



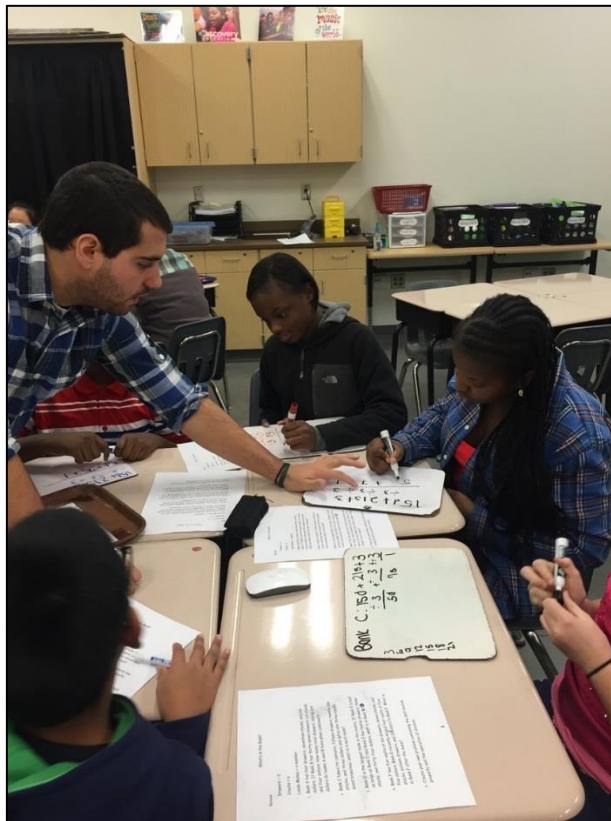
Seidel School of Education and Professional Studies

**INTERNSHIPS
IN MIDDLE AND HIGH SCHOOL FOR SECONDARY P-12 CANDIDATES**

AND

**ELEMENTARY AND SECONDARY SCHOOLS FOR PHYSICAL EDUCATION
CANDIDATES**

UNDERGRADUATE AND MAT PROGRAMS



Prepared for the Intern and Personnel of the Schools Cooperating
in the Internship Program

Table Of Contents

Foreword 3

Maryland PDS Terminology 4

Description of 100-day Extensive Internship 5

I. Materials for Interns

- The Intern 8
- Intern Assessment Tools 12

II. Materials for Mentor Teachers

- The Mentor Teacher 14
- Mentor Assessment Tools 16
- Candidate Descriptions 17

III. Materials for Supervisors

- The University Supervisor 20
- Supervisor Assessment Tools 21
- When an Intern is Struggling 22

IV. Collaborative Internships:

- Professional Development Schools 24
- Collaborative Internships 25
- A Comparative Look at Internship Styles 26
- Collaborative Classroom Strategies 27
- Mentor/Intern Roles & Responsibilities Checklist 28

V. NEA Code of Ethics 30

Forward

The model for the culminating experience for pre-service teachers has significantly changed in recent years. Formerly known as student teaching, the experience was traditionally one in which student teachers were expected to demonstrate the instructional skills they had learned in their professional course work, and the cooperating teacher and supervisor evaluated the degree to which they were successful. This traditional model has often been dubbed “sink or swim,” indicating that student teachers had almost sole responsibility for figuring out what to do in the variety of teaching situations they faced; cooperating teachers and supervisors primarily were responsible for letting them know how well they did.

Currently, a shift in focus during the internship experience is the impact of interns’ classroom presence upon the achievement of the students receiving instruction in that class. For the immediate benefit of K-12 student learning, and toward the long-term goal of excellent preparation of aspiring teachers, the current internship model is one designed to foster a greater degree of professionalism in pre-service teachers. As a result, the intern, mentor teacher, and university supervisor are encouraged to function as collaborators in the experience, working together to plan, reflect upon, and make adjustments to instructional practices. In fact, a collaborative teaching model, incorporating shifting the roles of lead teacher and support teacher between the mentor and intern has been successfully implemented in a number of classrooms in our region; a description of this model appears in this handbook.

Professional collaboration is further advanced through the establishment of Professional Development Schools (PDS). The close connection between the university and cooperating school is designed to foster professional growth for all members of the team (intern, mentor and university supervisor), as well as other members of the school community. (See Appendix C) There are handbook sections that address concerns specific to each member of the triad; however, the overall expectations for “Intern Responsibilities” should be considered a foundation of general information to guide the specific responsibilities of all participants. It is recommended that each participant read all sections of the handbook, in order to understand the interaction between the roles of all three persons.

Preparing pre-service teachers is hard work for everyone involved. It is our hope that the experience is well worth the effort for each member of the collaborative triad, as well as for the middle and high school students involved.

The Secondary and Physical Education Curriculum Committee
Fall 2017

Maryland PDS Terminology

Candidate. SU student enrolled in education foundation courses or an SU student who has been accepted into the teacher education program.

Collaborative Internship. A teaching model involving two or more teachers in which planning, instruction, and management duties are shared. The roles of lead and support teacher are key components in this model.

Extensive Internship. A minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community. (20 full days during *Internship I* and 80 days during *Internship II*, the “student teaching” semester.

Intern. A candidate in the teacher education program who participates in an extensive internship in a PDS. Formerly known as a “student teacher”.

Lead teacher. In a co-teaching setting this person holds the main responsibilities for instruction and is the primary voice in the classroom.

Liaison. SU faculty member who serves as the point person for the university in the PDS partnership working collaboratively with the site coordinator to achieve the Maryland PDS standards.

Mentor. A master teacher whose primary role is to guide and facilitate the intern’s experience in his/her classroom. Formerly known as a cooperating teacher, a mentor must be tenured and professionally certified and is responsible for collaborating with the SU supervisor to provide individualized support to a PDS intern.

PDS. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and university faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. PDS may involve a single or multiple schools, school systems and universities and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and P -12 schools.

Site Coordinator. Designated school-based person, usually a mentor, who serves as the point person for the school in the PDS partnership working collaboratively with the SU liaison to achieve the Maryland PDS standards.

Supervisor. An SU faculty member responsible for the implementation, monitoring and supervision of the intern’s experience. Supervisors maintain a close working relationship with mentors.

Support teacher. In a co-teaching setting, this person supports the “lead” teacher. Support roles may include modeling instructional assignments, assisting individual students, working with small groups, and/or monitoring student work.

The 100-day Extensive Internship

Description

All Salisbury University teacher candidates must complete an internship of 100 full days (minimally, 6 hours constitutes a day), achieved over the course of two consecutive semesters, and under the supervision of mentor teachers who are certified in the intern's content area. The 100-day internship is preceded by a semester of one-half-day per week observations, resulting in a total of three semesters of observation/internship.

Typically, to attain the 100 days, **Secondary Education candidates** will spend one day each week in the classroom during the first semester of the senior year, giving the candidate 15-16 days toward the 100 days. Spending full weeks in the placements of the second semester in the senior year will provide approximately 80 days. **Physical Education candidates** are in their two placements one day each per week. Candidates are responsible for determining how they will attain the remaining days. Several options include spending time in the placement just prior to the beginning of the fall semester, as secondary schools are beginning back-to-school activities, or spending time in the classroom during January. Candidates must submit a plan at the beginning of their methods sequence (second semester, junior year), indicating their intentions for achieving the 100-day internship. The plans may be revised, as needed, but candidates must record their time spent in the field placement during the final two semesters of their program.

When possible, the **Secondary Education** candidate will spend these three semesters in the same two classrooms—one at the middle school, one at the high school level. Ideally, these classrooms will be paired schools in a designated PDS site or cluster. The placements will alternate; for example, if a candidate spends the observation semester in a middle school classroom, s/he will begin the first semester of the internship in a high school classroom, then return to that classroom for the first half (eight weeks) of the final internship semester. The final eight weeks of the final semester will be spent in the same middle school classroom of the observation semester. The **Physical Education** candidate will be in one placement on Mondays and the other on Wednesdays during the first senior semester. The Monday placement becomes their first experience during *Internship II* in the spring, the Wednesday placement becomes their second experience in the spring.

Secondary Education Internship Sequence

Junior Year	Spring	½ day/week observation and participation,
	Semester	Classroom #1
Internship I		Minimally, 15 days
Senior Year	Fall Semester	1 day/week observations and participation,
		Classroom #2

Internship II	Spring Semester	Approximately 80 days
Senior Year	First 8 Weeks	First Final Internship Experience-8 weeks in Classroom #2
Senior Year	Second 8 Weeks	Second Final Internship Experience-8 weeks in Classroom #1

Additional days to meet the 100-day requirement can occur in August, or January of the Senior Year

Implications for Final Internship Semester

Traditionally, interns are eased into assuming full-teaching responsibilities throughout a placement in a cooperating classroom, allowing them to become familiar with the routines and personalities in what was often a previously unknown setting, prior to beginning to teach. Because interns are now walking into familiar classrooms as they work through their final semester, and because they have been encouraged prior to this semester to become more involved in the activities of their cooperating classrooms, they should be better prepared to assume a larger share of the teaching role at an earlier point in each half of the final internship.

Therefore, this handbook no longer includes a suggested sequence of graduated responsibilities as a general model for all interns. Decisions about an individual’s readiness to assume responsibilities should include input from all three members of the collaborative team—mentor, intern, and supervisor. Because these decisions will be made individually, there may now be wider variation in the progression of interns’ experiences. However, it is hoped that each intern will be supported in assuming full teaching responsibility as quickly as possible, in order to gain the best possible benefit from the experience.

Attendance Policy for 100-day Extensive Internship

Teacher candidates are expected to adhere to the school calendar of the schools where they are interning. Candidates will not be penalized for days of unscheduled school closing during the 100-day internship. If a candidate needs time for professional activities (such as interviews), or misses days due to illness, s/he should consult with the supervisor regarding the necessity of making up time away from the classroom.

Failure to meet the 100 day requirement may delay program completion.

I. Materials for Interns



The Intern

A common syllabus outlines responsibilities and requirements for all interns. The university supervisor will provide copies of this syllabus for the intern and mentor. In addition, interns will receive a common syllabus for the seminar that accompanies the internship. Interns are teachers, and are expected to follow policies and guidelines established for faculty in the school where the intern is placed. The following elaborates on basic expectations listed in the internship syllabus.

ACCLIMATION TO THE SCHOOL AND TEACHING

- Observe as many teaching situations as possible:
- The observation may be with the mentor, or other teachers.
- The purpose is to learn a variety of effective techniques for working with students.
- Try to answer these questions about an observed lesson: “What was the goal?”
- “How was it accomplished?” “Why was it important?”
- Get to know the students. Good teaching includes understanding of individuals.
- Learn and assist in instructional routines such as:
 - Taking attendance;
 - Distributing and collecting materials;
 - Working with individuals or small groups;
 - Grading papers, as suggested by mentor teacher;
 - Recording pupil progress;
 - Maintaining a clean, inviting room (may include putting up displays);
 - Regulating classroom environment (heat, light, etc.)
- Get to know the school
- Become familiar with available teaching materials and equipment (including instructional aids, media resources, texts and teachers’ guides).
- Get to know the faculty and other school personnel.
- Learn policies, safety procedures, schedules and other important information about how the school functions.
- Learn the physical layout of the school.

PLANNING

- Submit written plans daily for all teaching activities
- The format for lesson plans should be a joint decision of the mentor teacher, intern, and supervisor. All plans should contain the components of a lesson plan as learned in methods courses.
- Plans should be submitted to the mentor teacher for review at least one day prior to the day the lesson will be taught. Plans should be kept in a binder for review by the university supervisor.
- Time should be set aside each day for the mentor and intern to discuss lessons taught and to plan for next steps. Both intern and mentor should reflect on instruction, comparing planned results with actual results.
- Both daily and long-range planning should be part of the internship experience, as appropriate. There should be opportunities for planning for whole class instruction, small group instruction, and individualized instruction.
- Collaborative teaching is desirable, to the greatest possible degree.

INSTRUCTIONAL TECHNIQUES

- Design appropriate and effective instruction
- Select activities best suited to achieving objectives.
- Plan appropriate activities for grade and achievement levels of students.
- Organize activities and materials; plan effectively for distributing materials.
- Include motivational techniques.
- Provide oral and written feedback to students on a regular basis.

- Vary instruction
- Use a variety of instructional formats (e.g. group work, discussion, direct instruction, guest speakers, role playing, games, field trips).
- Use different types of questions to prompt recall, critical thinking, and strategic thinking.
- Differentiate instruction for individual needs.
- Incorporate technology, and reading/writing strategies when appropriate.
- Assess instruction
- Use a variety of techniques to assess student progress (e.g. teacher-made tests; anecdotal observations; papers; projects; records of daily participation).
- Record student progress systematically (set up grade book).
- Report grades (parent phone calls and conferences; report cards).
- Assess the effectiveness of your teaching
- Keep a daily reflective journal that can be stored in your binder for review by your supervisor. Journal-keeping is a good career-long habit.

- Ask yourself, for each class, “What am I trying to do?” “Is it relevant to the students’ interests and needs?” “Is this the best approach to involve them in learning?”
- Participate in three-way conferences with your mentor teacher and supervisor at the mid-point and end of each experience. At these times, their written evaluations will be shared with you. The mid-term report is considered to be formative, and should guide efforts to strengthen areas noted in mid-term progress report. At each reporting point, create your own self-evaluation to share at the conference.

CLASSROOM CLIMATE

- Know your students:
- Know each pupil’s name.
- Use pupil data to become familiar with individual differences.
- Show interest in and understand personal experiences of individual.
- Use effective personal qualities:
 - Speech (volume, rate, tone)
 - Use ingenuity and resourcefulness
- Present a professional appearance:
 - Dress professionally. Know your school’s dress code for faculty.
 - The following are never appropriate for internship: visible body piercings (excluding earrings) or tattoos; revealing clothing, inappropriate slogans/symbols.
- Display adaptability.
- Accept and use feedback from mentor.
- Attend to and adjust for changes in schedule.
- Use classroom space effectively.
- Create a motivating atmosphere:
 - Create displays, bulletin boards, classroom libraries.
 - Involve students in creation of classroom displays.
 - Make appropriate physical arrangements:
 - Arrange furniture/equipment and place students according to individual needs and instructional techniques.
 - Maintain heat and light control conducive to learning.

PROFESSIONAL DEMEANOR AND DEVELOPMENT

Attendance and Communication:

- Minimally, follow the arrival and departure time of mentor teacher.
- Complete your 100 day internship. Days missed for illness or employment interviews do not count toward the 100 day requirement. In order to

meet the requirement, your internship may extend beyond the traditional university semester.

- Notify the mentor teacher of any absence. This should be done the night before, if possible. If not, notification should be made before 7:00 a.m. on the day of the absence. Interns should make certain that teaching plans and materials to be use that day are sent to the school for the mentor teacher to use. University supervisors should also be notified of any absence.
- With your supervisor, agree on a means of scheduling weekly visits (e.g. email, phone). Take responsibility for communicating your schedule in a timely manner each week with your supervisor.
- Be available before and after school for a sufficient time to conference with your mentor teacher, students, parents, or supervisor.
- Attend faculty meetings, in-service days, parent-teacher meetings and conferences, and any other special programs at your school or county. Interns are highly encouraged to attend co-curricular activities such as athletic events, musical and dramatic performances, and academic club events.
- Arrive on time for all scheduled meetings of your Internship Seminar.

CAREER DEVELOPMENT

- Invite the school principal and the county's supervisor for your subject area to observe your teaching.
- Continue your collection of illustrative materials that can be used in your programmatic and professional portfolios.
- Open your credential file in the Office of Career Services.
- Prepare a resume, and request recommendations from faculty. Check your file on a regular basis so you know what materials have been added. Final evaluations from your internship are important items in your credential file.
- Notify the Office of Career Services when you receive your first teaching contract. This will ensure accurate information on all of your records.
- If you have not already done so, schedule yourself to take the appropriate Praxis II exams or approved options. All exit exams or requirements must be passed prior to graduation.

ETHICAL BEHAVIOR

- Familiarize yourself with the Code of Ethics of the Education Profession, as it pertains to all practicing educators.
- Read the Salisbury University Student Handbook Code of Conduct as it pertains to all interns.

Intern Assessment Tools

All assessment tools can be found under the “SU Candidate Tools” link on the Salisbury University RPDS webpage. Please bookmark this page in your browser:

<http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277 if you need assistance.

[Intern Evaluation of Mentor Teacher and School Placement](#)

The intern evaluation of their mentors and the school sites allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form by the end of *Internship II*.

[Intern Evaluation of University Supervisor](#)

The intern evaluation of their supervisor/supervisors allows us to determine how well our interns are being supported by their supervisors. Please complete this form by the end of *Internship II*.

[Intern Program Evaluation](#)

The intern program evaluation provides candidates the opportunity to provide feedback about their professional program preparation. Please complete this form at the end of *Internship II*.

II. Materials for Mentors



The Mentor Teacher

During the next eight weeks, you will be the most important person involved in the professional preparation of an intern. His/her experiences in your classroom will play a major role in shaping his/her teaching behavior. Guiding a prospective teacher makes heavy demands on time and energy, but most mentor teachers find the effort stimulating and rewarding. This section outlines responsibilities of the mentor role, and suggestions for implementing that role effectively.

- Orient your intern to your school and classroom:
- Introduce the intern to the school.
- Provide the opportunity to meet school administrators, faculty and other personnel.
- Guide your intern through a tour of the building, to learn the locations of special areas, and technology and other resources. Provide information about emergency procedures.
- Establish a good working relationship for the intern.
- Explain the intern's status in the classroom to your students, possibly introducing him/her as "another teacher." Providing a specific desk area for your intern is welcoming and helpful.
- Make clear to students that the intern has complete authority in the classroom.
- Make student records and curriculum materials available.
- Explain school policies and routines for faculty and students; provide a copy of any school handbooks.
- Acquaint your intern with the school's community background.
- Communicate expectations:
 - With the intern and supervisor, early in the experience create a plan for induction into full-time teaching. While adjustments can be made as needed, it is helpful to the intern to have a sense of what is upcoming.
- Set aside time each day to plan with the intern. Be sure to do this prior to the day the plans are to be taught. Also include time to provide feedback on lessons taught, and incorporate this feedback into review of upcoming plans.

(Note: Open communication is vital to the intern's growth as a professional. Feedback delivered in an open, honest, constructive manner is a necessary part of learning. While interns may react negatively when plans or behaviors are critiqued, your constructive comments are important to their development. The sooner feedback is given after the teaching event, the more time will be available for change, and the more learning can occur.)

- Be involved in the classroom experiences of the intern on a regular basis: Substantive mentor presence through-out the experience is essential to providing adequate guidance to your intern; therefore, the expectation is for you to be present in the classroom during most of the intern's teaching. Even though you are participating in collaborative teaching through most of the experience, you may choose to fade more from an instructional role toward the end of the experience.
- Complete Assessment Forms:
 - In completing all assessment forms, please assess the intern as an intern, not an experienced teacher. Ask yourself, "Is this intern where I think s/he should be at this time?"
 - All assessment forms are now completed on-line. The mentor stipend will be sent after all required forms have been received by the university.
- Prepare Mid-Period Progress Report
 - The mentor teacher, intern, and university supervisor should plan a three way conference at this time to discuss individual perceptions of the intern's progress.
 - This is a formative report and therefore, is not used in the intern's credential file. However, it records information about the intern's progress and should be given to the supervisor to return to the Field Experience Office.
- Prepare Final Evaluation Form
 - This is completed during a three-way conference with the intern, mentor, and supervisor, all of whom should have input into the completion of the form.
 - All items on the form should have been discussed during the internship period.
 - The mentor teacher has a record of activities and conference notes, is familiar with both strengths and weaknesses of the intern's performance, and is aware of improvements that have been made. This is not the time for **surprises**. When there has been continuous dialogue throughout the experience, discussion of the final evaluation should not be difficult.

Mentor Assessment Tools

Our assessments are housed in the Field Experience Module (FEM) in LiveText, a web based management system. You will receive information regarding the internship assessments and your log in credentials from “fem.com”, not directly from SU.

Information regarding our program, including the intern handbooks and Professional Dispositions form, can be found under the “Mentor Tools” link on the Salisbury University Regional PDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

Mentor Evaluation of Intern

The mentor evaluation of intern allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form at the midterm and at the final evaluation points. Make sure that you schedule a 3-way conference for the final evaluation.

Mentor Teacher Credentials

SU needs to be able to report your credentials. The intent of the Mentor Teacher form is to find out more about your background. Fill out this form if you have not completed it before or if there is a change in you contact information.

Mentor Evaluation of University Supervisor

Mentor teachers should evaluate the SU supervisor assigned to your intern. We use this information to provide feedback to supervisors and to insure that SU interns receive the best possible supervision.

Secondary Education Candidate Descriptions

Type of Candidates	Course Affiliation	Placement Requirements
<p>Foundations</p> <p><i>These candidates have not yet been accepted into the professional program</i></p>	<ul style="list-style-type: none"> □ EDUC 210: Schools in a Diverse Society □ SCED 300: Learning and Assessment 	<ul style="list-style-type: none"> ▪ These candidates are considered novices and are focusing on the organization of schools and the daily routines. They can support children in the classrooms in ways that do not require specific instructional skills—such as through one-on-one mentoring in the classroom, or monitoring small group work. They are required to observe classrooms on a regular basis throughout the semester completing no less than 20 hours of observation time. * ▪ Candidates taking these two courses concurrently will need to complete 30 hours. ▪ These candidates do not require a tenured mentor teacher placement.
<p>Methods I</p> <p><i>These candidates have been accepted into the professional program</i></p> <p>(Spring Only)</p>	<ul style="list-style-type: none"> □ SCED 372: Social Studies & Reading Methods in Middle and High School Part I □ SCED 371: Teaching Reading and Texts in Middle and High School English Classrooms □ SCED 373: Mathematics & Reading Methods in Middle and High School Part I □ SCED 374: Science & Reading Methods in Middle and High School Part I □ SCED 376: World Language & Reading Methods in Middle and High School Part I 	<ul style="list-style-type: none"> ▪ These candidates are in teaching methods classes through which they are beginning to learn the specific skills of teaching. They are required to observe specific aspects of instruction and teach one or more lessons in the content areas related to the methods classes they are taking. Mentor teachers receive letters from methods instructors spelling out observation and teaching requirements. ▪ These candidates are in the schools ½ day a week per semester. ▪ These candidates require a tenured mentor teacher and should be placed in classrooms where they will be able to fulfill the specific lesson requirements for their methods courses. <p><i>* Placement can be made with a 2nd year teacher who will be tenured beginning their 3rd year of service per principal and content supervisor approval.</i></p>

<p>Methods II (Internship I)</p> <p><i>These candidates have been accepted into the professional program and are fulfilling approximately 20 days of the 100-day Extensive Internship requirement.</i></p> <p>(Fall Only)</p>	<ul style="list-style-type: none"> □ SCED 367: Inclusive Instruction for Secondary Teachers □ SCED 434: Classroom Management □ SCED 472: Social Studies & Reading Methods in Middle and High School Part II □ SCED 471: Integrating Writing and Reading in Middle and High School □ English Classrooms □ SCED 473: Mathematics & Reading Methods in Middle and High School Part II □ SCED 474: Science & Reading Methods in Middle and High School Part II □ SCED 476: World Language & Reading Methods in Middle and High School Part II 	<ul style="list-style-type: none"> ▪ These candidates are now interns who can provide skilled support to the classroom instruction. They are required to teach one or more lessons in the content areas related to the methods classes they are taking. Mentor teachers receive letters from methods instructors spelling out observation and teaching requirements ▪ Interns should be skilled enough to help maximize student learning in the classroom in collaboration with the mentor teacher. ▪ These interns are in the schools the equivalent of 1 day a week per semester 1 day. ▪ These interns require a tenured mentor teacher and should be placed in classrooms where they will be able to fulfill the specific lesson requirements for their methods courses. <p><i>* Goal: interns return to the assigned mentor in this placement the following semester to complete the first 8 weeks of their teaching internship.</i></p>
<p>Teaching Internship (Internship II)</p> <p><i>These candidates have been accepted into the professional program and are fulfilling approximately 80 days of the 100-day Extensive Internship requirement. Spring only</i></p>	<ul style="list-style-type: none"> □ SCED 433: Reflection & Inquiry in Teaching Practice □ (Seminar) □ SCED 426/428: Internship in Middle and High School Education 	<ul style="list-style-type: none"> ▪ These interns are completing the teaching portion of their 100-day Extensive Internship and should progressively and collaboratively assume all roles of their mentor during the experience, including professional responsibilities outside of direct instruction such as special duties, team meetings, parent conferences and so on. ▪ These interns will complete 8 weeks in two placements for a total of 16 weeks. ▪ These interns require a tenured teacher with solid mentoring skills.

Physical Education Teacher Education Candidate Descriptions		
Type of Candidates	Course Affiliation	Placement Requirements
<p>Foundations</p> <p><i>These candidates have not yet been accepted into the professional program</i></p>	<ul style="list-style-type: none"> ▪ PHED 135: Foundations in PE ▪ PHED 175: Introduction to Wellness & Fitness ▪ PHED 245: Movement Education ▪ PHED 260: Teaching team sport and skill I ▪ PHED 263: Teaching team sport and skill II ▪ PHED 275: Management and instruction strategy ▪ EDUC 210: Schools in a Diverse Society ▪ SCED 300: Learning and Assessment ▪ PHED 351: Psychosocial Aspects of PE ▪ PHED 352: Motor Learning 	<ul style="list-style-type: none"> ▪ These candidates are considered novices and are focusing on the organization of schools and the daily routines. They can support children in the gymnasium in ways that do not require specific instructional skills—such as through one-on-one mentoring, or monitoring small group skills. They are required to observe classes on a regular basis throughout the semester completing no less than 20 hours of observation time. * Candidates taking EDUC 210/SCED 300 concurrently will need to complete 30 hours. PHED 245 contain a 3-week field experience These candidates do not require a tenured mentor teacher placement
<p>Professional Program (Spring & Fall) /Internship I (Fall only)</p> <p><i>These candidates have been accepted into the professional program and are fulfilling approximately 30 or more days of the 100-day Extensive Internship requirement.</i></p>	<ul style="list-style-type: none"> ▪ PHED 350: Assessment in Physical Education ▪ PHED 375: Contemporary Curriculum and Analysis of Teaching in PE ▪ SCED 318: Computers in Education ▪ PHED 400: Adapted Physical Education ▪ SCED 424: Teaching Reading in the Content Area II ▪ PHED 410: Elementary PE Methods/Internship I ▪ PHED 420: Secondary PE Methods/Internship I 	<ul style="list-style-type: none"> ▪ These candidates are now interns who can provide skilled support to the classroom instruction. They are required to teach one or more lessons during their placement. ▪ Interns should be skilled enough to help maximize student learning in the gymnasium in collaboration with the mentor teacher. ▪ These interns are in the schools 1 day a week in an elementary setting and 1 day a week in a secondary setting per semester. ▪ These interns require a tenured mentor teacher and should be placed in settings where they will be able to fulfill the specific lesson requirements for their methods courses. <p><i>* Goal: interns return to the assigned elementary and secondary mentors in the following semester to complete their teaching internship.</i></p>

<p>Internship II Teaching Intern</p> <p><i>These candidates have been accepted into the professional program and are fulfilling approximately 80 days of the 100-day Extensive Internship requirement. (Spring Only)</i></p>	<ul style="list-style-type: none"> ▪ PHED 481: Seminar in Physical Education ▪ PHED 470: Internship II in Elementary PE ▪ PHED 471: Internship II in Secondary PE 	<ul style="list-style-type: none"> ▪ These interns are completing the teaching portion of their 100-day Extensive Internship and should progressively and collaboratively assume all roles of their mentor during the experience, including professional responsibilities outside of direct instruction including special duties, team meetings, and parent conferences. ▪ These interns will complete 8 weeks in two placements (1 elementary; 1 secondary) for a total of 16 weeks. ▪ These interns require a tenured teacher with solid mentoring skills.
---	--	--

III. Materials for Supervisors



The University Supervisor

The university supervisor serves as a liaison between the university and the classroom where the intern is placed. While the intern is directly responsible to the mentor teacher, the university supervisor gives counsel and assistance as a member of the classroom team, to strengthen the quality of the experience. The supervisor's specific responsibilities are related to assisting the mentor teacher in guiding an intern.

Specifically, the supervisor should:

- become familiar with the curriculum of Salisbury University's secondary education program, and of the classes in which the intern is placed;
- visit the intern weekly;
- Minimally, visits include an orientation meeting in the first week, three-way conferences at the mid-point of the experience and final week, and four formal observations.
- participate in Mid-Point Progress Report and Final Evaluation conferences (see details in Mentor Teacher section of this handbook);
- contact the intern's SU content supervisor when an intern is struggling with personal or professional responsibilities, as well as the Coordinator of Field Experience. Together, you and these university personnel will decide on an appropriate course of action, or determine whether additional personnel should become involved in that decision;
- assign a grade (P/F/IP) to the intern at the conclusion of each eight week experience.

The first visit, during the first week, should help the supervisor

- become familiar with the school administrator, policies, and physical plant;
- clarify roles and responsibilities with the mentor teacher and intern (distribute and discuss syllabus);
- become aware of any serious difficulties regarding the placement. If a change of intern assignment seems advisable, contacts the Director of Field Experiences immediately so that procedures can be initiated with school administrators.

Formal observations should be long enough to

- review plans or other written materials;
- observe a complete lesson and provide written feedback to the intern;
- confer with the mentor and intern to discuss the strengths and areas in need of improvement;
- assist the intern in appraising and attaining personal and professional competencies.

Supervisor Assessment Tools

Our assessments are housed in the Field Experience Module (FEM) in LiveText, a web based management system. You will receive information regarding the internship assessments and your log in credentials from “fem.com”, not directly from SU.

Information regarding our program, including the intern handbooks and Professional Dispositions form, can be found under the “Supervisor Tools” link on the Salisbury University Regional PDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

Supervisor Evaluation of Intern

The supervisor evaluation of intern allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form at the final evaluation points. Make sure that you schedule a 3 way conference for the final evaluation.

Supervisor Evaluation of Intern's Technology Lesson

The supervisor evaluation of the intern’s technology use allows SU to determine how well interns meet the Maryland Teacher Technology Standards. Please complete this form during the first and/or second experience.

Supervisor Evaluation of Mentor Teacher

We ask supervisors to evaluate the mentors who were assigned to your intern. This information is used to provide feedback to mentors and to insure that SU interns receive the best possible collaborative partners.

When An Intern Is Struggling

There are times when an intern needs additional support in learning how to perform some teaching responsibilities. When this occurs to a degree that causes serious concern, an intervention plan should be developed sooner, rather than later.

If either the MENTOR TEACHER or SUPERVISOR becomes concerned that the intern's performance is jeopardizing students' ability to learn in her/his classroom, these steps should be taken:

1. A conference should occur between the mentor teacher and supervisor, to develop a plan of action to be taken by the intern. The plan should include clear expectations for improvement and a reasonable timeline for the intern to show that improvement. The plan should then be shared with the intern. In a PDS School, it should also be communicated to the site coordinator, who will share it with the university liaison.
2. If the mentor and supervisor determine that the intern has not demonstrated the expected improvement within the time allotted, the supervisor should contact the Coordinator of Field Experience. He will call a meeting for the intern, supervisor, mentor, and the intern's methods instructor, in order to decide the next steps. Options may include developing a second action plan; recommending that the intern repeat the experience in order to earn a passing grade, or in extreme cases, removing the intern from the placement immediately. In this last case, the intern will have one opportunity to repeat the experience in a different classroom, either before or after moving to the second experience classroom.

The internship is designed to be beneficial to the developing intern, the mentor, and the students in the classroom. While this is the case in the majority of experiences, when the benefits to any of these are compromised, the internship is not considered successful, and an appropriate response should occur.

IV. Professional Development Schools and Collaborative Internships



Professional Development Schools

Definition

A Professional Development School (PDS) promotes a close collaboration between the university and the K-12 schools in which teacher candidates complete field experiences. The goals of PDS agreements include enhanced professional development for in-service teachers, as well as teacher candidates, support for the achievement of students in the K-12 classroom, and strong communication ties between the school and university. Collaborative decision-making occurs through governance of a Coordinating Council, comprised of representatives of all vested members of the professional development enterprise—school and county administrators, school faculty, SU faculty and supervisors.

PDS Sites

Professional Development School sites are established through mutual agreement of the school and university. Salisbury University's goal is to place as many interns as possible with highly qualified teachers in PDS sites. Toward this goal, three configurations of PDS sites are possible:

- Single site - one school
- Paired site - two schools, such as a middle and high school
- Cluster site - multiple schools within a county, governed by one Coordinating Council

PDS Roles

Two key personnel facilitate communication between the school and university:

The SITE COORDINATOR is a faculty member at the school who has volunteered to oversee placements, field questions and concerns from mentor teachers, and develop ideas for enhancing the PDS. The site coordinator stays in contact with...

The UNIVERSITY LIAISON, a Salisbury University faculty member who plays a role corresponding to the Site Coordinator role.

MENTORS AND SUPERVISORS are encouraged to maintain close communication with the Site Coordinator about their experiences working with teacher candidates in a PDS site. Interns should also be familiar with the Site Coordinator and Liaison for their site. Contact information for established secondary PDS sites appears on the [Regional PDS Network Directory](#).

Collaborative Internship Practices for Mentors & Interns

Collaborative internships provide a win-win situation for university and school partners alike. This collaborative/co-teaching approach improves the student-teacher ratio, increases instructional interactions, permits for more differentiated instruction, encourages more ambitious lessons and simultaneously serves as a more realistic orientation to teaching for interns.

The Collaborative Internship is a value-added program beginning with the assumption that the teachers of tomorrow will be collaborators who will need to plan, teach, manage, assess and support students in coordination with other educators.

The internship assumes that the nearly continuous presence and coordinated efforts of intern and mentor will produce a greater potential for student learning. In today's high stakes testing atmosphere of the public schools it's important that master mentor teachers remain engaged in instruction and provide continual modeling of best practices for interns. It also acknowledges that public and parental confidence in schools is crucial, and that the large numbers of SU interns in schools every semester mandate that every effort be made to ensure that instruction and student learning continue without disruption.

The collaborative internship defines two instructional roles that the intern and mentor play: lead teacher and support teacher. Initially the mentor serves as the lead teacher with principle responsibility for instruction and as the primary voice in the classroom. At this stage the intern plays the role of support teacher under the direction of the lead teacher/mentor. Support roles may include modeling instructional assignments, assisting individual students, working with small groups, and/or monitoring student work.

Gradually, the intern assumes lead teacher responsibility for more of the instructional day with the mentor moving into the support teacher role. The mentor remains actively involved in instruction throughout the internship and may use the support role to focus on instructional challenges. The mentor's support role will occasionally cause him/her to leave the classroom thus allowing the intern the opportunity to experience the dynamics of handling a class of students.

Some practices that mentor teachers have found useful in helping interns be successful are presented on pages 27-28. This list is not exhaustive, in rank order or importance, nor always suited to particular occasions. However, the list may serve to guide the mentor teacher who asks,

“What is expected of me when I am assigned an intern?”

A Comparative Look at Internship Styles

	TRADITIONAL STUDENT TEACHING CIRCA 1996	COLLABORATIVE INTERNSHIPS CIRCA 2011
Assessment Climate...	MSPAP-driven instruction in grades 3,5,8; public school curriculum independence	NCLB-driven high stakes testing in all grades; “voluntary” state curriculum
SU Field experiences...	Two 7-week placements in contrasting sites	100-day Extended Internships, including 16 wks of full-time teaching
Field Supervision...	Mostly part-time adjunct supervisors	More full-time faculty actively involved in field
Where interns are placed...	Virtually any school in the 3-state region, including many on the western shore	All internships occur in established PDS sites
SU message to host mentors...	Disengage yourself from planning/instruction and let student teacher take over	Remain involved in planning/instruction while you and intern co-teach
Implicit goal of internships...	Prove that student teacher can function autonomously	Build self-efficacy in teacher-candidates, preparation for tomorrow’s classroom

Collaborative Classroom Strategies

- Grazing - strategic placement throughout the classroom during lead teacher instruction, assisting students & maintaining order.
- Graze + Tag - “lead teacher” role shifts between 2 parties during instruction, with the other grazing.
- Modeling - the second teacher assumes role of a student and models appropriate behavior, asks questions, and facilitates instruction while “lead teacher” conducts the class.
- Parallel Teaching - Both teachers conduct similar lessons simultaneously with smaller groups.
- Think-alouds - both teachers contribute alternative solutions and approaches during instruction.
- Role play - both teachers prepare in advance to assume roles that will enrich instruction, such as historical characterizations, debates, and problem-solving scenarios.
- 1 on 1- While “lead teacher” conducts instruction, the second teacher supports individual learning through assessments, tutoring, conferencing, make-up work or enrichment.
- Pullouts - the second teacher may use an adjacent room, lab or media center for small group instruction.
- Technology Applications - ambitious technology usage (and trouble-shooting) can be facilitated through collaborative efforts.
- Compacting - encourages teachers to assess and accelerate instruction for those students needing challenges.
- Co-op learning - Many cooperative learning structures become more manageable with two active teachers involved in planning, preparation and monitoring.
- Tiered instruction - Used in conjunction with other strategies, two teachers can meet the needs of different levels appropriately.
- Project Based Instruction - From science fairs to community service, ambitious projects can be tackled more readily with two fully involved teachers.
- See video samples of these strategies in action in authentic classroom settings on our [Co-Teaching Videos](#) page.

Mentor & Intern Roles and Responsibilities Checklist

<u>Mentor Teacher</u>	
—	Remain engaged in instruction throughout the internship experience
—	Continual modeling of best practices
—	Take an active role in planning on a daily basis
—	Provide school and district mandated information
—	Offer guidance on format for lesson plan documentation
—	Provide access to resources such as curriculum guides, available materials, technology, manipulatives, work space, etc.
—	Mutually co-plan establishing lead role/support and “bounce” ideas off of one another
—	Encourage initiatives and risk-taking
—	Assist intern in being an active part of the school and community culture
—	Provide immediate and useful feedback on a daily basis
—	Communicate openly and be supportive
—	Become acquainted with the intern’s background (for guidance & support)
—	Orient intern to all policies/procedures for both classroom and school
—	Work and communicate closely with the university supervisor and/liaison
—	Schedule times for the intern to observe other classrooms as appropriate
—	Conduct a formal midterm and final evaluation with the intern and the university supervisor

<u>Intern</u>	
—	Arrive on time, be prepared and ready to accept daily challenges
—	Become an active part of the school and community culture

—	Communicate openly with mentor
—	Share classroom responsibilities (exposure to all)
—	Request feedback and make changes accordingly
—	Take an active role in planning on a daily basis
—	Document lesson plans thoroughly according to school and district mandates
—	Mutually co-plan establishing lead role and support role
—	Demonstrate a willingness to take risks and be creative
—	Become acquainted with mentor's background
—	Work and communicate closely with the university supervisor/liaison
—	Participate in all school functions and assigned duties
—	Engage in a formal midterm and final evaluation process

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

- a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
 8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

—Adopted by the 1975 Representative Assembly, amended 2010
<http://www.nea.org/home/30442.htm>

© Copyright 2002-2017 National Education Association