship is mandatory for completion of the M.Ed. degree.
In order to meet state certification requirements, M.A.T. students must complete a minimum of 100 days of successful field experience during the final two semesters of the M.A.T. program. The internship calendar is aligned with the public school calendar, so interns are required to be in schools according to the public school system or nonpublic school calendar for the school in which they are placed. During the professional year, students complete EDUC 797 (fall semester) and EDUC 798 (spring semester). Students completing EDUC 797 are required to complete a minimum of 25 days of observation and participation in a school placement. All M.A.T. students will be expected to become full-time interns for the final semester in the program, in which EDUC 798 Internship II (“student teaching”) is completed for a minimum of 16 weeks (spring). Because M.Ed. students already hold certification, the 100 day requirement does not apply.

Internship I placement (EDUC 797) requires interns to be in their school placement two days a week. All M.A.T. interns will complete two intensive teaching experiences (ITE) during the EDUC 797 semester. During each ITE, interns will teach three consecutive lessons to one group of students in one content area and evaluate the effectiveness of their teaching as evidenced by student learning. There will be a lab fee added to tuition for EDUC 797, Internship I. Students must successfully complete the field experience and course requirements for EDUC 797 with a grade of “C” or higher in order to enter EDUC 798.

EDUC 798, Internship II placement begins prior to the start of the Towson University spring semester. SPED 741 for M.Ed. interns begins in mid-January. There will be a lab fee added to tuition for EDUC 798: Internship II and SPED 741 Internship: Students-with Disabilities. Lab fees are used to provide stipends for mentor teachers. Demonstration of effective teaching, as evidenced by student learning, is required in order to successfully complete EDUC 798 or SPED 741.

Interns who have commitments that would require them to miss school days should not request placement for EDUC 798: Internship II with Seminar and SPED 741.

**Requirements for Entry into EDUC 798 and SPED 741:**
(Governed by the Towson University Teacher Education Executive Board, 2013)

A. Completion of a Criminal Background Check. The Criminal Background check must be received by the Center for Professional Practice (CPP) prior to entry into EDUC 798. For interns who are employed as teachers or para-educators, this requirement is completed by the employer.

B. Completion of a Teacher Internship Management System (TIMS) application prior to entry into EDUC 798 or SPED 741.

C. Submission of PRAXIS II 0354 test scores to Director of Special Education Graduate Programs or your advisor prior to March 1 of the year in which you are completing EDUC 798 or SPED 741.

D. Completion of all prerequisite content courses as identified on the initial transcript analysis. (M.A.T. only) prior to registering for EDUC 798.
The Teacher Education Executive Board (TEEB) of Towson University reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed conduct is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.”

Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behavior that is consistent with the University's Code of Conduct and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.

**Professional and Ethical Responsibilities**

Of the many areas needed to demonstrate professional competency, none is more important than the ability to develop and maintain positive working relationships with children, teachers, school staff, administrators, families, and university personnel.

As outlined by CEC Standards 6 and 7, Professional Learning and Practice and Collaboration and by InTASC Standard 9, Professional Learning and Ethical Practice, educators and interns must maintain high ethical standards and demonstrate and understand legal responsibilities. While interns are under the direction and guidance of mentor teachers and university supervisors, Maryland Code, Education Article 4-105 provides that interns are considered “agents of the county board for the limited purposes of (1) comprehensive liability insurance coverage and (2) workman's compensation coverage, not to exceed the salary of a first year teacher in the county school system.” In other words, interns are given the same authority in matters of student management, discipline, and the handling of student’s records as certified teachers in the school system where they are employed. It is expected that interns adhere to federal and state laws, policies, and practices. These mandates include the following:

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First Amendment to the Constitution of the United States and Relevant Court Decisions

The first amendment to the Constitution and interpretive legislative decisions mandate that all public schools should be religiously neutral, refraining from promotion of any or all religions or showing preference for one religion over another. Schools should avoid religious observances, devotions, or celebrations. It is the teacher's obligation to ensure that no child's religious beliefs or practices are questioned, infringed upon, or compromised in any way.

Towson University Policy on Ethical Behavior

The College of Education recognizes that the public vests the education profession with a trust and responsibility that requires the highest ideals and professional service. Therefore, it is expected that students at Towson University demonstrate behavior consistent with the highest professional ethical standards. These standards include recognizing the importance of truth and the devotion to excellence, nurturing democratic principles, protecting the freedom to learn and to teach, and guaranteeing equal educational opportunities for all regardless of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation. The College of Education maintains a policy that undergraduate and graduate students within the College may be disciplined (including dismissal) for exhibiting behavior deemed to be inconsistent with the highest ethical standards. Any forms of dishonesty (including but not limited to cheating and plagiarizing), unethical conduct, deficient interpersonal skills, or other behaviors (including but not limited to dress and deportment) constitute misdeeds that can be subject to disciplinary action.

Policy on Using Interns as Substitutes (for students not in on-the-job placements)

The extensive field experiences required of the internship provide students with the close supervision of an experienced mentor teacher. It is the belief of the faculty that supervised field experiences are crucial to the development of a repertoire of teaching strategies and professional knowledge. School system policy typically requires that an approved substitute teacher be on duty in the classroom when the mentor teacher is absent. Therefore, the program strongly discourages the use of students as substitutes.

In the event that one’s mentor teacher is absent, a qualified substitute teacher must be assigned to his/her duties. An intern should not be assigned to cover another teacher’s classroom schedule (lunch, hall, bus, or study hall duty) nor should the mentor teacher be used as a substitute in other classes while they have an intern. However, the intern should assist their mentor teacher with these duties when requested to do so.

The mentor teacher may be released for a short period of time for staff development or planning while the intern is in charge of the classroom if the mentor teacher, school principal and university facilitator feel that it is appropriate. A substitute is not needed for these short periods of time.

University policy prohibits the release of the student intern to accept a long-term substitute position or full time teaching position prior to successful completion of the internship experience. **Internships may not be completed in any type of substitute position.**
MAT/M.Ed. Graduation Requirements

In order to receive a Master’s Degree from either the M.A.T. or M.Ed. programs, students are required to:

- Maintain a 3.00 GPA in the M.A.T./M.Ed. graduate program;
- Earn no more than two grades of “C” in M.A.T./M.Ed. course work;
- Complete all content prerequisites as identified on the transcript analysis with grades of “B” or higher (M.A.T. only);
- Complete all courses in their M.A.T./M.Ed. program of study;
- Receive a score of “S” for EDUC 798/SPED 741 – Final Internship; and
- Submission of a Summative Portfolio with scores of “3” or higher in each of the CEC Standards prior to exit from EDUC 798/SPED 741.

All special education graduate students must take Praxis II prior to their final internship and submit scores to the graduate director. Information regarding the Praxis II requirements for the state of Maryland can be found at http://www.ets.org/praxis

http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis2
EDUC 797: Internship I with Seminar (M.A.T. Only)

The focus of the first internship is on learning to design and deliver effective instruction as evidenced by student learning. University faculty will provide instruction on classroom teaching and management and act as liaisons during the internship, providing opportunities for interns to share experiences and strategies and providing support that is appropriate to the individual placement.

After the first week of school, interns will follow an Internship I calendar provided by the appropriate M.A.T. university supervisor in order to complete field experience and course work requirements during the Internship I semester. During Internship I, interns will gradually assume tasks and responsibilities that range from simple assistance to the planning and delivery of lessons. **Two intensive teaching experiences (ITE) of a minimum of three days each provide all interns with an opportunity to plan, deliver, and assess three consecutive days of instruction. During the first ITE, all interns will complete the EDUC 797 assessment, Evidence of Student Learning.**

Upon completion of EDUC 797, Internship I, the mentor teacher will provide an assessment of the intern’s performance in the classroom. This assessment should be shared with the intern and the university supervisor in a three-way conference so that goals may be set and a plan of action developed for Internship II (see Appendices E and F).

While each university supervisor will communicate individual expectations for successful completion of Internship I, the following recommended activities contribute to a comprehensive understanding of the nature of teaching and learning. At the beginning of the Internship I experience, the university supervisors will provide specific details regarding expectations.

**Attendance and Professionalism** It is critical that interns are punctual and regular in their attendance. Interns should discuss with their mentor all school policies, procedures, and routines. The intern is expected to be in attendance at all sessions of the school day for the entire assignment to a school, including field trips, professional development programs, parent conferences, faculty meetings, etc. The mentor teacher may not excuse an intern from school activities except in the case of illness or extreme emergency. In all cases, the intern is responsible for notifying both the mentor teacher and the university supervisor of the absence. **Absences must be made up** during scheduled school or university vacation time or at the conclusion of the semester. **All interns must complete the required amount of time, a minimum of 36 days, for the experience or they will receive a grade of “Incomplete.”**

**Written Reflections** that highlight discoveries made, plans for the future, and problems that need to be solved may be required for successful completion of EDUC 797. The course instructor/supervisor will provide guidance and requirements for completion of written reflections

**Planning** When the intern is ready to deliver instruction, the intern will compose detailed written lesson plans for each period of instruction and **keep lesson and unit plans in a binder that both the mentor and university supervisor may easily access.** The university supervisor will advise intern of the acceptable lesson plan format.
Conferencing  It is recommended that periodic conferences be held with the mentor teacher and university supervisor to share the insights gained and develop goals for professional growth.

EDUC 798 Internship II with Seminar or SPED 741 with Seminar
SPED 798, Internship II, and SPED 741 requires interns to be in school five days per week, gradually assuming responsibility for the mentor teacher’s entire schedule of responsibility. Many interns, already familiar with school and classroom routines, begin the internship experience with immediate instructional responsibility. Because each intern and classroom is unique, there is not an exact formula for how quickly an intern should assume a mentor’s schedule. It is recommended that the assumption be gradual, culminating in a two to three week block of full responsibility, when the intern is responsible for all the roles and duties normally fulfilled by the mentor.

An intern who is currently employed as a general education teacher will already have complete teaching responsibility for his/her own students. The mentor teacher will meet with the intern for formative assessment and activities based on the goals established for this internship. The mentor teacher will meet with the intern at least twice a month and keep a log of contacts. These contacts will include planning, informal observation and feedback. The mentor teacher is not required to attend the observations and conferences conducted by the university supervisor, since he/she is responsible for his/her own teaching assignment, but may participate with the intern’s consent when available.

Feedback becomes increasingly important as the intern grows in competence and takes on more roles and responsibilities. The mentor teacher is encouraged to occasionally allow the intern to take sole responsibility for the classroom while the mentor is elsewhere in the school building. However, it is crucial for the mentor teacher to frequently observe the intern’s teaching and provide written feedback and conferences that will highlight strengths and areas needing improvement (see Appendix D). In addition, a university supervisor will visit each intern regularly during the internship to provide feedback.

Each mentor teacher will compose a final written evaluation (see Appendix B) at the end of the placement, and the university supervisor should join the mentor and intern for a three-way conference to discuss the evaluation. The university supervisor will compose a written evaluation at the end of the Internship II semester. The intern should sign the original final evaluation and receive a copy of the document.

Each university supervisor may communicate individual expectations for successful completion of the Internship. It is recommended that all interns complete the following minimum requirements.

Attendance  The intern is expected to be in attendance at all sessions of every school day for the entire assignment to a school, including field trips, professional development programs, parent conferences, and faculty meetings. The mentor teacher may not excuse an intern from school activities except in the case of illness or extreme emergency. In all cases, the intern is responsible for notifying both the mentor teacher and the university supervisor of the absence. Absences must be made up during scheduled school or university vacation time or at the conclusion of the semester if the mentor agrees to extend the Internship; otherwise, the intern must accept a grade of “incomplete” and repeat the Internship in a future semester. All Interns must complete the required amount of time for the experience or they will receive a grade of “incomplete.”

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Professionalism Attention to daily duties, assigned by the mentor teacher, is a matter of professional responsibility as well as of academic expectancy. The Internship is a full-time responsibility and it must take precedence over other commitments. The internship encompasses a full teaching day. Each intern is expected to report to and depart from the school on the same schedule required of the mentor teacher. Because of the value to professional growth, Interns are expected to attend parent-teacher conferences, professional development programs, faculty meetings, and other activities. The intern is expected to behave ethically and professionally at all times. Conversation, dress, manner, appearance, relationships with administrators, teachers and students in the school must be maintained on a professional level.

Planning The intern must compose detailed, written lesson plans for each period of instruction and keep lesson and unit plans in a binder that both the mentor teacher and university supervisor may easily access. Your university supervisor may provide you with a format for developing lesson plans; however, the format required by the school or school system where the internship is occurring should take precedence over the form suggested in this handbook. The intern should not teach a lesson until the mentor teacher has reviewed and approved the plan. Plans should be submitted in a timely manner as required by the mentor teacher or at least two days in advance of teaching the lesson to allow an opportunity for discussion and to exchange ideas. Writing lesson plans must be done outside of school time. Interns who fail to submit plans to the mentor for review in a timely manner, who fail to plan appropriately for instruction, or who fail to implement requested changes to plans in advance of instruction will not be allowed to deliver instruction until final plans are approved by the mentor. Days that the intern does not teach due to failure to plan adequate instruction will be counted as absences that must be made up. Interns who consistently fail to meet expectations for effective planning will be removed from the placement and will receive a grade of “U” for EDUC 798/SPED 741.

Reflection The intern will compose reflections that highlight discoveries made, plans for the future, and problems that need to be solved. Self-evaluation is an important component of the internship experience. It is through reflection, the intern’s personal analysis of situations, reactions and procedures, that optimal progress is realized. Your university supervisor may provide critical questions that guide the reflective process. Composing reflections may be assigned at the discretion of the instructor/supervisor. The mentor teacher and/or university supervisor may request copies on the reflections in order to provide responsive feedback.
TOWSON UNIVERSITY
EDUCATION PROGRAM
PROFESSIONAL BEHAVIOR POLICY¹

Introduction and Rationale

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. The teaching profession requires strong academic preparation, mastery of pedagogy, and other professional competencies. The profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help interns demonstrate professional behaviors in a school environment. This document sets forth those essential professional behaviors for the entire education unit.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering teaching careers that will help such students in their career decision-making; (b) serving as the basis for feedback provided to students throughout their teaching program regarding their progress toward mastery of all program objectives; and (c) serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All interns in education programs are expected to demonstrate they are prepared to work with students and adults in educational settings. This preparation results from the combination of successful completion of Towson University coursework, field/internship experiences, and the demonstration of professional behavior that all educators should possess. These professional behaviors are outlined below.

EDUCATION PROFESSIONAL BEHAVIOR STATEMENT

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed behavior is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behaviors consistent with the University's Code of Behavior and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.

¹Adapted from the University of Maryland, College Park (2005) College of Education Technical Standards Policy. Used with permission

Revised 9/9/2014
Program Expectations of Behavior

The Education Program’s Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

Interns enrolled in an education program must:

Communication/Interpersonal Skills

- express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
  
  o Interns write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written Standard English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
  
  o Interns communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
  
  o Interns demonstrate sufficient skills in spoken Standard English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

- have communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments
  
  o Interns appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
  
  o Interns demonstrate their awareness of appropriate social boundaries between students and educators and their readiness to observe those boundaries.

- have the necessary interpersonal competencies to function effectively with students and parents/guardians, and to function collaboratively as part of a professional team
  
  o Interns demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents/guardians, and students.
  
  o Interns demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.

Emotional and Physical Abilities

- be able to work appropriately with time constraints and deadlines, to concentrate in distracting situations, to make subjective judgments to best serve the needs of students, and to ensure safety in the classroom and in emergency situations
  
  o Interns demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
  
  o Interns demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
Interns possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.

- Interns maintain composure and continue to function well in a myriad of situations.

- **have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties**
  
  - Interns exhibit motor and sensory abilities to attend and participate in class and practicum placements.
  - Interns tolerate physically demanding workloads and to function effectively under stress.

*Personal and Professional Behavior*

- **arrive on time for professional commitments, including classes and field experiences**
  
  - Interns meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.

- **seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive reviews of their work from supervisors**
  
  - Interns reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
  - Interns are flexible, open to new ideas and willing to modify their beliefs and practices to best serve the needs of their students.

- **demonstrate attitudes of integrity, responsibility, and tolerance**
  
  - Interns demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
  - Interns interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
  - Interns must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
  - Interns demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.
  - Interns exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.
  - Interns protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.

- **show respect for self and others**
  
  - Interns exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.
o Interns know cell phone use is prohibited during class hours (including texting).

o Interns are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements. They are expected to abide by the Towson University Code of Student Behavior.

o Interns demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.

o Interns use sound judgment. They seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.

o Interns realize their representations on the internet will be considered within the scope of their professional demeanor.

• project an image of professionalism

  o Interns demonstrate appropriate personal hygiene.
  o Interns dress appropriately for their professional contexts.
  o Interns possess maturity, self-discipline, and appropriate professional judgment.
  o Interns attend and assist as needed in lessons being observed.
  o Interns demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.

• social media policy

  o The same principles and guidelines that apply to students’ activities in general also apply to their activities online. This includes all forms of online publishing and discussion, including blogs, user-generated video and audio, social networks and other social media applications. The Internet is neither anonymous nor forgetful, and there is no clear line between one’s professional life and personal life on a social media site. Interns need to weigh every posting for how it affects their effectiveness as teachers.

Implementation and Review Procedures

Each program of education will introduce this policy, and interns will receive a copy of the Program’s Professional Behavior Policy and sign a Professional Behavior Policy Acknowledgement Form prior to the entry of the clinical experiences. Interns in the programs will be required to submit an updated Professional Behavior Policy Acknowledgment Form prior to entry into the Professional Year.

At various points (e.g., field experiences) Interns will be notified of Professional Behavior inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student's functioning will be sought before any action is taken. Interns who experience deficiencies in any areas will be encouraged to seek appropriate professional help from Towson University or other sources. If the problem seems to be beyond remediation, the intern’s continuation in professional programs, graduation, or recommendation for certification may be denied.

Assistance for Individuals with Disabilities

Professional behavior may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990.
Therefore, Towson University will endeavor to make reasonable accommodations with respect to its behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Disability Support Services (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.
TOWSON UNIVERSITY
PROFESSIONAL BEHAVIOR POLICY
EDUCATION STUDENT ACKNOWLEDGEMENT FORM

Within the professional context to which each intern aspires, all interns must:

**Communication/Interpersonal Skills**

- be able to express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments
- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team

**Emotional and Physical Abilities**

- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies
- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties

**Personal and Professional Requirements**

- arrive (and be on time) for professional commitments, including classes and field experiences
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
- demonstrate attitudes of integrity, responsibility, and tolerance
- show respect for self and others
- project an image of professionalism
- adhere to social media policy

I have read and acknowledge receipt of the Professional Behavior Policy. I understand that if the criteria listed above are not met satisfactorily, I may be recommended for dismissal from the Teaching Program and/or denied the opportunity to complete the internship and student teaching component of the curriculum.

Intern Signature ___________________________ PRINTED Name ___________________________ Date ___________________________

This document should be given to the Department Chair.

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Documented disability students seeking accommodations, should register with the University’s Office of Disability Support Services and notify your course instructor, and/or academic advisor prior to the start of classes and/or field experience.

Revised 9/9/2014
POLICY REGARDING CONTINUANCE OR REMOVAL
FROM FIELD PLACEMENTS

As well as academic preparation and teaching skills, the teaching profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The “Education Professional Behavior Policy” (part 2 of this document) describes the professional behavior expected of teacher interns in all placements. Interns who fail to demonstrate appropriate professional behavior pedagogical skills, or mastery of content may be removed from the field placement after other options may be explored.

Should a school leader request the removal of an intern from a school placement, the placement at that school shall be ended immediately. The intern will proceed to step five of this policy if the school requests that the intern be removed from the setting. If an intern’s actions are considered illegal activities, there is an automatic referral to step five of this policy. If an intern fails to demonstrate competence in one or more expectations in the school placement, the following policy shall be implemented.

Procedure for Removing Interns from Field Experiences and Concurrent Courses:

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching if that is warranted. The University supervisor is responsible for observing the intern and providing both oral and written feedback for each lesson observed. The mentor teacher should give written feedback to any intern who is having difficulty after formative discussions with the intern have occurred.

2. When an intern encounters difficulty in the school/classroom, it is the university supervisor’s responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the intern is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor teacher and the intern, will finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the intern will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the intern, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director as a way to alert them that the intern is experiencing difficulty. Should the intern refuse to sign or fail to implement the Assistance Plan, the intern will be removed from the placement and will proceed to step five of this policy.

3. At the end of the time frame set forth in the Assistance Plan, the intern is either allowed to proceed in the field experience as long as he/she is able to maintain all of the responsibilities expected of the experience, or he/she is removed from the field experience due to lack of progress on the Assistance Plan. This decision will be made by the university supervisor in collaboration with the department chair; the director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.

4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the internship course. If the withdrawal occurs before the deadline for officially withdrawing from courses, the intern
may be allowed to withdraw from the internship and receive a grade of W for the course. Interns taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement. Interns may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.

5. Interns may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based on university policy as stated in the appropriate catalog. If the Dean rules in favor of the intern, the intern will be placed back in an appropriate classroom setting. The intern will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.

6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the intern must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.
Steps

<table>
<thead>
<tr>
<th>When there are:</th>
<th>What to reference:</th>
<th>How to improve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Concerns</td>
<td>Professional Behavior Policy</td>
<td>Specific behaviors to be observed</td>
</tr>
<tr>
<td>Instructional/Content Concerns</td>
<td>InTASC/CEC Evaluation</td>
<td>Specific behaviors to be observed</td>
</tr>
</tbody>
</table>

1. Pre-assistance plan

   FORMAL Discussion:
   - Identify concerning behavior
   - State desired behaviors
   - Summarize in an email
   - Mentor feedback focuses weekly

2. Assistance Plan

   FORMAL CPP Document:
   - Schedule meeting between mentor, supervisor and student
   - List issues and align to Behavior Policy and/or CEC/InTASC document (this should be completed prior to the meeting)
   - Develop intern actions, mentor/supervisor action and follow-up dates
   - Written feedback in regard to actions complete/not complete on a weekly basis.

Sample Assistance Plan Format

<table>
<thead>
<tr>
<th>Issues</th>
<th>The intern will:</th>
<th>The supervisor and/or mentor will:</th>
<th>Follow-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing instruction in a logical manner</td>
<td>● As of today, 5/1/11, intern will submit annotated lessons plans to mentor and supervisor two days prior to implementation</td>
<td>● Review annotated lessons plans and provide feedback</td>
<td>● 5/3 formal observation see attached (satisfactory)</td>
</tr>
<tr>
<td>CEC/INTASC 4: Instructional Strategies</td>
<td>● Lesson plans must include objective, direct and guided instruction and independent practice as well as formative assessment</td>
<td>● Observe lesson and provide feedback</td>
<td>● 5/10 did not submit plans 48 hours prior, plan was lacking connections between objective and assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● 5/12 formal observation, unsatisfactory (see attached)</td>
</tr>
</tbody>
</table>
The Role of the Intern

You are the key person who will decide your success in learning to teach. Learning to teach is a developmentally constructive process based upon your background experiences, professional background, and professional attitude. You will be helped along the way by a team of professionals, but the ultimate person responsible for your success is you. You must take the initiative in meeting your own goals. The following guidelines are offered as a means to assist you in your growth and development as a teacher.

- Attend seminars and staff development meetings provided by the school district.
- Become acquainted with, and follow, school district policies.
- Become familiar with the legal responsibilities of an intern.
- Regard information received about students and school personnel as confidential.
- Become aware of, respect, and value students from all cultural, socioeconomic, and language backgrounds.
- Plan and implement instruction based on students’ needs.
- Adopt a self-improvement learning philosophy. Request constructive suggestions and feedback, and incorporate them into instruction.
- Attend and participate in parent-teacher conferences, if permitted.
- Seek out multiple approaches and materials for meeting diverse student needs.
- Develop an awareness of student strengths and needs.
- Observe the teaching of the mentor teacher and help to prepare materials.
- Assume attendance and daily schedule of the school staff.
- Observe dress patterns in accordance with the standards of the school.
- Be discreet in conversations about students, teachers and other staff members.
- Limit discussions about problems that arise to the mentor and the university supervisor.
- Demonstrate a positive, professional attitude.
- Take an early initiative in assuming responsibility. When teaching, attempt alternate teaching techniques to discover and to develop an individual style.
- Seek the advice of the mentor teacher. Plan for regular conferences to discuss progress.
- Be on time and be prepared. Demonstrate responsibility by accepting and completing tasks.
- Notify the mentor teacher and the university supervisor of absence. Be certain that the mentor teacher has everything necessary to teach in the event of an absence.
- Notify the university supervisor of any difficulties in the experience.
- Provide a copy of the weekly teaching schedule to the university supervisor.
- Make lesson plans available during the university supervisor’s visits in the classroom.
Guidelines for a Successful Internship

1. **Stay positive.** Take every experience and expectation and use it as an opportunity to grow. Your *attitude* is the key to your *success*.

2. **Reach out.** Be sure to ask questions. Smile a lot! Extend yourself to meet new people, including cafeteria workers, custodians, secretaries, specialists, and parents.

3. **Be flexible.** There is a lot going on in the schools. Do not allow yourself to become frustrated with things that cannot change. Remind yourself that learning comes in a variety of experiences. Teachers organize and use time differently. *Respect differences.* Take the *best* from your mentor teacher and your situation. Appreciation means taking what you value in others and making it your own.

4. **Be prompt and courteous.** You are leaving an impression in everything you do and say.

5. **Try new ideas.** Most schools and mentor teachers will warmly welcome you, your talents, and all you have to share. Be willing to take risks.

6. **Compliment and reinforce** your mentor teacher as well as your students.

7. **Dress to impress.** You are entering the professional world. Dress appropriately for the classroom.

8. **Avoid prejudging.** Be open to your situation and learn from it. Absorb what you hear and see and trust that people have reasons for their actions. Ask your mentor teacher to explain.....listen.....and *reflect*.

9. **Be responsible.** You have the same building responsibilities as your mentor teacher--conferences, meetings, duties, *etc.* Plan ahead and discuss these responsibilities with your supervising teacher. Always call regarding absences or tardiness.

10. **Take initiative.** Become involved in the classroom immediately. Let your needs be known if they are not being met. Your supervising teacher and supervisor will do their best to be sensitive to you. Help them if they overlook something. Keep communications open.

11. **Learn for a lifetime.** Know your subject matter and seek new knowledge; be constantly aware of all changes and developments in the field of education. Read, confer with colleagues, seek information, and share.

12. **Have a sense of humor.** Do not be afraid of making a mistake. Be willing to grow from it and laugh with your students.

13. **Set goals for yourself.** Believe in yourself and your potential, and keep your expectations high, yet reasonable. Never be afraid to use your resources and other people to accomplish your goals.

14. **Set goals for your students.** Make your students feel valued and important as you build their self-esteem. Give them responsibility toward achieving mutual determined goals. Teach internalized discipline and rewards. Expect all students to perform every day. Provide opportunities for success.
Child Abuse and Neglect
Know Your Responsibility

Child abuse and neglect is a serious problem that requires the involvement of all citizens and professionals in the community for the purposes of prevention, identification, and treatment. In Maryland, the child abuse and neglect law requires that anyone who suspects a child has been or is being maltreated must report the matter to the Department of Social Services. In cases of child abuse a report may be made to Social Services or the Police.

Any professional who knowingly fails to make a required report may be subjected to certain professional sanctions. The professionals identified in Maryland law include health practitioners, police officers, educators, and social workers. Any person who, in good faith, makes a report of abuse or neglect is immune from any civil liability or criminal penalty.

The following information is provided so that you will be familiar with the physical and behavioral indicators of child abuse and neglect. Please note that the presence of any of these indicators does not necessarily mean a child is being abused or neglected. They may, however, lead you to suspect abuse or neglect and therefore report it.

**Physical Abuse**

**Physical Indicators**

**Bruises**
- on any young child
- on facial area;
- in unusual patterns
- clustered in one area of the body;
- in various stages of healing
- both eyes "blackened" with no injury to nose

**Burns**
- caused by immersion in hot liquid
- cigarette burns usually on palms of hands, leaving "crater" shaped burns
- caused by hot implement, such as electric curling iron, leaving burn marks in the shape of the implement
- caused by ropes that indicate confinement

**Other**
Welts, cuts, abrasions, fractures and internal injuries may also indicate abuse. Since these injuries may occur through normal childhood experiences, they should only cause concern when coupled with some other physical or behavioral indicator. You should also be concerned if the injury does not seem likely to have resulted from normal activity, given the child's age and physical development.

**Behavioral Indicators**

**Child**
- overly compliant, shy, or aggressive behavior
- avoids parents
- inhibited crying
- hyperactive
- avoids physical contact
- low tolerance for frustration
- distrustful

**Parents**
- hold unrealistic expectations for the child's physical or emotional development
- "immature"
- dependent
- aggressive
- low sense of self-esteem
- sees the child as "bad", "different", or "evil"
- low tolerance for frustration
- inappropriate coping skills
Neglect

**Physical Indicators**

**Child**
* extremely dirty and unkempt
* left unattended or inadequately supervised for long periods of time
* receiving inadequate medical or dental treatment
* wearing inadequate or weather-inappropriate clothing
* denied an adequate educator due to parental action or inaction
* ignored or badgered by caretaker
* forced to engage in criminal behavior at the direction of the caretaker

**Behavioral Indicators**

**Child**
* withdrawn
* shy
* passive
* always tired
* developmentally slow

**Parent**
* apathetic
* shows little concern or awareness of the child's needs
* shows anger when questioned about child's care
* impulsive in making decisions
* inconsistent disciplinary practices
* overwhelming personal needs

Sexual Abuse

**Physical Indicators**

**Child**
* difficulty in sitting or walking
* repeated symptoms of medical problems with the genitals or digestive system
* sexually transmitted diseases
* pregnancy

**Behavioral Indicators**

**Child**
* unusual sexual behavior or knowledge
* nightmares
* poor peer relationships
* few social skills
* extremely isolated
* repeated "runaways"
* depression

**Parent**
* extremely overprotective
* overly interested in child's social and sexual life
* sees child as highly sexualized
* jealous
Role of the Mentor Teacher

M.A.T & M. Ed.
Department of Special Education
The Mentor Teacher

Your relationship with your mentor teacher will be the most important and influential factor of your internship. The teacher whose classroom you will join has been chosen by a principal or curriculum supervisor because of his/her mastery of the many demands of teaching. It is important to communicate early and often with your mentor teacher so that you both share expectations and a vision for your participation in the classroom.

While it is a challenge to be an intern, it is also challenging to guide an intern. As a guest in your mentor’s classroom, look for ways to support your mentor and work together as a team. Make the most of the opportunity to share a classroom and all the responsibilities of teaching with another educator.

Suggested Questions to Ask Your Mentor Teacher

1. What types of diversity are represented by the students in your class? Demographics?

2. What is the range of ability in the class? How are the needs of the student with exceptional learning needs identified? Are these students included in the regular classroom or in pull-out programs?

3. What are the characteristics of the exceptional students in the class?

4. What are the learning characteristics of the students who do not progress satisfactorily?

5. Is there a specific curriculum plan/guide for each subject or content area? Are there guides that I might review?

6. Do you use any particular grouping plans? How were these developed?

7. May I receive a copy of the daily schedule?

8. What can I do to prepare myself for teaching with you?
**Phase-In Sequence**

The following guidelines are intended to help mentors and interns establish a framework for increasing responsibility throughout the internship. Please consult the Activity List on pages 27 - 28 for additional responsibilities that intern may gradually assume during the internship.

**Phase I: Orientation/Intense Participation and Observation**
- Become familiar with rules, regulations, and procedures of the classroom.
- Develop skills in communicating rules to students.
- Become familiar with the physical features of building(s).
- Become acquainted with and learn the names of students. Become aware of friendships and sub-groups and the unique needs of individuals.
- Observe instruction, following lesson plans prepared by the mentor teacher.
- Identify evidence of improved student learning.
- Participate in classroom routines (attendance, recording grades, supervision outside of the classroom distributing/collecting materials). Learn daily schedule.
- Instruct in a limited sense: administer tests, tutor, and conduct short informal segments of a lesson.
- Participate to some extent in related activities; i.e., faculty meetings, athletic events, student clubs, after school activities.
- Tutor individual students or small groups as assigned by mentor teacher.
- Become familiar with content to be taught later in the placement.

**Phase II: Assuming Partial Responsibility and Assisting**
- Manage all routine tasks.
- Plan instruction for students whose work is evidence of a need for more or enriched instruction.
- Gradually assume larger responsibility for instruction by accumulating teaching responsibilities, adding one subject or group of students as teaching proficiency increases.
- Continue to develop instructional materials for lessons.
- Participate in faculty meetings, parent-teacher conferences, etc.

**Phase III: Full Responsibility**
- Assume primary responsibility for planning, preparing materials, delivering instruction, monitoring student progress, and evaluating student learning.
- Implement an effective classroom management plan.
- Assume primary responsibility for developing the instruments for student evaluation.
- Based on assessment data and analysis of student work, provide instruction that recognizes individual student needs.
- Ask school administrator(s) to observe lesson and provide feedback.
Suggested Template for Intern Schedule

Intern ____________________________
Home Phone _________________
Email ______________________

School ____________________________
School Address ____________________________
Opening Time _______________
Principal ____________________________
Dismissal Time _______________
Mentor Teacher ____________________________
Home Phone _________________

Daily Schedule

<table>
<thead>
<tr>
<th>TIME</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>
Professional Year Internship Activity List

The following is a comprehensive list of experiences and responsibilities that every intern should undertake during the Professional Year. Discuss these activities with your mentor to decide which experiences should be completed independently and which experiences should be pursued through teaming with your mentor or other school faculty. As you complete each activity, ask you mentor to initial and date the line in front of the item.

School Procedures

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Learn about local school policies and procedures by reviewing a copy of the faculty handbook.
- Learn the school’s crisis emergency plan.
- Take attendance, maintain records, collect money and forms.
- Learn about required sub plans for planned absences and emergency sub plans.
- Proctor or observe the administration of a standardized test.
- Assist with the completion of report cards.
- Monitor recess.
- Prepare a set of plans for a substitute.
- Prepare a set of emergency substitute plans.
- Examine students’ permanent records with your mentor.
- Participate in parent conferences.
- Learn and adhere to the expectations for faculty arrival and dismissal times, lunchtime, and team planning times.
- Refer a student to the nurse.
- Learn to use the school intercom and/or telephone systems.
- Locate the teacher workroom, copy machine mailboxes, nurse’s office, media center, faculty room, and where supplies are kept and how they are distributed.

Relationships with Children

- Talk and interact with children on a professional basis during instructional times and unstructured time, such as lunch, recess, before and after school.
- Identify the students in your classroom with IEPs and 504 plans. Discuss any instructional or assessment accommodations with your mentor, the special education teacher, and other related service providers.
- Identify ELL and GT students and discuss instructional need with other teachers.
- Observe an ELL group with the resource teacher.
- Use a creative approach to introduce yourself to the students.
- Shadow your class (or one student) for an entire day.
- Eat lunch with the students in the cafeteria.
- Use a variety of strategies to learn about the students in your class.
- If appropriate, implement the school-wide management system (Ex. PBIS) in collaboration with a school colleague.
- Develop and implement a positive reinforcement management strategy.
- Demonstrate appropriate use of authority and leadership with students as individuals and in groups.
- Learn the procedures for suspected child abuse. Report suspected abuse if needed.
- Demonstrate a sense of humor, energy, interest, and enthusiasm.
- Work with a special educator to learn about case management duties.
Contacts with Colleagues

- Work collaboratively with other teachers during grade level planning meetings.
- Share materials and ideas with colleagues.
- Be positive and receptive to suggestions for personal and professional growth.
- Be discrete about discussing information related to children.
- Be discrete in discussing other Intern, teachers, school policies, personnel.
- Willingly share routine classroom and school duties.
- Protect the confidentiality of each child’s information.
- Attend a School Improvement Team (SIT) meeting.
- Attend an IEP meeting.
- Consult with faculty resources to assist with lesson preparation (Ex. reading specialist, math resource teacher, special education teacher)
- Review IEP snapshots with general educators.
- Observe related service providers working with students.(eg. SLP, PT, OT)

Instruction

- Keep a record of all meetings, conferences and important activities in your plan book.
- Assist with small group activities.
- Survey classroom and school instructional resources.
- Laminate materials.
- Consult with Transition Support staff for secondary students.
- Prepare and evaluate homework assignments.
- Construct, administer, and evaluate test results related to a unit of instruction.
- Include proactive teaching strategies in your lesson plans that differentiate instruction for specific students or small groups.
- Share a book or poems with students on a daily basis.
- Model good handwriting on the chalkboard and overhead.
- Create an instructional bulletin board and various learning materials.
- Participate in the organization of a field trip that includes pre and post activities.
- Vary the room arrangement.
- Use various grouping strategies for instructional purposes.
- Evaluate student progress and record scores.
- Provide specific and timely feedback to students.
- Create a display of students’ work.
- Have enrichment activities planned for emergency and/or “fill-in” time slots.
- Prepare make-up work for absent students.
- Establish and implement a plan for students who have missed work.
- If appropriate, access a community resource to support a lesson.
- Review IEP goals and objectives and develop progress using current monitoring system.
- Utilize assessment data to drive instruction.
- Incorporate transition skills and goals into instruction for secondary students.
- Meet with mentor teacher to receive informal instruction or support in utilizing the instructional technology available.
- Use a digital camera to enhance a lesson, display or parent communication.
- Identify and use an interactive website as part of your instructional sequence.
- Integrate the use of appropriate instructional technology available in the classroom.
- Identify and use information from a website to build students’ background knowledge.
- Use a word processing program or scanner to create instructional materials.
- Provide remedial or enrichment opportunities for a student by accessing appropriate software.
- Create an interactive Power Point presentation and use it as an instructional tool.
- Incorporate the school’s latest technology into a lesson (Ex. Interactive white boards).
**Professional Activities and Responsibilities**

_____ _____ Write a letter of introduction to the parents/guardians of students in your class.

_____ _____ Attend all team/grade level meetings, professional development workshops and faculty meetings.

_____ _____ Attend a PTA meeting.

_____ _____ Observe other grades and/or subject areas.

_____ _____ Participate in extracurricular student activities.

_____ _____ Invite the principal, assistant principal, mentor and/or instructional facilitator to observe a lesson. (Final Internship)

_____ _____ Establish and utilize a consistent means of communication with your mentor to discuss your progress.

_____ _____ Serve on a school committee.

_____ _____ Dress appropriately and professionally.

_____ _____ Maintain good attendance and punctuality.

_____ _____ Willingly come in early and/or stay late to prepare materials, lessons, assist.

_____ _____ Keep your lesson plans in a well-organized practicum notebook or bin.

_____ _____ Schedule and maintain a weekly conference/planning time with your mentor.

_____ _____ Learn the procedures/expectations for working with paraprofessionals.

_____ _____ Establish positive relationships with parents.

Please share a copy of this list with your mentor and keep an up-to-date list in your Internship binder.
Appendices
## Essential Dispositions Scoring Guide
### Stage Three: Summative Assessment (1-26-06)

<table>
<thead>
<tr>
<th>Intern</th>
<th>Target-3</th>
<th>Acceptable-2</th>
<th>Unacceptable-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMITMENT to Professional Practice</strong></td>
<td>Models mastery of high academic standards. Demonstrates proficiency in academic writing and professional oral presentation. Implements a growing repertoire of pedagogical skills that develop all students’ critical and independent thinking and performance capabilities. Reflects thoughtfully and regularly on practice in order to improve student learning. Consistently makes decisions based on a clear understanding of ethical and legal principles, including respect for confidentiality.</td>
<td>Consistently meets high academic standards. Usually demonstrates proficiency in academic writing and professional oral presentation. Uses several pedagogical skills to develop all students’ critical thinking skills. Consistently uses assessment to both prove and improve student learning. Reflects regularly on classroom practices in order to improve future instruction; Consults mentors and supervisors on decisions involving ethical and legal principles. Honors requests for confidentiality.</td>
<td>Occasionally fails to meet high academic standards. Is not proficient in academic writing and professional oral presentation. Has a limited repertoire of pedagogical skills. Fails to use assessment to improve instruction on a regular basis. Is inconsistent in use of reflection to improve instruction. Has limited knowledge of ethical and legal principles which result in poor decisions. Occasionally fails to recognize the need for confidentiality.</td>
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<tr>
<td>Score</td>
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<tr>
<td>Comments:</td>
<td>Always persists in efforts to improve student achievement based on a belief that all students can learn. Assumes responsibility for improving learning for all students. Develops rapport with colleagues, students, and families. Models the virtues of an educated person, including work ethic and flexibility. Consistently demonstrates culturally responsive teaching and celebration of cultural differences.</td>
<td>Consistently demonstrates persistence to improve the achievement of all students. Accepts responsibility for improving the learning of all students. Understands the need to develop rapport with colleagues, students, and families, and is usually successful in doing so. Demonstrates an understanding of the virtues of an educated person through work ethic and flexibility. Attempts to teach in a culturally responsive way and demonstrates respect for cultural differences.</td>
<td>Understands the need to improve student achievement for all students, but believes that the primary responsibility is the students’. Interacts with others in a polite, professional manner. Usually demonstrates an acceptable work ethic, but may need reminders. Occasionally demonstrates a culturally responsive approach to teaching and respects cultural differences.</td>
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<tr>
<td><strong>CARING for the Success and Well-being of All Students</strong></td>
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<td>Score</td>
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<tr>
<td>Comments:</td>
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<tr>
<td><strong>COLLABORATION with Colleagues and Stakeholders</strong></td>
<td>Establishes and contributes to a positive learning climate for all students. Engages in continuous learning and professional discourse. Actively involves families, colleagues, and supervisors as partners in teaching and learning. Seeks expert knowledge on a regular basis in order to improve teaching and learning. Accepts suggestions and implements changes to improve professional practice.</td>
<td>Knows how to establish a positive learning climate for all students. Participates in professional development opportunities when they are offered. Respects families, colleagues and supervisors who offer partnerships in teaching and learning. Accepts expert knowledge and implements suggested changes willingly.</td>
<td>Usually establishes a positive learning climate for all students. Participates in professional growth opportunities when directed to do so. Prefers to work independently rather than seeking involvement of families, colleagues, and supervisors. Will accept suggestions and implement changes when directed to do so.</td>
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<tr>
<td>Score</td>
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<tr>
<td>Comments:</td>
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University Supervisor’s Signature ___________________________ Date ____________
Towson University
Special Education
Evaluation of Internship

The College of Education uses the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) standards to guide and assess Special Education teacher candidates' performance. Please use the attached guidelines to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do.

Intern's Name: 

Name of person completing this form: 

Position (Mentor Teacher or University Supervisor): 

Name of Mentor Teacher/ University Supervisor: 

Name of school where teacher candidate is placed: 

Grade level taught: 

Intern’s Program: (UG, MAT, or M.Ed.) 

Intern’s major: (SPED, EESE, or ECSE) 

At what campus did this intern complete his/her professional education coursework? [Towson Campus, College of Southern Maryland (CSM), Towson University in Northeastern Maryland (TUNE MD), or Universities at Shady Grove (USG)]

Part I. InTASC STANDARDS

Please assess your intern’s performance level and indicate your rating on each of the InTASC Standards using the rating scale found below.

5 - Distinguished (Consistently demonstrated)
4 - Proficient (Frequently demonstrated)
3 - Satisfactory (Generally demonstrated)
2 - Basic/Needs Improvement (Seldom demonstrated)
1 - Unsatisfactory (Failed to demonstrate)

The Learner and Learning

<table>
<thead>
<tr>
<th>InTASC 1: Learner Development</th>
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<tbody>
<tr>
<td>The intern demonstrated understanding of 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 designed and implemented developmentally appropriate and challenging learning experiences.</td>
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</tbody>
</table>

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<tr>
<th>InTASC 2: Learning Differences</th>
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<tbody>
<tr>
<td>The intern demonstrated understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enabled each learner to meet high standards.</td>
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</table>

<table>
<thead>
<tr>
<th>InTASC 3: Learning Environments</th>
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</tbody>
</table>
The intern worked with others to **create environments that supported individual and collaborative learning**, and that encouraged positive social interaction, active engagement in learning, and self motivation.

### Content

**InTASC 4: Content Knowledge**  
The intern demonstrated **understanding of the central concepts, tools of inquiry, and structures of the discipline(s)** he or she taught and **created learning experiences that made the discipline accessible and meaningful for ALL learners** to assure mastery of the content.

**InTASC 5: Application of Content**  
The intern demonstrated **understanding of 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.

### Instructional Practice

**InTASC 6: Assessment to Prove and Improve Student Learning**  
The intern demonstrated **understanding and used 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.**

**InTASC 7: Planning for Instruction**  
The intern planned instruction that supported 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.**

**InTASC 8: Instructional Strategies**  
The intern demonstrated **understanding and used 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.**

### Professional Responsibility

**InTASC 9: Professional Learning and Ethical Practice**  
The intern **engaged in ongoing professional learning and used 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 adapted practice to meet the needs of each learner.

**InTASC 10: Leadership and Collaboration**  
The intern sought 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.

### Technology

The intern used **available technology** not as an end in itself, but as a **tool for learning and communication**, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.
Part II. Other Performance Factors

Please assess your teacher candidate’s demonstrated ability, using the rating scale found below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Distinguished (Consistently)</td>
</tr>
<tr>
<td>4</td>
<td>Proficient (Frequently)</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory (Generally)</td>
</tr>
<tr>
<td>2</td>
<td>Basic/Needs Improvement (Seldom)</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory (Failed to)</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable [if placement did not provide opportunity]</td>
</tr>
</tbody>
</table>

The intern differentiated instruction and worked effectively with learners from diverse backgrounds (ex., socio-economic, racial, ethnic).

The intern differentiated instruction and worked effectively with learners with special needs.

The intern differentiated instruction and worked effectively with English Language Learners (ELL).

The intern differentiated instruction and worked effectively with gifted and talented learners.

The intern collaboratively planned and/or taught with specialized resource personnel (ex., guidance counselor, resource teacher, special educator, reading specialist, media specialist, speech pathologist).

Part III. CEC STANDARDS

Please assess your intern’s performance level and indicate your rating on each of the CEC Standards using the rating scale found below.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Distinguished (Consistently demonstrated)</td>
</tr>
<tr>
<td>4</td>
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<tr>
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</tr>
<tr>
<td>2</td>
<td>Basic/Needs Improvement (Seldom demonstrated)</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory (Failed to demonstrate)</td>
</tr>
</tbody>
</table>

CEC 1: The intern understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC 2: The intern creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC 3: The intern uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

CEC 4: The intern uses multiple methods of assessment and data-sources in making educational decisions.

CEC 5: The intern selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
<table>
<thead>
<tr>
<th>CEC 6: The intern uses foundational knowledge of the field and his/her professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 7: The intern collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
</tr>
</tbody>
</table>

Summarizing statements regarding the intern’s classroom experiences during this placement and ability to assume the role of classroom teacher:

Final Rating: ☐ Satisfactory ☐ Unsatisfactory

SIGNATURE: ________________________________ DATE: ____________________

Revised 2-6-2014
# Maryland Teacher Technology Standards

## SEVEN STANDARDS AND OUTCOMES

### I. Information Access, Evaluation, Processing and Application

**Access, evaluate, process and apply information efficiently and effectively.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</thead>
</table>
| 1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.  
2. Evaluate information critically and competently for a specific purpose.  
3. Organize, categorize and store information for efficient retrieval.  
4. Apply information accurately in order to solve a problem or answer a question. |

### II. Communication

**A. Use technology effectively and appropriately to interact electronically.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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<tbody>
<tr>
<td>1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.</td>
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</table>

**B. Use technology to communicate information in a variety of formats.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</thead>
</table>
| 1. Select appropriate technologies for a particular communication goal.  
2. Use productivity tools to publish information.  
3. Use multiple digital sources to communicate information online. |

### III. Legal, Social and Ethical Issues

**Demonstrate an understanding of the legal, social and ethical issues related to technology use.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</table>
| 1. Identify ethical and legal issues using technology.  
2. Analyze issues related to the uses of technology in educational settings.  
3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.  
4. Use classroom procedures to manage an equitable, safe and healthy environment for students. |

### IV. Assessment for Administration and Instruction

**Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</table>
| 1. Research and analyze data related to student and school performance.  
2. Apply findings and solutions to establish instructional and school improvement goals.  
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community. |

### V. Integrating Technology into the Curriculum and Instruction

**Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</table>
| 1. Assess students’ learning/ instructional needs to identify the appropriate technology for instruction.  
2. Evaluate technology materials and media to determine their most appropriate instructional use.  
3. Select and apply research-based practices for integrating technology into instruction.  
4. Use appropriate instructional strategies for integrating technology into instruction.  
5. Select and use appropriate technology to support content-specific student learning outcomes.  
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.  
7. Manage a technology-enhanced environment to maximize student learning. |

### VI. Assistive Technology

**Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</table>
| 1. Identify and analyze assistive technology resources that accommodate individual student learning needs.  
2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities. |

### VII. Professional Growth

**Develop professional practices that support continual learning and professional growth in technology.**

<table>
<thead>
<tr>
<th>INDICATORS</th>
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</table>
| 1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.  
2. Use resources of professional organizations and groups that support the integration of technology into instruction.  
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.  
4. Identify local, state and national standards and use them to improve teaching and learning. |

---

Accepted by the Maryland State Board of Education, March 22, 2002

Revised on 9/9/2014
**Internship Evaluation Form**

**Intern _____________________________**

**Mentor Teacher ____________________________**

**School _____________________________**

**Subject/Grade(s) Taught __________________**

**Dates of A Internship:** August ____ , 201__ to October ____ , 201__  Total Days in School: _______

**Dates of B Internship:** October ____ , 201__ to December ____ , 201__  Total Days in School: _______

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATOR</th>
<th>Distinguished (Consistently)</th>
<th>Proficient (Frequently)</th>
<th>Basic (Sometimes)</th>
<th>Emergent (Rarely)</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>Interactions with students (InTASC 2, 3)</td>
<td></td>
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<tr>
<td>Classroom Management (InTASC 5)</td>
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<tr>
<td>Subject Matter Knowledge (INTASC 1)</td>
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<tr>
<td>Ability to plan for small segments of instruction (InTASC 4, 7)</td>
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<tr>
<td>Knowledge of instructional technology (InTASC 6)</td>
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<tr>
<td>Ability to assess student learning and adapt instruction (InTASC 8)</td>
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<tr>
<td>Collaboration with parents and interaction with faculty and school personnel (InTASC 10)</td>
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<td>Self-assessment/Reflection (InTASC 9)</td>
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<td>Communications skills and response to feedback (InTASC 6, 9)</td>
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<td>Flexibility</td>
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<td>Organizational skills</td>
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<td>attitude and appearance</td>
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<td>Time management of</td>
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<tr>
<td>classroom responsibilities</td>
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<tr>
<td>Punctuality</td>
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<td>Initiative</td>
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</table>

**COMMENDATIONS:**
## Internship Professional and Performance Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Consistently Evident (2 points)</th>
<th>Sometimes Evident (1 point)</th>
<th>Not Evident (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intern attends all required days and experiences for the entire assignment to the school. Any absence is “excused” and approved in advance by the university supervisor.</td>
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<tr>
<td>2. The intern adheres to the faculty arrival and departure times.</td>
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<td>3. The intern dresses in professionally appropriate attire.</td>
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<tr>
<td>4. The intern interacts with all students in a professional manner.</td>
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<tr>
<td>5. The intern interacts with Towson University faculty, staff and colleagues in a professional manner.</td>
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<tr>
<td>6. The intern interacts with all school faculty and staff in a professional manner.</td>
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<tr>
<td>7. The intern demonstrates promptness and punctuality in meeting classroom responsibilities.</td>
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<tr>
<td>8. The intern is completely prepared for assigned responsibilities.</td>
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<tr>
<td>9. The intern submits complete lesson plans according to the established protocol.</td>
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<td>10. The intern proactively seeks and accepts suggestions in a professional manner.</td>
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<tr>
<td>11. The intern implements suggestions from the mentor and/or supervisor.</td>
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<tr>
<td>12. The intern maintains frequent and timely communications with the mentor.</td>
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<tr>
<td>13. The intern reflects on his/her classroom instruction, practices and responsibilities and implements needed improvements.</td>
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</tr>
<tr>
<td>14. The intern demonstrates appropriate use of the English language (oral).</td>
<td></td>
<td></td>
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<tr>
<td>15. The intern demonstrates appropriate use of the English language (written).</td>
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</tbody>
</table>

**Comments:**

**TOTAL**

Intern: ________________ University Supervisor: ________________ Mentor Teacher ________________

Time span of this IPPC Formative Assessment: ________________ to ________________

Person completing form: ________________________________ Role: US or MT?____ Date _________

The IPPC Formative Assessment is to be shared with the intern, with a copy provided to the US or MT.

__Note: Successful completion of EDUC 797: Internship I with Seminar requires **28, 29 or 30 points** on the Summative MAT Internship Professional and Performance Competencies Assessment. All competencies must receive a minimum of one point on the summative assessment. Successful completion of EDUC 797 is a required prerequisite for admission to EDUC 798: Internship II with Seminar.__

Revised on 9/9/2014 66
# EDUC 797: Internship I with Seminar

**MAT Internship Professional and Performance Competencies**

### SUMMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Internship Professional and Performance Competencies</th>
<th>Consistently Evident (2 points)</th>
<th>Sometimes Evident (1 point)</th>
<th>Not Evident (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intern attends all required days and experiences for the entire assignment to the school. Any absence is “excused” and approved in advance by the university supervisor.</td>
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<tr>
<td>2. The intern adheres to the faculty arrival and departure times.</td>
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<td>3. The intern dresses in professionally appropriate attire.</td>
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<tr>
<td>4. The intern interacts with all students in a professional manner.</td>
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<tr>
<td>5. The intern interacts with Towson University faculty, staff and colleagues in a professional manner.</td>
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<tr>
<td>6. The intern interacts with all school faculty and staff in a professional manner.</td>
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<tr>
<td>7. The intern demonstrates promptness and punctuality in meeting classroom responsibilities.</td>
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<tr>
<td>8. The intern is completely prepared for assigned responsibilities.</td>
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<td>9. The intern submits complete lesson plans according to the established protocol.</td>
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<td>10. The intern proactively seeks and accepts suggestions in a professional manner.</td>
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<td>11. The intern implements suggestions from the mentor and/or supervisor.</td>
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<td>12. The intern maintains frequent and timely communications with the mentor.</td>
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<tr>
<td>13. The intern reflects on his/her classroom instruction, practices and responsibilities and implements needed improvements.</td>
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**Comments:**

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**TOTAL**

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<th>University Supervisor: ______________</th>
<th>Mentor Teacher ______________</th>
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**Time span of this IPPC Formative Assessment:** ______________ to ______________

**Person completing form:** ________________________________ **Role:** US or MT? ___ **Date** ____________

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_**Note:** Successful completion of EDUC 797: Internship I with Seminar requires **28, 29 or 30 points** on the Summative MAT Internship Professional and Performance Competencies Assessment. All competencies must receive a minimum of one point on the summative assessment.

**Successful completion of EDUC 797 is a required prerequisite for admission to EDUC 798: Internship II with Seminar.**