

# Bowie State University College of Education



## Yearlong Field Experience Handbook

Keeping and Preparing  
Culturally Proficient  
Educators for the 21st Century

# BOWIE

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The College of Education at Bowie State University

Dr. Rhonda Jeter, Dean

*Preparing Effective, Caring, Collaborative Educators for a Global Society*

# Yearlong Field Experience Handbook

*Working Draft- 2023-2024*

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## Bowie State University Teacher Education Programs

**“Preparing Effective, Caring, Collaborative Educators for a Global Society”**

### **PROGRAM DESCRIPTION**

Teacher education programs at Bowie State University are designed to develop professionals who are prepared to meet the challenges of the 21st Century. The academic program provides candidates with a strong liberal arts foundation, as well as knowledge and skills needed to be effective classroom teachers. Candidates learn to use technology to enhance learning, to assess pupils using multiple approaches, and to create positive learning environments for a diverse group of learners. An important component of all programs is the enhancement of skills through field-based experiences. During field experiences, candidates observe master teachers, analyze effective teaching strategies, and develop skills in planning and implementing lessons. Candidates also develop positive human relations skills and habits of reflection.

#### **Mission, Purpose, Vision and Goals of the Unit**

*The mission of the College of Education at Bowie State University is to prepare academic and professional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private Schools in Maryland and College systems in other states. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: “Preparing Effective, Caring, and Collaborative Educators for a Global Society.” The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the Schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.*

The College of Education with partners and constituents developed and adopted a knowledge-based design for the preparation of professional educators at Bowie State University. The design, a conceptual framework,

centers on the theme: “Preparing Effective, Caring, and Collaborative Educators for a Global Society.” The professional preparation programs graduate candidates who become academic scholars, skillful instructional leaders who understand the importance of the application of technology and assessment in the professional arena, reflective practitioners who demonstrate an appreciation for diversity and who exhibit personal and interpersonal perspectives appropriate for the educational enterprise. The design and content for implementation of the theme and Conceptual Framework reflect and promote the established goals of the College of Education.

The overarching goals of the Bowie State University College of Education are to:

- Provide a general education experience that includes theoretical and practical knowledge gained from studies in communications, humanities and fine arts, mathematics, science, and social sciences;
- Ensure, through a professional studies component, the transmission of knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research and experience-based principles of effective practice; and the impact of technology and social changes on Schools;
- Provide a well-planned sequence of field experiences in diverse settings that enable candidates to relate professional knowledge to the realities of practice in Schools and classes;
- Offer opportunities for candidates to reflect upon the effectiveness of their teaching and other professional duties, to develop insights and judgments about what they do and why they do what they do, and to make decisions about teaching that will enhance pupil understanding and success;
- Offer opportunities for our counseling candidates to reflect upon the effectiveness of their practice, to develop insights and judgments about their professional actions, and make decisions about their therapeutic approaches that improve client results;
- Ensure, through courses and experiences, the development of critical thinking and values-based decision-making, effective communication, and positive professional collaboration in the educational arena;
- Maintain the viability of its programs through systematic and continuous evaluation and modification; and,
- Maintain linkages with community stakeholders for the mutual benefit of the College and its departments, the University, and the community.

Reflecting the University’s mission, the College of Education goals, and included in the Conceptual Framework, the purpose of the College of Education is to prepare instructional and other educational leaders for positions in the public and private College enterprise in Maryland, the United States and, indeed throughout our global society at large. The College’s mission embraces the University’s commitment to diversity and academic excellence. As a means of realizing the implementation of the mission, the educator preparation programs at Bowie State University, as identified in the Conceptual Framework, rests upon a legacy of adhering to best professional practices and an active respect for research findings involving the broad areas of learning, teaching, and counseling. An active goal of the College of Education is to provide Maryland and other states with teachers and related service providers of all races who are competent in content specialty, grounded in discipline knowledge bases, and sensitive to the ethnicity of all children.

*The role of the teacher educator in a Professional Development School (PDS) contributes to the candidates' opportunities to learn in a real classroom setting. According to Darling-Hammond (2010) emerging evidence from Professional Development Schools and from restructured Schools suggests "participation helps prospective teachers understand the broader context for learning and begin to develop the skills needed for effective participation in collegial work around College improvement throughout their careers" (p. 216).*

## **THE YEAR LONG INTERNSHIP-PHASE I AND PHASE II**

In order to move to the Year Long Internship students must:

- Have been admitted to the Teacher Education Program through the Interview Process
- Have a 2.75 or better;
- Have two letters of recommendations
- If you have less than a 3.0 GPA, you must Pass Praxis Core or have the SAT or ACT equivalent as stipulated by the State of Maryland,
- Completed all prerequisite course work outlined in the program of study and;
- Completed all background check and criminal history disclosure documentation for each district.

All Bowie State University early childhood/special education, elementary education, and secondary education majors must complete a one-year internship in a professional development school (PDS) setting. A PDS is a school that has entered into a collaborative partnership with the Bowie State University College of Education to provide quality academic experiences and clinical training for teacher candidates and meaningful professional development experiences for practicing teachers.

The two-semester year-long internship consists of one semester of methods courses (Phase I) and one semester of student teaching (Phase II). In Phase I of the year-long internship, interns are enrolled in methods courses and complete a field experience which requires spending two full days a week on Tuesdays and Thursdays for a minimum of 16 weeks (24 days) at the PDS site. In Phase II, interns typically return to the same school where they completed Phase I field experience. Interns in Phase II of the yearlong internship must complete the field experience every day for 16 weeks.

Bowie State University currently works with several school districts to place students into the Year-Long Internship; Anne Arundel Public Schools, Howard County Public Schools and Prince George's County Public Schools Systems. The schools in the Network are:



**Elementary PDS ~ Anne Arundel County**

**Crofton Meadows Elementary School**

2020 Tilghman Drive, Crofton, MD 21114

Principal: Stacy Shafran~[sshafran@aacps.org](mailto:sshafran@aacps.org)

410.721.9453 Fax: 410.721.5821

PDS Coordinator: Kerry Plummer-[klplummer@aacps.org](mailto:klplummer@aacps.org)

**Elementary PDS ~ Prince George's County**

**Marlton Elementary School**

8506 Old Colony Drive, Upper Marlboro, MD 20772

301.952.7780 Fax: 301.952.7718

Principal: Roxanne Brooks~ [ro.brooksbutler@pgcps.org](mailto:ro.brooksbutler@pgcps.org)

PDS Coordinator: Jennifer Santini ~ [jsantini@pgcps.org](mailto:jsantini@pgcps.org)

**Northview Elementary School**

3700 Northview Drive, Bowie, MD 20716

301.218.1520 Fax: 301.218.3071

Principal: Jason Simmons ~ [jason.simmons@pgcps.org](mailto:jason.simmons@pgcps.org)

PDS Coordinator: Judy Cameron ~ [judy.cameron@pgcps.org](mailto:judy.cameron@pgcps.org)

**Oaklands Elementary School**

13710 Laurel-Bowie Road, Laurel, MD 20708

301.497.3110 Fax: 301.497.3114

Principal: Jewell Preston ~ [jewel.preston@pgcps.org](mailto:jewel.preston@pgcps.org)

PDS Coordinator: Candace Nicholson ~ [candace.nicholson@pgcps.org](mailto:candace.nicholson@pgcps.org)

**Tulip Grove Elementary School**

2909 Trainor Lane, Bowie, MD 20715

301.805.2680 Fax: 301.805.6689

Principal: Jaime Coffen ~ [jaime.whitfield@pgcps.org](mailto:jaime.whitfield@pgcps.org)

PDS Coordinator: Daleisha Myers ~ [daleisha.myers@pgcps.org](mailto:daleisha.myers@pgcps.org)

**Vansville Elementary School**

6813 Ammendale Road, Beltsville, MD 20705

Principal: Dr. Catherine Dingle ~ [catherine.green@pgcps.org](mailto:catherine.green@pgcps.org)

301.931.2830 Fax: 301.931.2840

PDS Coordinators:

Shevika Couchman- [shevika.couchman@pgcps.org](mailto:shevika.couchman@pgcps.org)

Tamara McRae ~ [tamara.mcrae@pgcps.org](mailto:tamara.mcrae@pgcps.org)

**Whitehall Elementary School**

3901 Woodhaven Lane, Bowie, MD 20715

Principal: Dr. Cynthia Farmer ~ [cfarmer@pgcps.org](mailto:cfarmer@pgcps.org)

301-805-1000 Fax: 301-805-1006

PDS Coordinator: Dawn Wine ~ [dawn.wine@pgcps.org](mailto:dawn.wine@pgcps.org)

Special Education Center PDS ~ Prince George’s County  
ADD SPED CENTER PDS Coordinators and email addresses  
Chapel Forge Early Childhood Center

**Secondary PDS ~ Prince George’s County**

**Bowie High School**

15200 Annapolis Road, Bowie, MD 20715

301.805.2600 Fax: 301.805.2619

Principal: Joseph Kautzer ~ [joseph.kautzer@pgcps.org](mailto:joseph.kautzer@pgcps.org)

PDS Coordinators: James Hargraves & Dives Lopes  
[james.hargraves@pgcps.org](mailto:james.hargraves@pgcps.org); [dlopes@bowiestate.edu](mailto:dlopes@bowiestate.edu)

**Dwight Eisenhower Middle School**

13725 Briarwood Drive, Laurel, MD. 20708

301.497.3620

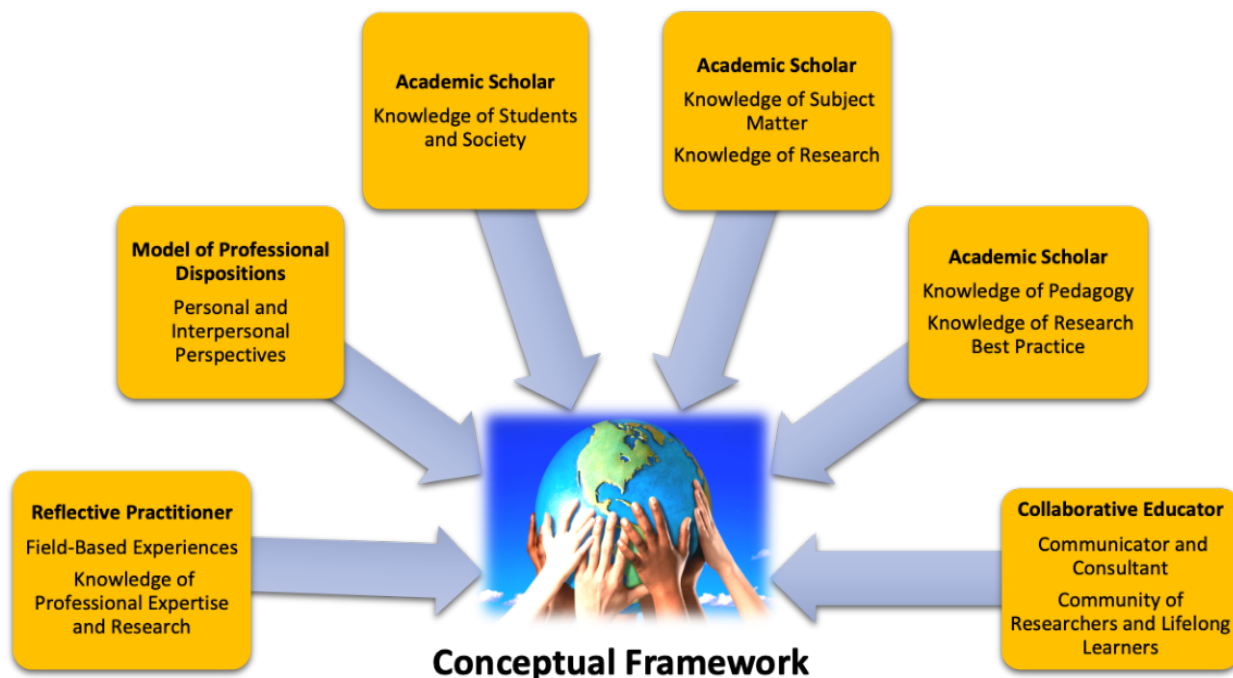
Principal: John Mangrum ~ [john.mangrum@pgcps.org](mailto:john.mangrum@pgcps.org)

PDS Coordinator: Steve Mellen -[steve.mellen@pgcps.org](mailto:steve.mellen@pgcps.org)

**Grow Your Own Program: We work with the following counties to grow their own teachers.**

<b>Anne Arundel County</b>	<b>Baltimore County</b>	<b>Calvert County</b>	<b>Charles County</b>	<b>Kent County</b>
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# COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS



## CONCEPTUAL FRAMEWORK

The Conceptual Framework for educator preparation at Bowie State University is a shared vision describing the knowledge, skills and dispositions all candidates are expected to master as a requirement for completing the Unit's programs. A reflection of the University's mission, the goals of the College of Education and adherence to state and national professional standards, the Conceptual Framework fosters educator preparation consistent with the Unit's theme, "Preparing, Effective, Caring, and Collaborative Educators for a Global Society."

The Conceptual Framework guides all educator preparation programs and is built upon solid knowledge bases that include four primary components:

### *Academic Scholar*

**Knowledge of Subject Matter (Liberal Arts and Sciences)**

*Focus: Subject Matter Content*

**Knowledge of Effective Pedagogy**

*Focus: Effective Practitioner*

*Focus: Technological Applications*

*Focus: Multiple Forms of Assessment*

**Knowledge of Students and Society**

*Focus: Multicultural and Global Perspectives*

*Focus: Special Populations Perspectives*

**Reflective Practitioner**

*Focus: Field-based Experiences*

**Collaborative Educator**

*Focus: Communication and Consultation*

*Focus: Community of Researchers and Lifelong Learners*

**Model of Professional Dispositions**

*Focus: Personal and Interpersonal Perspectives*

Outcomes of the Conceptual Framework

**Academic Scholar**

As outcomes of the Conceptual Framework, successful candidates:

- *have knowledge of subject matter and multiple design learning experiences that are coherent and meaningful for learners*
- *have knowledge of general and content-specific instructional strategies and use knowledge to design instruction and effectively engage learners*
- *know technological applications to enhance pupil learning and to meet professional needs*

- *possess knowledge of valid multiple forms of assessment*
- *have knowledge of the learner's physical, cognitive, emotional, social, and cultural development*
- *have awareness and knowledge of diversity and global perspectives in the College and community*
- *have knowledge of the educational needs of physically, mentally, and emotionally challenged learners and provide for their needs.*

### **Reflective Practitioner**

As outcomes of the Conceptual Framework, successful candidates:

- *demonstrate competency in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion, and students' diverse learning needs*
- *analyze reflectively research-based generalizations in College and community settings*
- *demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques*
- *demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural development is the basis of effective teaching*
- *use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs*
- *demonstrate strategies for integrating students with special needs into the regular classroom*
- *engage in careful analysis, problem-solving, and reflection in all aspects of teaching*
- *demonstrate an understanding that classrooms and Schools are sites of ethical, social and civic activity.*

### **Collaborative Educator**

As outcomes of the Conceptual Framework, successful candidates:

- *collaborate with the broad educational community including parents, businesses, and social service agencies*
- *use multimedia and computer-related technology to meet student and professional needs*
- *incorporate a diversity perspective, which integrates culturally diverse resources including those from the learner's family and community*
- *collaborate within and across colleges to promote whole child education.*
- *identify evidence-based research to inform current educational practice*
- *contribute to the restructuring and improvement of education through lifelong professional development and collaborative partnerships*

### **Model of Professional Dispositions**

As outcomes of the Conceptual Framework, successful candidates:

- *support the norms, standards, and values of the educational community*
- *show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential*
- *demonstrate positive relationships with colleagues, parents, businesses, and social service agencies*
- *present evidence of a commitment to life-long learning.*

## **CONCEPTUAL FRAMEWORK: COMPONENTS AND PERFORMANCE OUTCOMES**

Pursuant to the collaborative development of the Unit's Conceptual Framework, that includes an extensive review of the research literature, the following knowledge bases and outcomes are expected of all candidates:

### **1.0 ACADEMIC SCHOLAR (Knowledge)**

To give candidates a solid knowledge-base that includes subject matter content, knowledge of pedagogy, knowledge of the application of technology as an instructional tool, and knowledge of learners so that candidates can effectively plan and design instruction.

#### **Knowledge of Subject Matter**

1. Focus: Strong Foundation in Liberal Arts and subject matter content

Outcome 1.1: Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

#### **Knowledge of Pedagogy**

2. *Focus: Effective Practitioner*

Outcome 1.2: Demonstrate knowledge of general and content-specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. *Focus: Technological Applications*

Outcome 1.3: Demonstrate technological applications to enhance pupil learning and to meet professional needs.

4. *Focus: Multiple Forms of Assessment*

Outcome 1.4: Show evidence of the use of valid, multiple forms of assessment.

#### **Knowledge of Students and Society**

5. *Focus: Multicultural and Global Perspectives*

Outcome 1.5: Demonstrate knowledge of the learner's physical, cognitive, emotional and social, and cultural development.

Outcome 1.6: Incorporate multicultural and global perspectives in the College and community.

6. ***Focus: Special Populations Perspective***

Outcome 1.7: Demonstrate knowledge of the educational needs of students with physical, intellectual, and emotional disabilities and provide their needs.

**2.0 REFLECTIVE PRACTITIONER (Skills)**

To provide field experiences to give candidates an opportunity to practice a repertoire of best teaching practices.

7. ***Focus: Field-Based Experiences***

Outcome 2.1: Demonstrate knowledge in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert knowledge and student learning needs.

Outcomes 2.2: Reflectively analyze research-based generalizations in College and community settings.

Outcome 2.3: Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.

Outcome 2.4: Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural, developmental is the basis of effective teaching.

Outcome 2.5: Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs.

Outcome 2.6: Demonstrate strategies for integrating students with special needs into the regular classroom.

Outcome 2.7: Engage in careful analysis, problem-solving, and reflection in all aspects of teaching and counseling.

Outcome 2.8: Demonstrate an understanding that classrooms and Schools are sites of ethical, social and civic activity.

**3.0 COLLABORATIVE EDUCATOR (Skills)**

To encourage candidates to develop communication and consultation skills necessary to advocate for the most effective education for all children and clients.

8. **Focus: Communication and Consultation**

Outcome 3.1: Collaboration with the broad educational community including specialists, parents, businesses, and social service agencies.



Outcome 3.2: Use multimedia and computer-related technologies to collaborate to meet student needs and professional needs.

Outcome 3.3: Incorporate a diversity perspective, which integrates culturally diverse resources including those from the learners' family and community.

Outcome 3.4: Collaborate within and across the community to promote whole child education.

9. Focus: Collaborative Researcher & Life Long Learner

Outcome 3.5: Identify evidence-based research to inform current educational practice.

Outcome 3.6: Collaborate with the broader educational community to support and enhance instruction, leadership, and counseling for all children and clients.

Outcome 3.7: Contribute to the restructuring and improvement of education through lifelong professional development and collaborative partnerships.

#### **4.0 PROFESSIONAL DISPOSITIONS**

##### ***10. Focus: Personal and Interpersonal Perspective***

Outcome 4.1: Support the norms, standards, and values of the educational community.

Outcome 4.2: Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.

Outcome 4.3: Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies.

Outcome 4.4: Present evidence of a commitment of life-long learning.

The theoretical frameworks of *academic scholar, reflective practitioner, collaborative educator, and professional dispositions* have been aligned with the multicultural teacher education literature as a means of actualizing our theme, *Preparing Effective, Caring, and Collaborative Educators for a Global Society*. Each of the components provides the expected candidate outcomes or learning proficiency as connected to the conceptual framework dimensions. The next section indicates the Unit's expected learning proficiencies and shows alignment with state and national standards.

#### **Professional Commitment to Diversity**

Bowie State University is committed to preparing its interns for the teaching profession. In adherence to University policies and procedures, the College of Education holds firm to its commitment to respect diversity among learners and within the educational enterprise. The content of the Conceptual Framework confirms that commitment. Elements of the Conceptual Framework ensure that

candidates acquire the skills, knowledge, and dispositions necessary to demonstrate a mastery of providing teaching interventions predicated on the proposition that all learners can benefit from effective instruction.

Our Conceptual Framework recognizes that today's Colleges are prime manifestations of the inclusive diversity that exists within the nation's society as a whole. It is expected that diversity will increase in the nation's Colleges in the near future. Thus, the College understands how important it is to prepare educators who have the skills and knowledge necessary to effectively teach all children. An emphasis on diversity, multicultural awareness and appreciation permeates the curriculum of all educator preparation programs in the College.

Teacher interns in Phase I and II must complete the intensive field experiences (those associated with practicum and student teaching) in Professional Development Schools that are part of the Field Network. Candidates are informed of this policy when they apply to the program. Interns can only serve in PDS school sites and are carefully selected by the director, supervisors, faculty, and PDS staff that is associated with the candidate's certification area. These assignments are based on the Cohort model (Elementary, Secondary and Early Childhood/Special Education) where appropriate for the intern, PDS School, and University.

We expect our students to participate in field experiences or clinical practices that include students with disabilities, English as a second language as well as students from diverse ethnic, racial, gender, and socioeconomic groups. We also look at academic differences in students in which they observe in the Practicum experiences and give a variety of experiences that support the improvement of student achievement.

In addition, data is used to inform instructional decisions that we make to promote high level learning for students in the professional development schools (PDS).

Interns complete an array of planned field experiences in diverse settings as they progress through their course work, i.e., Introduction to Education, Human Growth and Development and Sped 406. These experiences are systematically integrated into the teacher education program curriculum.

To meet the program standard that all candidates have diverse field experiences, program faculty members carefully consider each candidate's previous placements, needs and settings as a basis for making placement decisions.

# COMPETENCIES REQUIRED OF TEACHER EDUCATION MAJORS

*Teacher education candidates must demonstrate competencies in the following areas:*

1. Academic Scholar (Strong foundation in Liberal Arts)

**Objective:** Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

2. Effective Practitioner

**Objective:** Demonstrate knowledge of general and content specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. Technological Applications

**Objective:** Know and use technological applications to enhance pupil learning and to meet professional needs.

4. Multiple Forms of Assessment

**Objective:** Show evidence of the use of valid, multiple forms of assessment and action research to support instructional decisions.

5. Multicultural and Global Perspectives

**Objective:** Demonstrate knowledge of the diversity of learners and their physical, cognitive, emotional, social, and cultural development. Incorporate multicultural and global perspectives in the College and community.

6. Special Populations Perspective

**Objective:** Demonstrate knowledge of the educational needs of the academically, physically, mentally, and emotionally challenged learners and provide for their needs.

7. Reflective Practitioner

**Objectives:** Demonstrate competency in teaching, and effectively organize and manage the classroom using approaches supported by research, best practice, expert opinion and student learning needs. Reflectively analyze research-based generalizations in school and community settings.

8. Personal and Interpersonal Perspectives

**Objectives:** Support the norms, standards and values of the educational community. Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential. Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies. Present evidence of a commitment to lifelong learning.

## **MAJOR OBJECTIVES OF FIELD EXPERIENCES**

During field experiences, students will:

1. apply, relate and evaluate educational theories, philosophies, and content in the context of real classroom experiences.
2. gain knowledge of the roles and responsibilities of the mentor teachers through direct experiences with teachers in classroom settings.
3. gain knowledge of College organizational patterns and philosophies that shape College curriculum by participating in field experiences in a variety of settings.
4. participate in professional meetings and professional development activities in a College setting.
5. observe, study and interact with pupils of different ages, cultural and linguistic backgrounds, and exceptionalities.
6. participate in a variety of classroom activities:
  - a. Organize and manage instruction.
  - b. Observe, plan and teach lessons that include technology.
  - c. Select and use varied assessment and evaluation methods.
  - d. Prepare a case study.
7. interact with mentor teachers, other professional staff, administrators, paraprofessional staff, parents and the community with sensitivity and respect.
8. engage in reflection, critical thinking, problem solving and decision making related to all aspects of teaching.
9. analyze personal teaching effectiveness through the use of journals, self-assessments and study guides.
10. obtain frequent feedback and coaching from mentors, Institution of Higher Education (IHE) supervisors, course instructors and peers related to all aspects of teaching.

# Bowie State University Teacher Education Programs

## **EDUCATION DEPARTMENTAL POLICIES AND PROCEDURES**

### **ELED 316, ECED 316, SCED 305: Yearlong Internship, Phase I**

### **ELED 401, ECED 401, SPED 401, SCED 401: Yearlong Internship, Phase II**

1. BSU interns shall be under the supervisory authority of the College, principal and the mentor teacher during the period of assignment.
2. Schools participating with the university are obliged to insist upon standards of professional decorum that are consistent with standards prevailing in that College community. BSU interns are required to maintain the highest code of conduct and to demonstrate respect for pupils, parents and professional staff at the College.
3. The participating College or university may change or terminate the assignment of the intern when it is in the best interest of all parties involved. This is usually done cooperatively and is intended to make the teaching learning experience as valuable as possible.

#### **Causes for Termination include the following:**

- 1 Chronic lapse in attendance.
- 2 Failure to perform assigned duties.
- 3 Immoral conduct.
- 4 BSU interns may not be used as a substitute teacher. If a substitute is employed to replace the mentor teacher, the intern may continue with the substitute or be reassigned temporarily at the discretion of the principal.
- 5 The mentor teacher should not leave the classroom with a BSU intern in charge of the class. The mentor must at all times remain the supervisory and authoritative control over the classroom and the program of instruction.
- 6 Any release from field experience responsibilities requires the approval of the Director of Field Experiences and the Department Chair.
- 7 In the event that the BSU intern must be absent due to illness, the mentor teacher should be notified. The notification should be made before the start of the College day. Absences of 1 or 2 days may be made up if the mentor permits.
- 8 The Institution of Higher Education (IHE) supervisor will visit BSU interns during each assignment. In cases of problems and emergencies, the mentor teacher should call the IHE supervisor and the Director of Field Experience.
- 9 BSU interns will follow the stipulated times for arrival and departure outlined by the College administration.



## **BOWIE STATE UNIVERSITY**

### **Dress Code for Education Majors completing their Practicum and/or Internship**

As a pre-service teacher candidate in any public school, you need to present a professional appearance to reflect your transition from college student to educator. When in the school setting, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty not drawing attention to you or distracting students.

Considering comfort and ease of movement is also important when choosing your clothes and shoes. To help you dress in your best interest, the following dress code has been developed:

- Be responsible for knowing and following your school district's dress code. If there is none, then your dress code is based on good judgment about clean clothes, neat hairstyles, and acceptable hygiene. If you are not sure about the acceptability of a garment, check with your professor, mentor teacher, supervisor or do not wear it.
- The following are prohibited for all pre-service teacher candidates: Jeans with holes, tears, and wrinkles, t-shirts, tight fitting clothes or clothes which fit poorly and/or draw attention, visible undergarments, caps or hats indoors, tennis/athletic shoes (unless observing P.E. or on a special trip), flip flops or sports sandals, piercings other than conservative earrings. Unusually colored hair may not be worn and all tattoos must be covered.
- These additional guidelines apply for women: Skirt and dress length should allow you to bend and move without undue exposure. Garments should not be so low, loose or tight that they are revealing. Your midriff should not be exposed. Tops and/or hip huggers that expose the waist, back or chest when bending or leaning are not allowed. You should not wear leggings, pantsuits of t-shirt material, nor crisscross or spaghetti straps.
- These additional guidelines apply for men: Shirts and pants should cover the waist, back, and chest. No tank tops will be allowed. Ties are not required.

Consequences of inappropriate dress are severe. Students will be asked to return home and change, and the time missed will count as an absence from your assignment. A second offense will lead to automatic dismissal from the program.

If the school has casual dress on Fridays or for field trips, you may wear appropriately fitted school logo t-shirts and casual clothes acceptable for the school's casual days. The other dress code guidelines still apply.

## ***YEARLONG INTERNSHIP REQUIREMENTS, PHASE I AND PHASE II***

*Teacher candidates are responsible for understanding the knowledge bases under each primary components of the Conceptual Framework*

### **THEME: Academic Scholar**

*Demonstrate competence in subject matter knowledge; understand the interrelationships of theories, concepts, and ideas; make connections across related areas that are meaningful for learners.*

#### **Competencies**

1. Describe the theoretical framework and historical influences on education and discuss the impact on current educational initiatives.
2. Relate major pedagogical theories, concepts, and instructional strategies for specific subject areas.
3. Identify recommended practices based on research on effective teaching and learning.
4. Identify social and ethical issues that impact on teaching children and working with their families.

#### **Activities**

1. Examine and interpret how major theorists have contributed to the subject area (s).
2. Compare and contrast significant trends and issues within the subject area (s).
3. Apply ethical principles in collecting and reporting data about students to inform decisions.
4. Critique the College as a value-oriented culture.

### **THEME: Effective Practitioner**

*Apply pedagogical skills and academic disciplines in the College and community; reflectively analyze research-based generalizations in schools and community settings (instructional methods and classroom management); engage in decision making and problem solving.*

#### **Competencies**

1. Demonstrate knowledge of methods of curriculum instruction in assignment area (s).
2. Use preventive, appropriate classroom management techniques.
3. Use resources available for teaching in the assignment area.

#### **Activities**

1. Demonstrate the ability to teach small and large groups of students.
2. Translate subject matter into developmentally appropriate instruction.



3. Examine and evaluate student work including use of instructional materials, papers and projects.
4. Model developmentally appropriate practices in designing and managing the classroom and the learning process.

### **THEME: Technological Applications**

*Know of and use of technological applications.*

#### **Competencies**

1. Identify criteria and processes employed by state agencies, local College boards and national organizations for the selection of textbooks and other College materials, including technology.
2. Articulate the main uses of computers and computer related technology for instructional and professional use.

#### **Activities**

1. Select software for instruction to meet specific purposes.
2. Select computer applications to meet specific professional development needs.
3. Integrate computer and computer related technology into instruction to meet student learning needs.

### **THEME: Multiple Forms of Assessment**

*Identify, compile, analyze, and use alternative forms of assessment including action research.*

#### **Competencies**

1. Review and analyze professional research related to performance assessment and evaluation.
2. Identify diagnostic and evaluation strategies.
3. Distinguish between formal and informal diagnostic procedures.
4. Describe the purposes and types of assessment and the criteria for successful use.

#### **Activities**

1. Gain knowledge of valid, age-appropriate assessment approaches used in the classroom.
2. Use sources of quantitative and qualitative information about individual students.
3. Apply knowledge of cultural sensitivity in choosing assessment instruments.

### **THEME: Multicultural and Global Perspectives**

*Knowledge of differences & similarities across social, cultural, and linguistic groups; addressing social, cultural, and linguistic diversity in contemporary Colleges.*

## **Competencies**

1. Identify variables that impact upon teaching and learning, including student learning style, cultural and linguistic differences, socioeconomic background, and learning problems.
2. Recognize and discuss the concept of diversity and individual differences and the sensitivity needed to respect the equality of all students, particularly children from culturally different backgrounds, economically disadvantaged and gifted children.
3. Describe current curriculum issues (i.e., moral education, multicultural education, censorship, critical thinking, sex education, bilingual education, technology, diversity and assessment).

## **Activities**

1. Demonstrate cross cultural sensitivity.
2. Use knowledge of a student's prior abilities and cultural experiences to enhance instructional decision making.
3. Use innovative strategies, materials, and technologies to address student diversity.

## **THEME: Special Populations**

*Knowledge of the educational needs of physically, mentally, emotionally handicapped learners; providing for the educational needs of all learners.*

## **Competencies**

1. Identify the continuum of special education services according to public law.
2. Identify instructional strategies that are effective for all children including those with special needs.
3. Explain the special education services and resources available in Colleges and what their implications are for regular teachers.

## **Activities**

1. Use appropriate curriculum materials and instructional approaches based on diagnosed strengths and needs to accommodate students' special needs in regular classrooms.
2. Participate in activities that include children with special needs in both social and academic environments.
3. Evaluate the accessibility of the environment and the adaptability of materials and instructional strategies for students with special needs.

## **THEME: Reflective Practitioner**

*Demonstrate competency in teaching; effectively organize and manage a classroom using approaches supported by research, recommended practices, and individual learner needs.*

### **Competencies**

1. Describe the elements of an effective classroom based on research and professional judgment.
2. Discuss the classroom and College as a community and identify roles and expectations for stakeholders.

### **Activities**

1. Participate in meetings with College personnel and parents, when appropriate.
2. Collaborate with others to address instructional issues.
3. Adapt problem solving approach to meet the contextual demands.
4. Complete practicum log including use of reflective notes.
- 5.

### **THEME: Personal and Interpersonal Perspective**

*Clarify personal values and objectives; develop a dynamic philosophy of education; develop attitudes of lifelong learning; demonstrate sensitivity and respect for the ideas and concepts of others.*

### **Competencies**

1. Describe the role of College personnel, parents, and the community in the delivery of instruction.
2. Identify, describe, and apply professional standards and ethics for effective educators.

### **Activities**

1. Participate in College wide functions and meetings when appropriate.
2. Promote effective communication between home, College, and community.
3. Demonstrate professional responsibility for student learning and knowledge of ethical standards for teaching.
4. Promote a College wide, values-oriented culture.
5. Interact positively with colleagues, students, and mentor teachers in College and other settings.

## PERFORMANCE-BASED ASSESSMENTS:

The College of Education has moved toward incorporating performance-based assessment to an even greater degree. Among the formats is the on-going development of a professional electronic portfolio, which the intern will construct as s/he progresses through the program; Lessoncast, which is the primer to the final assessment edTPA. Lessoncast assists interns in creating e-portfolio artifacts to demonstrate mastery of teaching practices, while edTPA is a subject specific performance assessment to measure and support the skills and knowledge of our pre-service interns. Advantages of these systems are that they:

1. serve as a tool for the intern to engage in reflective self-monitoring;
2. allow the education faculty to monitor the intern's application of the knowledge bases that undergird the conceptual framework;
3. indicate opportunities for the design of further performance-based activities related to the curriculum and /or field experience;
4. serve as a record of and depository for meaningful experiences that have made significant contributions to the intern's growth through the program of studies;
5. constitute a visual demonstration of the intern's professional capabilities and personal maturity when entering the job market and;
6. prepare the intern for professional evaluations.

Interns completing an undergraduate degree in education will complete one formal performance-based presentation in Phase I and complete four in Phase II. Instruction on the content and organization of one's teacher performance assessment will be provided at various stages of its development.

### *#1 Admission to Teacher Education:*

To be completed by the end of Foundations of Education, prior to entering all major courses (SCED, ECED, or ELED).

### *#2 Lessoncast: Planning, Implementation and Reflection Task*

To be completed during Methods Courses or Phase I of the Internship.

### *#3 Lessoncast: Analysis of Teaching & Assessment of Student Learning Task*

To be completed during the last semester of Internship, required before graduation

### *#4 Action Research Presentation-Intervention Project:*

To be completed during the last semester of Internship, required before graduation.

### *#5 edTPA: Subject-specific performance assessment*

To be completed during the last semester of Internship, required before graduation.

## #6 *Final Portfolio Presentation*

To be completed during the last semester of Internship, required before graduation.

The Maryland State Department of Education has approved edTPA as a pedagogical performance-based assessment option for candidates seeking teaching certification in the state of Maryland.

Effective July 1, 2019–June 30, 2022

Teacher candidates may present edTPA to meet the pedagogical assessment certification requirement in lieu of the Praxis Principles of Learning and Teaching

No cut score is required.

The test must be scored nationally.

Effective July 1, 2022–June 30, 2025

Teacher candidates will be required to participate in a pedagogical performance assessment.

Teacher candidates may present edTPA to fulfill this requirement

No cut score is required.

The test must be scored nationally.

Effective July 1, 2025

Teacher candidates will be required to submit a passing score on a pedagogical performance assessment.

Teacher candidates may present edTPA to fulfill this requirement

The test must be scored nationally.

Cut scores to be determined in 2024.

### **PRAXIS CORE and PRAXIS (New Content Assessments)**

Those students who have demonstrated an overall GPA of 3.0 or better in their junior year are not required to pass a basic skills assessment to enter the Teacher Education Program. PRAXIS CORE is a requirement for all candidates who declare education as a major and have less than a 3.0 GPA. Scores from the PRAXIS CORE will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance. These students, under the direction of an advisor, will sign a contract to attend appropriate learning laboratories on campus and submit a work folio containing total hours and assignments completed. **The 3.0 or better GPA must be maintained through the Internship and will be required for graduation.**

Candidates must successfully complete the content-based PRAXIS Subject Assessment exams, as required for graduation. They must achieve the required passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. All students must take and pass

the designated PRAXIS Subject Assessment: Principles of Learning and Teaching for their Program. EC/SPED takes a Content test in Early Childhood as well as a Special Education Core Knowledge and Application test and a Reading test. Elementary Education majors will take the Praxis Subject Assessment Elementary Content exam. Secondary Education majors will take the PRAXIS Subject Assessment exam in their specific major. Secondary English majors will take the PRAXIS Subject Assessment English Language Arts Content Analysis. Secondary History majors are required to complete the PRAXIS Subject Assessment: World and US History Content Knowledge. Secondary Math majors are required to complete the PRAXIS Subject Assessment: Math Content Knowledge. Secondary Biology students take the PRAXIS Subject Assessment in Biology- Content Knowledge, Secondary Chemistry are required to take the PRAXIS Subject Assessment: Chemistry Content Knowledge and Secondary Physics are required to take the PRAXIS Subject Assessment: Physics Content Knowledge. Practicum III is part of the Phase I Internship and requires at least two full days in a professional development or partner school.

## TESTS REQUIRED FOR ALL LICENSURE AREAS

All beginning teachers must present qualifying scores on the *Praxis* Core Academic Skills for Educators (Core) tests or meet the PPST<sup>®</sup>, the SAT<sup>®</sup>, ACT<sup>®</sup> test or *GRE*<sup>®</sup> General Test requirements.

In place of the Core tests, Maryland will accept the following options from candidates:

- The PPST taken prior to September 2014: combined math, reading and writing score of 527.
- The SAT taken after January 1, 2019: Evidence-Based Reading & Writing and Math score of 1180.
- The SAT taken after April 1995 through December 31, 2018: combined math and verbal (critical reading) score of 1100.
- The SAT taken prior to April 1995: math and verbal (critical reading) score of 1000.
- The ACT composite score of 24 (ACT composite score is the average of the tests).
- The GRE General Test: composite of the combined verbal and quantitative score of 297. Candidates who took the GRE test prior to September 2011 will use the old composite score of 1000.

### PRAXIS CORE EXAMS

Exam	Test Code	Qualifying Score
Core Academic Skills for Educators: Reading	5712	156
Core Academic Skills for Educators: Writing	5722	162
Core Academic Skills for Educators: Math	5732	150
For additional information check ETS.org		

Students have the option of taking EDUC 220, Test Criterion for Certification, and participating in the Student Teacher Education Preparation Program (STEPP) Laboratory. Both experiences are designed to maximize students' success on the PRAXIS CORE, however, students who take the PRAXIS CORE test and fail to pass the test must take EDUC 220 as a required course.

## REQUIRED PRAXIS II SCORES BY PROGRAM

### EARLY CHILDHOOD/SPECIAL EDUCATION

Exam	Test Code	Qualifying Score
Early Childhood Education	5025	156
Principles of Learning and Teaching: Early Childhood	5621	157
Special Education: Core Knowledge and Applications	5354	151 (New qualifying score of 163 effective July 1, 2020)
<b>Required beginning July 1, 2019</b> Teaching Reading	5203 (5205)	162
For additional information check ETS.org		

### ELEMENTARY EDUCATION (Grades 1-6)

Exam	Test Code	Qualifying Score
ELEMENTARY Education: Content for Teaching	7801	
Reading and Language Arts Subtest	7802	161
Mathematics Subtest	7803	150
Science Subtest	7804	155
Social Studies Subtest	7805	155
ELEMENTARY Education: Content for Teaching	7801	
Reading and Language Arts Subtest	7812	161



Mathematics Subtest	7813	150
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Science Subtest	7814	154
Social Studies Subtest <b>(Required beginning September 1, 2019)</b>	7815	161
Principles of Learning and Teaching: K-6	5622	160
<b>Required beginning July 1, 2019</b> Teaching Reading	5203 (5205)	162
For additional information check ETS.org		

SECONDARY EDUCATION (7-12)

Exam	Test Code	Qualifying Score
Biology: Content Knowledge	5235	150
Chemistry: Content Knowledge	5245	153
English Language Arts: Content and Analysis	5039	168
World and US History: Content Knowledge	5941	160
Mathematics: Content Knowledge	5161	160
Physics: Content Knowledge	5265	143
Principles of Learning and Teaching: 7- 12	5624	157
For additional information check ETS.org		

Principles for Learning and Teaching (PLT)-Will be taken during these semesters:

- Fall-2019
- Spring-2020
- Fall-2020
- Spring-2021

Eliminate (PLT) June 30, 2021. edTPA to start Fall 2021. Passing scores as required by MSDE will begin Fall, 2025.

**\* Please check MSDE website for updates and changes as the information above is subject to change**

**PHASE I**  
**YEARLONG INTERNSHIP**

## **Withdrawal**

To withdraw from a required clinical experience is an important matter with serious consequences. It recognizes the student, mentor teacher(s), and university supervisor(s) have explored and implemented all appropriate courses of action, but without success. Situations warranting withdrawal from student teaching include but are not limited to personal circumstances; a change of mind regarding the suitability of a career in a specific field; deficiencies in necessary knowledge, skills or dispositions; absences; irresponsible, unprofessional, or unethical behavior; and violation of rules and responsibilities outlined in the Student Teaching Handbook.

Student teachers may withdraw from student teaching and receive a W according to the University's withdrawal guidelines. Students withdrawing from student teaching must report to the Office of Clinical Experiences. Students may graduate without student teaching if an appropriate number of hours has been acquired. Alternative programs may be sought with the assistance of the academic advisor.

Student teachers may appeal beyond the withdrawal deadline for an Incomplete in student teaching because of documented health problems. If the appeal is approved, the student may repeat student teaching in a subsequent term, provided the health problem has been verifiably corrected. An appropriate licensed professional should make verification.

## **Dismissal**

**A student may be dismissed for these reasons:**

1. Non-adherence to school policy and/or procedures.
2. Failure to meet BSU's College of Education program requirements.
3. Failure to meet moral and ethical standards of the profession as defined by the school and the University.

If the school administrator, the mentor teacher, and /or university supervisor decide a student teacher is to be dismissed, the Director of Field Experiences must be contacted immediately. The teacher candidate will receive a failing grade. The intern may have the opportunity to re-enroll in student teaching (Phase 2) in a subsequent semester, depending upon the grounds for dismissal. There is an appeal process, which the Director and Chair of the department will discuss with the intern.

An intern who has been dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with students(s) at the school site will have a report of that misconduct become a part of his/her permanent record file. Any subsequent placements will only be

made with the full knowledge and consent of the superintendent of the participating school district and the college Dean. Recommendation for certification shall remain contingent upon satisfactory completion of all required student teaching experiences, including evidence of good moral character.

An intern dismissed from a school may be given a second placement based on information gathered by the Director of Field Experiences. No additional placements will be given if the intern is asked to be removed from the placement by the campus or district.

***The Dean of the College of Education retains the right to deny a student from student teaching.***

### **Intervention and Alternative Placements**

Evaluation during the Internship experience is a cooperative process shared by the student, mentor teacher, supervisor and in Phase I the professor of Methods Courses. The experience should be structured as to facilitate success, not failure, and every effort should be made to provide each intern with the support needed to perform to the best of his/her ability.

At any time during the Internship if there is an indication of unacceptable performance, the mentor teacher, professor and/or the supervisor will meet with the intern to discuss concerns and implement strategies for an Intervention Plan. If the mentor teacher, professor and/or supervisor feel the student's performance warrants further review, they may want to contact the Director regarding extension and/or alternate placement changes. The Director will work with the supervisor, mentor teacher, professor and intern to review the following options:

1. Intern may withdraw with the option of re-enrolling in another term at a different site. (Students may receive a grade of W.)
2. Intern may be reassigned to another site having been advised the lack of progress has placed the student in jeopardy and an additional reassignment will not be made.
3. Intern may withdraw from a program leading to certification and complete coursework for a degree **not** including certification in teaching.
4. Intern may continue at the same site having been advised of the limitations and difficulties, but choosing to remain.

The Director will recommend the option best fitting the needs of the student. Action will be taken immediately to implement the appropriate course of action. The mentor teacher and supervisor will be advised of the decision. The student has the right to appeal in writing.

### **Extended Student Teaching**

If the required number of weeks to meet certification standards is not reached, the teacher candidate must complete additional school- based classroom time. The teacher candidate will receive a grade of “I” until the time standard is met. The grade will be changed to a letter grade if the experience has been completed successfully.

### **Failing Student Teaching**

An Intern who has failed student teaching will receive a grade of INC. The student will have the opportunity to appeal as well as complete interventions listed in the Year Long Intern Handbook before a failing grade is recorded on the student’s transcript. Once a failing grade is recorded, the student will not be allowed additional opportunities through the University to complete Phase II of the Internship.

# **ROLES AND RESPONSIBILITIES**

## **RESPONSIBILITIES OF DIRECTOR OF FIELD EXPERIENCES**

1. Maintain lists of schools available as Professional Development sites
2. Process applications and arrange College assignments
3. Collaborate with IHE Supervisors to arrange visitation assignments/schedules
4. Provide schedules and directives for interns to complete Yearlong Field Experience Handbook
5. Be available to IHE Supervisors to settle placement or performance problems
6. Collect attendance cards from IHE faculty and prepare field experience grades in conjunction with IHE Supervisors

## **RESPONSIBILITIES OF PDS COORDINATORS**

1. Meet with IHE Supervisor to review intern placement lists
2. Become familiar with this Yearlong Field Experience Handbook
3. Solicit collaboration of mentor teachers to participate in BSU PDS program
4. Exercise overall supervision of program procedures and processes
5. Contact IHE Supervisors when circumstances indicate the need for a conference
6. Interact with IHE Supervisors during regular visitations

## **RESPONSIBILITIES OF MENTOR TEACHERS**

1. Introduce the interns, to the faculty, staff, parents and the College community
2. Become familiar with the requirements in Yearlong Field Experience Handbook
3. Assist interns in setting a weekly schedule for fulfilling the designated activities
4. Involve the interns in a variety of activities (See guidelines)
5. Discuss log activities as needed and review journals
6. Model professional competence and commitment
7. Collaborate with the IHE supervisor in nurturing the intern's teaching career

## **RESPONSIBILITIES OF PHASE I INTERN**

1. Complete the required field experience days for Phase I.
2. Attend a minimum of 16 full weeks at the assigned school at least twice a week
3. Attend all seminar sessions held virtually or on campus
4. Demonstrate punctuality, dependability and professional decorum
5. Be prepared for tasks assigned by mentor teacher
6. Participate in classroom activities and supervision of pupils
7. Interact positively with pupils, mentor teacher, parents and professional staff
8. Construct a timeframe for completion of specific field experience tasks

9. Complete a weekly log of activities and keep a reflective journal of experiences
10. Maintain an electronic binder of all lesson plans
11. Exchange feedback with course instructor and class members regarding progress and or problems encountered during field experiences
12. Submit completed activities to IHE faculty according to schedule
13. Submit attendance card and evaluation form to IHE supervisor on designated date
14. Complete program of study requirements including, but not limited to coursework, internship, certification exams- (Praxis II, edTPA/PLT), etc.
15. Meet the Praxis CORE requirement of either the qualifying score or 3.0 or above cumulative GPA. If you maintain a 3.0 GPA or higher from your junior year through graduation, you do not have to take the Praxis CORE. However, if your cumulative GPA drops below a 3.0 GPA, you will be responsible for passing the Praxis CORE to graduate and become certified. If you have less than a 3.0 GPA by your junior year, you must have the qualifying score for Praxis CORE, ACT, or SAT exams. Please visit the Maryland Praxis requirement website for specific information.
16. Provide an ETS Praxis score report showing all required tests have met the qualifying score to the Praxis coordinator and director of field experience to provide evidence.
17. Provide documentation of edTPA results without codes or a passing Principles of Learning and Teaching (PLT) qualifying score.

### **Intern Checklist for Phase I and II**

- Review school year calendar with your mentor
- Review and follow daily schedule including all duties of your mentor
- A calendar of due dates should be created and given to your mentor teacher
- All papers signed, assignments, and/or information needs to be given to your mentor in a timely manner to be completed
- Be professional at all times
- Review joining an inquiry group
- Review action research: start thinking about research questions in Phase I and implement in Phase II
- Teaching should occur using the co-teaching model (interns working with students at all times)
- Creating bulletin boards, making copies, grading papers, and planning should all occur during recess, specials, lunch, and/or before or after school
- Reflect with your mentor periodically on best practices
- Provide lesson plans 48 hours in advance of teaching the lesson. Mentor needs to approve the lesson before it is taught.
- Integrate technology into the classroom
- Attend and be on time to all seminar classes



- Attend PD sessions through BSU on BSU activities calendar
- Attend all school meetings and/or county meetings
- Conference with mentor weekly and have open communication (Phase I)
- Conference with mentor daily and have open communication (Phase II)
- Conference with BSU supervisor bi-weekly (Phase I and II)

**Bowie State University**  
**Expectations for Phase I Yearlong Interns Check Sheet**

<b>Each intern is expected to:</b>	<b>Check</b>
Report for a full school day, arrive on time, participate in classroom activities and functions, and assume responsibilities assigned by the mentor teacher.	
Complete a minimum of 16 weeks (with a minimum of 24 days) in the classroom.	
<u>Maintain the following dispositions:</u> Punctuality      Initiative/Motivation      Organization      Work ethic Appropriate (professional) attire      Interpersonal skills <u>Utilize standard written and verbal skills</u>	
Be under the direct supervision of the mentor teacher (never to be left alone in the classroom).	
Provide the mentor teacher with an attendance card and follow the attendance requirements of the mentor teacher. When absent you must notify the mentor teacher and the IHE supervisor.	
Interact positively with pupils, mentor teachers, parents, and professional staff.	
Observe instruction in the classroom and use the Look Fors document	
Maintain a weekly reflection journal utilizing the format provided in the Phase I Yearlong Internship Handbook. Share information in the journal entries with the IHE supervisor.	
Continue development of your electronic portfolio to be presented at the end of Phase II internship. Follow the guidelines and rubric provided during Phase I and Phase II to assist you in completing your portfolio.	
Begin an action research project. The results of the action research must be included in your electronic portfolio and presented at the PDS Showcase at the end of the spring semester.	
Lessoncast: Begin to work on the Lessoncast activities and complete the assignments.	
Submit this form to the IHE supervisor on the supervisor's first visit.	

Mentor Teacher's Signature \_\_\_\_\_ Intern's Signature \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Your signature indicates that you have reviewed the document. with the intern

# BOWIE STATE UNIVERSITY

## COLLEGE OF EDUCATION

*Department of Teaching, Learning and Professional Development*

### **SUGGESTED TIMELINE ACTIVITIES FOR PHASE I**

#### **Weeks One-Two**

- \_\_\_ Meet mentor teacher.
- \_\_\_ Tour facility.
- \_\_\_ Observe room, organization, arrangement and types of visuals displayed for students.
- \_\_\_ Observe mentor teacher and students (**use Observation Look Fors on page 53-54.**)
- \_\_\_ Take notes, photographs of the classroom, and become familiar with students.
- \_\_\_ Begin reflective journal.
- \_\_\_ Complete Expectations for Phase I Intern check sheet on page 42.
- \_\_\_ Attend orientation meetings convened by BSU, supervisors, mentor, principal and/or PDS coordinator.
- \_\_\_ Attend meetings with mentor teacher (i.e. team planning meetings, staff meetings, IEP meetings, parent conferences, etc.).

#### **Weeks Three-Four**

- \_\_\_ Examine textbooks, read the curriculum guides, explore and become familiar with the technology devices and other resource materials.
- \_\_\_ Identify the platform that the school district uses for the curriculum and additional interventions and resources: i.e. Canvas, Schoology, iReady, Dreambox, etc.
- \_\_\_ Observe and confer with the mentor teacher and note key steps and elements necessary for a successful lesson.
- \_\_\_ Assist mentor teacher in preparing materials and complete other duties as assigned.
- \_\_\_ Teach individuals or small groups using an approved lesson plan template for your program of study on pages 77-92.
- \_\_\_ Attend meetings with mentor teacher (i.e. team planning meetings, staff meetings, IEP meetings, parent conferences, etc.).

### **Weeks Five-Six**

\_\_\_ Observe small group lessons and record strategies used while following the mentor teacher's plan. i.e. turn and talk, think-pair-share, differentiated instruction, classroom management techniques, etc.

\_\_\_ Write learning objective(s) and confer with mentor teachers about state/county alignment, clarity, and appropriateness for students.

\_\_\_ Write a lesson plan for a small group and have the mentor teacher and supervisor review it for feedback and adjust the lesson plan as suggested.

\_\_\_ Assist mentor teacher in preparing materials and complete other duties as assigned.

\_\_\_ Teach individuals or small groups using an approved lesson plan template for your program of study on pages 77-92.

\_\_\_ Attend meetings with mentor teacher (i.e. team planning meetings, staff meetings, IEP meetings, parent conferences, etc.).

### **Weeks Seven-Nine**

\_\_\_ Continue gaining skills in selecting instructional strategies and using a variety of resources and technology.

\_\_\_ Teach individuals or small groups using an approved lesson plan template for your program of study on pages 77-92.

\_\_\_ Video tape yourself, critique the lesson, and use feedback for self-reflection and improvement.

\_\_\_ Conference with mentor teacher following small group lessons for feedback.

\_\_\_ Learn how to utilize effective assessment tools for measuring and improving student performance.

\_\_\_ Attend meetings with mentor teacher (i.e. team planning meetings, staff meetings, IEP meetings, parent conferences, etc.).

### **Weeks Ten-Twelve**

\_\_\_ Write formal lesson plans and get feedback and approval from mentor teacher and supervisor.

\_\_\_ Teach two lessons a week and get feedback and approval from mentor teacher and supervisor.

\_\_\_ Participate in weekly conferences with mentor teachers.

\_\_\_ Teach individuals or small groups using an approved lesson plan template for your program of study on pages 77-92.

\_\_\_ Attend meetings with mentor teacher (i.e. team planning meetings, staff meetings, IEP meetings, parent conferences, etc.).

**BOWIE STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
*DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT*  
 Phase I

**Phase I Interns**  
**WEEKLY REFLECTION JOURNAL**

Name: \_\_\_\_\_ Date \_\_\_\_\_

Record the number of hours spent each day in the following activities:

Tuesday	Thursday	Weekly Totals
Observing Teacher		
Preparing for teaching		
Teaching small group		
Working with individual student		

On the Journal Entries sheet of your log, reflect on the experiences for the week. Your reflection may focus on:

1. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.
2. What did you observe during \_\_\_ (math, reading/language arts, social studies, reading/language arts) that you found interesting and would like to incorporate into your classroom?
3. What questions do you have for your methods instructors about Instruction in their content areas?
4. Problems that concerned you during the week.
5. Something I teamed with my mentor teacher.
6. What meetings did you attend (attendees, purpose, learned)?
7. Strategies I used/learned.

**BOWIE STATE UNIVERSITY  
COLLEGE OF EDUCATION**

*DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT*

**ELEMENTARY/EARLY CHILDHOOD SPECIAL EDUCATION  
WEEKLY REFLECTION JOURNAL**

**PHASE I**

Name: \_\_\_\_\_

Date \_\_\_\_\_

Record the number of hours spent each day in the following activities:

<b>Tuesday</b>	<b>Thursday</b>	<b>Weekly Totals</b>			
<b>Observing Teacher</b>					
<ul style="list-style-type: none"> <li>● Reading/Language Arts</li> <li>● Mathematics</li> <li>● Science</li> <li>● Social Studies</li> </ul>					
<b>Preparing for teaching</b>					
<b>Teaching small group</b>					
<b>Working with individual student</b>					

1. On the Journal Entries sheet of your log, reflect on the experiences for the week. Your reflection may focus on:
2. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.

3. What did you observe during \_\_\_\_ (math, reading/language arts, social studies, reading/language arts) that you found interesting and would like to incorporate into your classroom?
4. What questions do you have for your methods instructor about instruction in their content areas?
5. Problems that concerned you during the week.
6. Something I learned from my mentor teacher.
7. What meetings did you attend (attendees, purpose, learned)?
8. Strategies I used/learned.

# PHASE I

## BOWIE STATE UNIVERSITY COLLEGE OF EDUCATION

*DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT*

Name:

Date \_\_\_\_\_

### Journal Entries

Tuesday

Date \_\_\_\_\_

Thursday

Date \_\_\_\_\_



Other

Date \_\_\_\_\_

**BOWIE STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**PHASE I OBSERVATION LOOK FORS WHEN OBSERVING THE MENTOR  
TEACHER**

**DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL  
DEVELOPMENT**

Intern's Name \_\_\_\_\_ Semester Fall \_\_\_\_\_

<b><u>Phase I Intern Observation Look Fors</u></b>	Dates of Observations						
							<b><u>Comments/Questions</u></b>
<b><u>Objectives:</u></b>							
-							
What were the teaching objectives?							
What are the students expected to do?							
What knowledge or skills will be demonstrated?							
<b><u>Anticipatory Set:</u></b>							
-							
How did the mentor initiate the lesson?							
How was the lesson tied to prior learning?							
How did the teacher gain the student's attention?							
<b><u>Teaching (Input, Modeling, Checking for Understanding)</u></b>							
How did the mentor present the information?							
Lecture							

Technology						
Modeling						
Student Engagement Activities						
Discussion						
Other						
<b>What resources did the mentor use?</b>						
Textbook						
Computers						
Videos						
Pictures						
Concrete objects						
Models						
Other						

<b><u>Phase I Intern Observation Look Fors</u></b>	Dates of Observations					
<b>How did the mentor check for student understanding?</b>						
Questioning						
Every one respond						
Written						
Observation						
Other						
<b><u>Guided Practice</u></b>						
<b>What did students do to demonstrate new learning?</b>						
Practice Work						
Group activity						





**PHASE II**  
**YEARLONG INTERNSHIP**

## YEARLONG INTERNSHIP, PHASE II

The Yearlong Internship, Phase II is a full-time, non-paid, intensive training experience scheduled near the end of each intern's academic program of study. The two-semester internship in a Professional Development College (PDS) provides a setting for the senior teacher education major to demonstrate many competencies, including human relationship skills, effective teaching practices and professional responsibilities.

During the internship, Phase II semester each intern works directly with a mentor teacher in a PDS-setting. Each intern is also assigned an Institution of Higher Education (IHE) Supervisor who visits the College, and critiques lessons. Biweekly seminars conducted by the Director of Field Experiences provide a forum for the discussion of practices and challenges encountered by each intern. A culminating requirement for each intern is the development of an electronic professional portfolio. The final grade in the internship must be a C or better.

Student Teaching is the Capstone Project that allows the teacher candidate, after successfully completing the semester, to apply for your Teaching License in the State of Maryland. This is typically done in Phase 2 of the program. All coursework from the Program of Study needs to be completed prior to being eligible to Student Teach.

Student Teaching is considered the most important and challenging component of your teacher prep program. It is a 16-week “professional internship.” Student Teaching requires a large time commitment from the intern. The teacher candidate will need to begin to think about how they will manage all their personal responsibilities and commitment during this time. During the professional internship, the teacher candidate will be required to report to the assigned school placement Monday through Friday during the required hours the mentor teacher is required to be there. This typically is 8 hours a day. Expect to spend time in the evenings and on the weekends to reflect, plan and prepare for future instruction.

The objective of Student Teaching is to provide experiences where the intern will be able to seek licensure by effectively demonstrating skills in each of the following areas:

- Planning and Preparation (Justifying planning decisions)
- The Classroom and School Environment
- Engaging Students in Meaningful Instruction
- Analyzing Instruction
- Using Data to Inform Instruction
- Assessment
- Professional Responsibilities
- Professional Dispositions

**Sample Year Long Internship, Phase II Schedule\***

<b>Early Childhood/ Special Education Majors</b>	<b>Elementary Education Majors</b>	<b>Secondary Education Majors</b>
8 weeks in PK-3	16 weeks in grades 1-6	16 weeks in a Secondary School
8 weeks in Special Education		



# MAJOR OBJECTIVES OF FIELD EXPERIENCE

During field experiences Interns:

1. Apply, relate and evaluate educational theories, philosophies and content in the context of real classroom experiences.
2. Gain knowledge of the roles and responsibilities of mentor teachers through direct experiences with teachers in classroom settings.
3. Gain knowledge of College organizational patterns and philosophies that shape College curriculum by participating in field experiences in a variety of settings.
4. Participate in professional meetings and professional development activities in a PDS setting.
5. Observe study and interact with pupils of different ages, cultural and linguistic backgrounds, and exceptionalities.
6. Participate in a variety of classroom activities:
  - a. organize and manage instruction.
  - b. observe, plan and teach lessons incorporating technology.
  - c. select and use varied assessment and evaluation methods.
7. Interact with mentor teachers, other professional staff, administrators, professional staff, parents and the community with sensitivity and respect.
8. Engage in reflection, critical thinking, problem solving and decision-making related to all aspects of teaching.
9. Analyze personal teaching effectiveness through the use of journals, self-assessments and study guides.
10. Obtain frequent feedback and coaching from mentor teachers, IHE Supervisors, course instructors and peers related to all aspects of teaching.

# POLICIES AND PROCEDURES

## YEARLONG INTERNSHIP PHASE II

### ELED 401, ECED 401, SCED 401, SPED 401 Yearlong Internship Phase II

1. The intern shall be under the supervisory authority of the College, principal and the mentor teacher during the period of assignment.
2. PDS in partnership with the University are obliged to insist upon standards of professional decorum that are consistent with standards prevailing in that College community. Interns are required to maintain the highest code of conduct and to demonstrate respect for pupils, parents and professional staff at the College.
3. The PDS or University may change or terminate the assignment of the intern when it is in the best interest of all parties involved. This is usually done cooperatively and is intended to make the teaching-learning experience as valuable as possible.

#### **Causes for termination include the following:**

- 4 Chronic lapse in attendance.
  - **Absences of more than two days must be made up.**
- 5 Failure to perform assigned duties
- 6 Immoral conduct.
4. An intern may not be used as a substitute teacher. If a substitute is employed to replace the mentor teacher, the intern may continue with the substitute or be reassigned temporarily at the discretion of the principal/ PDS coordinator.
5. The mentor teacher may leave the classroom with the intern in charge of the class, but the mentor teacher shall at all times retain the supervisory and authoritative control over the classroom and the program of instruction.
6. Because there may be an occasional difference in calendars, dates for PDS vacations may not coincide. In such instances, the intern follows the vacation schedule of the College system in which he/she is apprenticed.
7. Any release from internship responsibilities requires the approval of the mentor teacher, the principal, the IHE Supervisor and the Director of Field Experience.
8. In the event that the intern must be absent due to illness, the mentor teacher, the IHE Supervisor and the Director of Field Experience should be notified. The notification should be made before the start of the College day.

9. The IHE Supervisor will visit the intern a minimum of five-six (5-6) times during each semester. In cases of problems and emergencies, the mentor teacher should call the IHE Supervisor and the Director of Field Experience.
10. Each intern will assume a full teaching load for a minimum of two weeks during each assignment.
11. Interns will prepare a detailed written lesson plan for each lesson taught. Lesson plans should be submitted to the mentor teacher at least two days before presentation for review and constructive criticism. Interns will also be required to plan and implement a unit plan during each teaching cycle.
12. Interns will follow the stipulated times for arrival and departure outlined by the College administration. Scheduled conferences with the mentor teacher must be met.

## EXPECTATIONS FOR PHASE II YEARLONG INTERNS

Each intern is expected to:

**Check**

Report daily for a full school day, participate in classroom activities and functions, and assume responsibilities assigned by the mentor teacher. A total of at least 100 days until 2025 are required for the completion of the program.	
Maintain the following dispositions: Punctuality      Initiative/Motivation      Organization      Work ethic Appropriate (professional) attire      Interpersonal skills <u>Utilize standard written and verbal skills</u>	
Provide the mentor teacher with an attendance sheet and follow the attendance requirements of the mentor teacher. When absent you must notify the mentor teacher and the IHE supervisor.	
Attend all seminar sessions held virtually or on campus and provide the mentor teacher with the seminar session dates.	
Prepare daily detailed lesson plans using the edTPA Lesson Plan Template. Maintain an electronic binder of all lesson plans using the edTPA Lesson Plan Template, which must be approved and initialed by the mentor teacher and the IHE supervisor before teaching the lessons.	
Maintain an electronic binder of all lesson plans for further collaboration and discussion with the mentor teacher and the IHE supervisor.	
Schedule formal observations with the IHE supervisor.	
Maintain a reflection journal utilizing the format provided in the Phase II Yearlong Internship Handbook. Share information in the journal with the IHE supervisor.	
Continue development of your electronic portfolio to be presented at the end of your internship. Follow the guidelines and rubric provided during phase I and II to assist you in completing your portfolio.	
Complete an action research, which must be included in your electronic portfolio and presented, at the PDS Showcase at the end of the spring semester.	
edTPA	
Submit this form at the end of the semester.	
Mentor Teacher's Signature _____ Intern's Signature _____	
Your signature indicates that you have read the document.	

# BOWIE STATE UNIVERSITY

## COLLEGE OF EDUCATION

*Department of Teaching, Learning and Professional Development*

### SUGGESTED TIMELINE ACTIVITIES FOR PHASE II

#### Weeks One-Two

- \_\_\_ Meet with the mentor teacher.
- \_\_\_ Observe room, organization, arrangement and types of visuals displayed for students.
- \_\_\_ Observe mentor teacher and students (use “Observation Look Fors” Form- See Intern Handbook, pgs. 101-102).
- \_\_\_ Take notes and increase familiarity of students and their individual needs.
- \_\_\_ Identify students to participate in required assignments, edTPA (See edTPA Phase II Interns Timeline Guidance) Action Research, Portfolio Presentations, etc.
- \_\_\_ Begin reflective journal.
- \_\_\_ Complete Expectations for Phase II Intern check sheet with mentor teacher (See Intern Handbook, pg. 60).
- \_\_\_ Participate in weekly conferences with mentor teachers.
- \_\_\_ Attend Phase II information session convened by IHE Supervisor.
- \_\_\_ Work with mentor teachers to identify dates for the 2-week Take-over (full-time teaching experience).

Complete and pass Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores.

**Students need to be prepared to complete their edTPA submission (Task 1, Task 2, and Task 3) between February 5th and February 28th.**

#### Weeks Three-Four

- \_\_\_ Confirm the dates for the 2-week Take-over (full time teaching experience).
- \_\_\_ Examine second semester textbooks, curriculum guides, and other resources
  
- \_\_\_ Research student data, theorist, and methodology for Action Research and edTPA (See edTPA Phase 2 Interns Timeline Guidance).
- \_\_\_ Assist mentor teacher in preparing teaching materials.
- \_\_\_ Teach individual, small group, or whole group lesson a minimum of two times a week in preparation for the 2-week full time teaching experience.

\_\_\_ Prepare and submit lesson plans to mentor the teacher at least 2 days prior to teaching.  
(Be sure to save all lesson plans for submission to IHE Supervisors by the end of the internship.)

\_\_\_ Begin to work on Task 1 for edTPA, including the Commentary (See edTPA Phase II Interns Timeline Guidance).

Complete and pass Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores.

### **Weeks Five-Six**

\_\_\_ Observe whole group lessons while following the mentor teacher's plan.

\_\_\_ Teach small group and whole group lessons a minimum of three times a week in preparation for the 2-week full time teaching experience.

\_\_\_ Prepare and submit lesson plans to mentor teacher at least 2 days prior to teaching.  
(Be sure to save all lesson plans for submission to IHE Supervisors by the end of the internship.)

\_\_\_ Complete Task 1 for edTPA, including the Commentary.

\_\_\_ Plan, schedule and practice videotaping for edTPA, Task 2 with mentor teacher.

\_\_\_ Complete Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores.

**Students need to be prepared to complete their edTPA submission (Task 1, Task 2, and Task 3) between February 5th and February 28th.**

### **Weeks Seven - Eight**

\_\_\_ Teach small group and whole group lessons a minimum of four times a week in preparation for the 2-week Take-over (full time teaching experience).

\_\_\_ Prepare and submit lesson plans to mentor teacher at least 2 days prior to teaching.  
(Be sure to save all lesson plans for submission to IHE Supervisors by the end of the internship)

\_\_\_ Complete Task 2 for edTPA, including videotaping and the Commentary.

\_\_\_ Action Research Proposal Due to IHE Supervisor and Dr. Long **by February 24th**

\_\_\_ Complete Task 3 for edTPA, including the Commentary, and register for edTPA.

\_\_\_ Complete and Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores.

### **Weeks Nine - Ten**

\_\_\_ Teach small group and whole group lessons a minimum of five times a week in preparation for the 2-week Take-over (full time teaching experience).

\_\_\_ Prepare and submit lesson plans to mentor teacher at least 2 days prior to teaching.  
(Be sure to save all lesson plans for submission to IHE Supervisors by the end of the internship.)

\_\_\_\_ Review all documents for edTPA submission and finalize Task 1, Task, 2 and Task 3 Commentaries for submission (See edTPA Phase II Interns Timeline Guidance).

\_\_\_\_ 3 Way Conference – Mid-term

\_\_\_\_ Mid-term submission: one video journal and one written journal by March 10th

\_\_\_\_ Complete Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores.

### **Weeks Eleven – To End of Program**

\_\_\_\_ Submit edTPA **by Friday, March 5<sup>th</sup> by 1:59 pm PT.**

\_\_\_\_ Each small group and whole group lessons a minimum of five times a week in preparation for the 2-week full time teaching experience

\_\_\_\_ Prepare and submit lesson plans to mentor teacher at least 2 days prior to teaching.

(Be sure to save all lesson plans for submission to IHE Supervisors by the end of the internship.)

\_\_\_\_ Complete Praxis 2 exams (TRE, Math, Science, Social Studies, Reading, Writing), attend BSU Praxis workshops, and submit scores

\_\_\_\_ 3 Way Conference – End-of-Year

\_\_\_\_ Final submission: one video journal and one written journal on May 8<sup>th</sup>

\_\_\_\_ Submit the following by April 28<sup>th</sup> to IHE Supervisor:

- Documentation Forms
- Attendance Forms
- edTPA Lesson Plans
- Observation Forms (pg.98)
- All Praxis 2 scores (to Professor Green and Dr. Long).

\_\_\_\_ **edTPA Score Feedback Session: May 1st @ 5:30 to 7:30 pm**

\_\_\_\_ **Action Research Presentations: April 24<sup>th</sup> to April 28<sup>th</sup>**

\_\_\_\_ **ePortfolio Presentations: May 8<sup>th</sup> to May 12<sup>th</sup>**

\_\_\_\_ **edTPA - Rewriting and Resubmitting: May 8<sup>th</sup> by 11:59 p.m.**

\_\_\_\_ **Last Day of Internship: May 19<sup>th</sup>**

## **GRADUATION: MAY 24<sup>th</sup>**

## **ROLES AND RESPONSIBILITIES OF:**

Mentor Teacher  
IHE Supervisor  
PDS Coordinator  
Director of Field Experience  
Intern  
IHE Faculty

### **RESPONSIBILITIES OF THE MENTOR TEACHER**

The mentor teacher serves as a partner with the University in the training of interns. The mentor teacher is an exemplary master teacher and a supportive supervisor who provides ongoing assessment of the progress of the intern. The roles and responsibilities of the mentor teacher are varied and include the following:

#### Experience

1. Has completed a minimum of three years of exemplary teaching experience in the area in which the intern is seeking certification.
2. Is certified in the area in which the intern is seeking certification, and is a legitimately recognized master teacher.
3. Is employed as a full-time teacher during the term the intern is assigned to him/her.

#### As Mentor

1. Acquaints the intern with the College, staff, students, teachers, and community.
2. Creates an environment of acceptance for the intern by introducing the intern to pupils, parents, faculty, and the College community.
3. Reviews College policies, regulations and practices with the intern.
4. Informs the intern of classroom rules, organization and management strategies.
5. Familiarizes the intern with classroom routines, consequences for inappropriate pupil behavior, lunch count, recess, attendance forms, hall passes, procedures for notifying parents regarding grades and discipline policies, etc.
6. Treats the intern as a co-worker and colleague.
7. Sets a positive example of professional behavior and disposition.
8. Models proper language, action and dress.
9. Emphasizes the importance of participating in professional organizations and the need to keep informed through professional reading.



### As a Master Teacher

1. Provides a suitable desk or work area for the intern.
2. Provides necessary instructional materials, resources and supplies needed for teaching.
3. Guides the intern in the development of lesson plans and materials needed for instruction.
4. Provides constructive feedback on lesson plans and offers specific suggestions for developing effective teaching practices.
5. Models for effective teaching practice, including techniques used to provide for individual differences, assessment of pupil progress and the use of effective teaching strategies.
6. Gradually increases the responsibilities of the intern to enable the intern to assume full-time teaching responsibilities for a minimum of 2 weeks.
7. Clearly outlines the legal requirements of the intern in emergency situations (i.e., fire, bomb threats, and acts of violence.)

### Instructional Supervisor

1. Provides for ongoing evaluation of the intern through daily and weekly conferences, written evaluations and videotape (if available).
2. Is frank, helpful and supportive when evaluating the performance of the intern.
3. Resolves conflicts quickly and seeks the assistance of the IHE Supervisor first, and then the Director of Field Experiences, if problems cannot be resolved.
4. Calls the Director of Field Experience if the intern is in danger of failing.
5. Completes a comprehensive, written mid-term and final evaluation of the intern.
6. Participates in conferences with the intern and the IHE Supervisor and 3-way conferences with both the intern and the IHE Supervisor.
7. Provides a broad range of opportunities for observation for the intern, including observation of other master teachers, parent-teacher conferences, P.T.A. meetings, faculty meetings, etc.

### **MODEL FOR A CLINICAL OBSERVATION CONFERENCE BY MENTOR TEACHER**

1. Review lesson plan for the instructional objective
2. Take notes on the lesson.
3. Organize the data gathered using the criteria below.
4. Complete the assessment for the conference.
5. Plan the conference.
6. Conference with the student giving specific and supportive evidence.
7. List specific and supportive evidence that the teacher taught the objective stated in the lesson plan.

8. List specific and supportive evidence that the objective was at the correct level of difficulty for the learner.
9. List specific and supportive evidence that there was monitoring of the learners' progress and adjustments in the teaching.
10. List specific and supportive evidence of the use of the principles of learning.

Sample of Ways to Give Feedback

- Rank all the instructional skills that promote learning.
- List skills that need to be reinforced.
- Develop an action plan with the teacher candidate.
- Rank all the instructional skills toward improvement of student progress.
- Consider whether the skill selected for instruction is dependent on prior teachings.
- Consider whether the professional/personal background of the teacher candidate makes the student capable of/receptive to learning this skill.

From the diagnosis, list all of the instructional skills that promoted student progress toward the objective and those, which interfered with the progress of the student.

Engaged Students:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Standards Aligned w/appropriate district standards:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Recommendations:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**RESPONSIBILITIES OF THE IHE SUPERVISOR**

The IHE Supervisor represents the Office of Field Experience and the College of Education. The IHE Supervisor observes, evaluates and confers with the intern and the mentor teacher. The IHE Supervisor also participates in a collegial manner with the mentor teacher and the intern to facilitate

the planning, implementation, and evaluation of experiences that will increase the professional competence of the intern.

The responsibilities of the IHE Supervisor include:

1. Advises the Director of Field Experience and Professional Development College Coordinators in identifying suitable placements.
2. Participates in the placement process when called upon.
3. Confers with Director of Field Experience in assigning IHE Supervisors to PDS Schools.
4. Visits and observes the intern a minimum of at least three times during each semester. (If the intern is experiencing difficulties, more observations will be required.)
5. Makes the orientation visit during the first two weeks of the intern experience.
6. Schedules two observations when the intern assumes responsibility for teaching.
7. Schedules a conference with the mentor teacher to discuss the final evaluation form.
8. Reviews and assesses lesson plans, journals and time cards of the intern.
9. Completes two or three formal written evaluations of the intern during each eight-week cycle, and files forms with the Director of Field Experience.
10. Participates in three-way conferences with the mentor teacher and the intern.
11. Identifies areas of strength and weakness and recommends strategies to improve instructional delivery.
12. Collaborates with the Director of Field Experience in problem solving and conflict resolution.
13. Acts as an advocate for the intern when necessary.
14. Collects journals and time cards, and files them with the Director of Field Experience at the end of each eight-week cycle.
15. Participates in university seminars for interns and assists the Director with preparation.
16. Assists with the collection of final evaluation forms and confers with the Director of Field Experience.
17. Teaching regarding the final grade for their advisors.
18. Selects a colleague to serve on the Teacher Education Council.
19. Rotates attendance at Education Faculty Meetings.
20. Meet regularly with other IHE Supervisors to ensure consistency among expectations set for the pre-service teachers.
21. Serves on and leads the panels of Action Research, Interviews for the College of Education and Portfolio Review.

#### **4. RESPONSIBILITIES OF PRINCIPALS**

Principals are instructional leaders, managers, facilitators, organizers, peacekeepers and confidants in a College. As such leaders, they help interns understand the College system with its organizational

framework, political and social climate and the role of parents. Principals select mentor teachers for the mentoring of interns. Because mentor teachers have lasting effects on interns' professional careers, the following criteria should be followed when identifying mentor teachers:

1. Excellence in teaching.
2. Ability to maintain a positive classroom environment and effective management skills.
3. Skill in planning and implementation of lessons.
4. Skill in doing daily and summative evaluation of interns.
5. Willingness to adjust curriculum materials and instructional methods to meet the needs of interns.
6. Flexibility and willingness to share responsibility for the classroom.
7. Willingness to confer with the IHE Supervisor as a member of a collegial team.

## **5. RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES**

The Director of Field Experience is the liaison between the University and the College System, as well as an advocate for interns. The Director of Field Experience bears final responsibility for the professional performance and personal conduct of the Bowie State teacher candidates. The Director also collaborates with members of the College of Education to enhance the quality of teacher education programs for pre-service teachers.

### **Responsibilities of the Director include the following:**

1. Schedules and conducts screening interviews each semester for prospective interns to verify eligibility.
2. Supervises the placement of interns in local school systems in collaboration with PDS coordinators.
3. Supervises and coaches IHE Supervisors.
4. Monitors the progress and evaluation of interns by way of regular conferencing with IHE Supervisors.
5. Supervises interns in jeopardy of failing and provides support, or advocacy.
6. Organizes and chairs orientation meetings and seminars for interns and mentor teachers.
7. Collects, analyzes and organizes all evaluations related to internship (formative and summative evaluations, opinionnaire, evaluation of IHE Supervisors, weekly time log).
8. Serves on university and state committees that are designed to improve the quality of pre-service experiences.
9. Holds membership on the Teacher Education Council.
10. Meets regularly with IHE Supervisors, the associated Department Chairpersons and faculty members to discuss the progress of interns.

11. Organizes and conducts seminar workshops for interns relating to legal issues classroom management, lesson/unit planning, portfolio development and resume' preparation.
12. Collaborates with the Office of Career Services in sponsoring a semi-annual career day.
13. Consults with mentor teachers and principals when necessary.
14. Acts as advocate in cases where interns have been dealt with unfairly.
15. Is available to assist the Office of Registrar in solving problems with graduation requirements.
16. Collaborates with IHE Supervisor to determine final grades for the intern.
17. Arranges for reimbursement for mentor teachers.
18. Analyzes Program Evaluation Opinionnaires and reports results to concerned parties.
19. Review results of intern evaluation with the IHE Supervisor.
20. Prepares permanent files of graduates.

## **RESPONSIBILITIES OF INTERNS**

The internship experience is an intensive practicum that requires full commitment from the intern. A typical day can run eight hours at the assigned College and two to four hours at home with preparation for teaching. The Yearlong Internship, Phase II Field Experience is designed to prepare interns to become fully qualified teachers.

### Initial Responsibilities (during the first week)

- Schedule an introductory meeting with the mentor teacher.
- Discuss beginning and ending dates of the experience.
- Discuss when the school day begins and ends (intern's hours).
- Discuss the school calendar (the county school calendar is followed).
- Review the curriculum to be followed.
- Check textbooks and other teaching materials in the school.
- Agree upon a plan for assuming teaching responsibilities.
- Reviews the handbook of local school's rules and policies with the mentor teacher.

### Teaching Responsibilities

- Plan to assume control of the classroom gradually.
- Consult with the mentor teacher when planning for instruction.
- Make sure that all lesson plans include instructional goals, objectives, brief focus activity, subject material to be covered, procedures to be used, lesson closure, materials and supplies to be used, and evaluation of student achievement.
- Utilize a variety of teaching materials and strategies.
- Develop and implement procedures for managing the class effectively while instructing.
- Use various groupings and presentation techniques.
- Evaluate student progress and attendance.

- Assume full responsibility for classes during the sixth (6) and seventh (7) weeks of the experience.
- Observe model lessons of the mentor teacher and other teachers in the school.

### Professional Obligations

- Notify the school, the mentor teacher, and the IHE Supervisor if illness prevents attendance. Phone calls should be made before the start of the school day. If teaching, leave lesson plans for the mentor teacher. IHE Supervisors will inform the Director of Field Experience if prolonged absence is anticipated.
- Participate in school assemblies, faculty and departmental meetings, P.T.A. meetings, athletic events, and parent conferences.
- Have daily conferences with the mentor teacher, even if brief, separate from class time to critique teaching performance, review instruction and plan for the following week.
- Confer with the IHE Supervisor and the Director of Field Experiences on a regular basis.
- Prepare an electronic-Professional Development Portfolio of accumulated work to be presented to a panel of educators and uploaded into Taskstream at the end of the semester.
- Action Research must be conducted and presented to a panel as an assessment uploaded into Taskstream.

## **LONG RANGE UNIT PLANNING**

During each 8-week internship cycle, interns should engage in long range, as well as short range, planning. The requirement to construct a unit plan has enabled the intern to apply long range planning skills and how to effectively structure multiple lessons to progressively achieve unit goals. One suggested outline for a unit plan follows:

### Sequential Steps in Constructing a Unit Plan

1. Identify and master the curriculum content to be included.
2. Locate and acquire available resources; include print, audio-visual, multimedia, and computer aids.
3. Select diverse teaching models to meet various pupil needs, interests, strength, and motivations.
4. Carefully determine a suitable time frame for accomplishing each phase of the unit, as well as for the unit as a whole.

5. Design a graphic organizer to illustrate the sequence and relationships among and between the segments of the unit for yourself and the students.
6. Be especially attentive to incorporating both formative and summative assessment mechanisms as the unit progresses.
7. The unit should consist of 4-6 lessons, including the introduction and conclusion.
8. The Mentor Teacher will serve as a guide in developing the unit according to your accumulated knowledge.
9. The IHE Supervisor is responsible to keep the intern on track while constructing the unit plan and will determine its quality with respect to the Bowie Teacher Education and Professional Development Schools (PDS). Its evaluation will be a contributing factor to the intern's final grade.

# UNIT PLAN GUIDE

## 1. MAIN PURPOSE FOR THE UNIT

- Prepare a purpose statement that includes an overview of the goals of the unit and the general content of the unit.

## 2. BEHAVIORAL OBJECTIVES

- Clearly state specific objectives for the unit. Identify cognitive as well as affective objectives. If appropriate, identify psychomotor objectives.

### Examples:

The student will be able to:

- a. Use the map of strategic resources handed out in class to identify the economic conditions in the South resulting from the Civil War. (Cognitive)
- b. Display a scientific attitude by stating and then testing hypotheses whenever the choice of alternatives is unclear. (Affective)
- c. Accurately place the specimen on the microscope tray and use the high-power focus with proficiency as determined by the correct identification of three out of four easily recognizable objects. (Psychomotor)
- d. Work effectively in various roles as members of a cooperative learning group.

## 3. CONTENT OUTLINE

- Prepare a comprehensive outline of the content to be covered in this unit, comprising 4-6 lessons (total)

## 4. PROCEDURES AND ACTIVITIES

- Clearly describe all important activities included in the unit. (Lecture, Discussion, Demonstration, Audio-Visual Materials, Games, Labs, Group Activities, Independent Activities, etc.)

## 5. INSTRUCTIONAL AIDS OR RESOURCES

- Include a bibliography of teacher materials (texts, films, tapes, software, games, and tests).
- Include a bibliography of recommended readings for students.



6. LESSON PLANS

- Include all lesson plans designed to teach unit objectives.

7. EVALUATION

- Describe the methods used to determine the success of the unit. Refer back to the unit's objectives. (Ex. Work portfolios, observations, log sheets, etc.) Be sure to include introductory as well as culminating lessons.
- Include a copy of the unit testis. Also, include other assessment instruments used.

### **EFFECTIVE PLANNING FOR TEACHING**

A critical element in the success of classroom teaching is the careful planning of instruction. Careful planning requires that the intern review the content and materials to be taught, gain an understanding of the characteristics and skills of the pupils in the classroom, and select content, procedures and strategies that will be effective with the pupils.

After students have gained some familiarity with the curriculum content and the pupils, they can begin to plan individual lessons. Daily lesson plans should be well organized and of sufficient detail to allow the Mentor Teacher the means to evaluate the plans. While there is no single lesson plan format that is used in every College system, every lesson plan includes a statement of objectives, a list of materials needed for the lesson, a description of procedures to be followed in implementing the lesson, and a description of techniques to be used for assessing pupil learning. Technology and diversity should also be reflected in the lesson plans. Borich, (1992) provides a clear model for an effective lesson plan. An outline of his suggested model can be found on the next pages.

# SAMPLE LESSON PLAN GUIDE

Several instructional events occur during a lesson. Use the following guide to structure lesson plans:

## 1. GAIN THE ATTENTION OF THE STUDENTS.

- Actively engage the students in the learning process. Use activities that arouse interest, curiosity and attention.

## 2. STATE THE OBJECTIVE FOR THE LESSON.

- Tell students what you want them to be able to do at the end of the lesson.

## 3. HELP STUDENTS RECALL PREREQUISITE LEARNING.

- Review previously learned content. Summarize, restate or stimulate key concepts acquired in earlier lessons.

## 4. PRESENT NEW CONTENT

Think about three things in planning your presentation.

### Form of the Presentation

- Decide how to explain or demonstrate what students should be able to do at the end of the lesson.
- Decide how to introduce new vocabulary.
- Determine the sequence of activities to be used in presenting the content. Determine ways to model important processes, skills, and activities. Determine ways to check for student understanding

### Selectivity

- Determine ways to highlight important information that relates directly to the objective for the lesson.

### Variety

- Determine the modalities of instruction (i.e., visual, oral, tactile).
- Determine instructional procedures to be used (large group lecture, question and answer, small group discussion).

### 5. PROVIDE FOR GUIDED PRACTICE OF THE NEW ACTIVITY

Each student must be engaged in summarizing, paraphrasing, applying, or solving a problem involving lesson content. This activity should be non-evaluative and free from anxiety. Students can do the following:

- answer oral questions
- ask questions related to lesson content
- summarize information presented
- write answers to questions on paper or on the chalkboard
- work with a partner or small group to answer questions and summarize information

### 6. PROVIDE FOR INDEPENDENT PRACTICE OF THE NEW ACTIVITY AND TEACHER FEEDBACK REGARDING SUCCESS

Provide an opportunity for students to individually recall, summarize, paraphrase, and apply or problem-solve with the new activity. Confirm correct answers by reading aloud answers, providing an answer key or providing a copy of the exercise with the correct answers penciled in. Correct answers can also be confirmed through the following activities:

- nodding while walking past; pointing to the correct answer, placing a check next to the correct answer
- sitting with groups and discussing the correct answer
- having one group critique another; assigning one group member the task of checking the answers of others

### 7. ASSESS THE BEHAVIOR

This should be a delayed activity that is evaluative. Examples include tests, research papers, graded homework, workbook assignments, lab assignments, oral presentations, essays, and performance evaluations.

### 8. PROVIDE CLOSURE FOR THE LESSON

Summarize key information, briefly. Note topics for future lessons.



## Sample Lesson Plan Format

Interns are to use this format, based on the Standards for Excellence in Teaching for preparing daily lesson plans. Both unit and daily plans should be maintained in a notebook and should always be available for review.

**Date:**

**Intern:**

**Subject and Grade Level:**

**Unit Title:**

**Unit Objective:**

Warm-up/Motivational Activity

Lesson Objective: (Expressed in behavioral/measurable terms)

Instructional Activity (Developmental Activity)

Guided Practice Activity

Independent Activity

Assessment Activity

Closure

Resources, Material, Equipment

Other Considerations/Information Pertinent to the Lesson

**Bowie State University edTPA 5E Lesson Plan Template**

**Teacher:**

**Date(s):**

**Subject/grade level:**

**Materials:**

**Standards** (State, National, or Local adapted content standards that relate to your context):  
Please note if your standards are state, National, and Local adapted content standards.

**Lesson objective(s):**

**Rationale (include Prior Academic Learning and Prerequisite Skills):**

**Central Focus:**

- Describes the important understandings and core concepts taught during the learning segment.
- Considers the skills, facts, and procedures taught during the lesson.
- Relates to students' personal, cultural, and community assets.

**Academic Language Supports:**

- What specific language is used to engage students in learning?
- How will students develop and express content understandings?
- How would you address the modalities of speaking, reading, writing, listening, and drawing?
- For each language demand used, state the associated academic language and instructional support.

Example- Lesson objective: Students will make predictions on the length of different objects and use rulers to check their responses.

Language demand- function; Language function-make predictions; Academic language-predictions, length, and rulers; Instructional support-use rulers Complete the chart below as a tool to support documenting the academic language used in your lesson plan.

## Instructional Components

Instructional Components		
<b>Preparation</b> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Link to Background <input type="checkbox"/> Link to Past Learning <input type="checkbox"/> Discuss Key Vocabulary <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<b>Scaffolding</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Clear Explanations <input type="checkbox"/> Prior Knowledge <input type="checkbox"/> Wait Time (Pause/Ask Questions; Pause/Review) <input type="checkbox"/> Vocabulary Introduction <input type="checkbox"/> Think Aloud	<b>Grouping Options</b> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group Work <input type="checkbox"/> Pair Work <input type="checkbox"/> Individual Work
<b>Integration of Skills</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	<b>Application</b> <input type="checkbox"/> Meaningful to Students <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Active Engagement <input type="checkbox"/> Hands-on Interaction	<b>Assessment</b> <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral



Language Demand	Academic Language	Instructional Supports
Function		
Vocabulary		
Discourse		
Syntax		

**Differentiation strategies to meet diverse learner needs:**

**ENGAGEMENT- Time: (in minutes)**

- Describe how the teacher will capture students’ interest.
- What kind of questions should the students ask themselves after the engagement?

**EXPLORATION- Time: (in minutes)**

- Describe what hands-on/minds-on activities students will be doing.
- List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration.

**EXPLANATION- Time: (in minutes)**

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions, which teachers will use to solicit *student* explanations and help them to justify their explanations.

**ELABORATION- Time: (in minutes)**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students’ observations?
- How is this knowledge applied in our daily lives?

**EVALUATION- Time: (in minutes)**

- Is this evaluation formative or summative?
- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson.
- What evaluation criteria will the teacher use to assess student learning?

**Closure:**

*To be done after the lesson is taught.*

**Reflections (Teacher Candidate):**

*To be done after the lesson is taught.*

**Reflections (Student):**

**Bowie State University**  
**edTPA Directed Teaching Activity Lesson Plan Template**

<b>Teacher:</b>
<b>Date(s):</b>
<b>Subject/grade level:</b>
<b>Materials (include your text):</b>
<b>Standards</b> (State, National, or Local adapted content standards that relates to your context):
<b>Lesson objective(s):</b>
<b>Rationale (include Prior Academic Learning and Prerequisite Skills):</b>
<b>Central Focus:</b> <ul style="list-style-type: none"><li>• Describes the important understandings and core concepts taught during the learning segment.</li><li>• Considers the skills, facts, and procedures taught during the lesson.</li><li>• Relates to students' personal, cultural, and community assets.</li></ul>

**Academic Language Supports:**

- What specific language is used to engage students in learning?
- How will students develop and express content understandings?
- How would you address the modalities of speaking, reading, writing, listening, and drawing?
- For each language demand used, state the associated academic language and instructional support.

Example- Lesson objective: Students will make predictions on the length of different objects and use rulers to check their responses.  
Language demand- function; Language function-make predictions; Academic language-predictions, length, and rulers; Instructional support-use rulers Complete the chart below as a tool to support documenting the academic language used in your lesson plan.

Language Demand	Academic Language	Instructional Supports
Function		
Vocabulary		
Discourse		
Syntax		

**Accommodation/Differentiation Strategies:****Essential Question:****Vocabulary:****Skill/Strategy:****Warm-up, pre-assessment, or engagement activity: Time: (in minutes)**

**Introductory and Developmental Activities (I DO-teacher-directed): Time: (in minutes)**

- Connect and engage
- State objective and essential question.
- Teacher Models

**Guided Practice (We DO): Time: (in minutes)**

- Done with the teacher prior to students working independently.

**Flexible Grouping (You Do): Time: (in minutes)**

- Include student assignments as needed.

**Group 1: Before During After**

**Group 2: Before During After**

**Group 3: Before During After**

**Independent Task/Seatwork (You Do): Time: (in minutes) Group 1**

**Group 2**

**Group 3**

**Writing: Time: (in minutes)**

**Closure: Time: (in minutes)**

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson.

**On-going Assessment (formal/Informal): Time: (in minutes)**

*To be done after the lesson is taught.*

**Reflections (Teacher Candidate):**

*To be done after the lesson is taught.*

**Reflections (Student):**

**Bowie State University**  
**Secondary edTPA Directed Teaching Activity Lesson Plan Template**

<b>Instructional Components</b>		
<b>Preparation</b> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Link to Background <input type="checkbox"/> Link to Past Learning <input type="checkbox"/> Discuss Key Vocabulary <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<b>Scaffolding</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Clear Explanations <input type="checkbox"/> Prior Knowledge <input type="checkbox"/> Wait Time (Pause/Ask Questions; Pause/Review) <input type="checkbox"/> Vocabulary Introduction <input type="checkbox"/> Think Aloud	<b>Grouping Options</b> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group Work <input type="checkbox"/> Pair Work <input type="checkbox"/> Individual Work
<b>Integration of Skills</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	<b>Application</b> <input type="checkbox"/> Meaningful to Students <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Active Engagement <input type="checkbox"/> Hands-on Interaction	<b>Assessment</b> <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral
<b>Teacher:</b>		
<b>Date(s):</b>		
<b>Subject/grade level:</b>		
<b>Materials (include your text):</b>		
<b>Standards (State, National, or Local adapted content standards that relates to your context):</b>		
<b>Lesson objective(s):</b>		
<b>Rationale (include Prior Academic Learning and Prerequisite Skills):</b>		



**Central Focus:**

- Describes the important understandings and core concepts taught during the learning segment.
- Considers the skills, facts, and procedures taught during the lesson.
- Relates to students' personal, cultural, and community assets.

**Academic Language Supports:**

- What specific language is used to engage students in learning?
- How will students develop and express content understandings?
- How would you address the modalities of speaking, reading, writing, listening, and drawing?
- For each language demand used, state the associated academic language and instructional support.

Example- Lesson objective: Students will make predictions on the length of different objects and use rulers to check their responses.

Language demand- function; Language function-make predictions; Academic language-predictions, length, and rulers; Instructional support-use rulers Complete the chart below as a tool to support documenting the academic language used in your lesson plan.

Language Demand	Academic Language	Instructional Supports
Function		
Vocabulary		
Discourse		
Syntax		
<b>Accommodation/Differentiation Strategies:</b>		
<b>Essential Question:</b>		
<b>Vocabulary:</b>		
<b>Skill/Strategy:</b>		
<b>Warm-up, pre-assessment, or engagement activity: Time: (in minutes)</b>		
<b>Introductory and Before Learning Activities (I DO-teacher-directed): Time: (in minutes)</b> <ul style="list-style-type: none"> <li>• Connect and engage</li> <li>• State objective and essential question.</li> <li>• Explicit instruction</li> <li>• Teacher Models</li> </ul>		

**Guided Practice (We DO): Time: (in minutes)**

- Done with the teacher prior to students working independently.

**Independent Task/Seatwork (You Do): Time: (in minutes)**

**Writing: Time: (in minutes)**

**Closure: Time: (in minutes)**

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson.

**On-going Assessment (formal/Informal): Time: (in minutes)**

*To be done after the lesson is taught.*

**Reflections (Teacher Candidate):**

*To be done after the lesson is taught.*

**Reflections (Student):**



# PERFORMANCE ASSESSMENT OF INTERNS

## **Formative Evaluation**

The intern should experience comprehensive on-going evaluation of daily classroom performance. This regular feedback is intended to provide encouragement and direction that will promote the student's professional and personal growth. Reflection and self-assessment are also integral to the developmental process. Both the IHE Supervisor and the mentor teacher share this fundamental guidance task in a positive and productive climate.

## **Summative Evaluation**

At the conclusion of each intern cycle, the mentor teacher prepares a written summative evaluation. This responsibility is a weighty one and requires careful and skilled attention. Its purpose is to indicate the intern's areas of success and to identify those aspects of pre-service formation that would profit by further study and practice. Objectivity is of paramount importance in fulfilling this obligation.

To meet its expectation, this evaluation must be carried out as a joint enterprise between the mentor teacher and the intern. Direct discussion of the outcome of this evaluation will be most beneficial for the intern in planning for future professional development. The IHE Supervisor also plays a role in finalizing this summative evaluation form. The final assessment procedure ought to be brought to conclusion in the context of a three-way conversation.

## **Final Grade**

The responsibility for awarding the final grade rests with the Director of Field Experiences. A number of factors come into play in determining this grade, making it comprehensive in nature and accounting for the multi-faceted aspects of the internship experience. Among these factors to be considered are successful formative observations, on-site and seminar attendance, required seminar assignments, preparation and preparation of electronic portfolio, action research, quality of the unit plan, action research, appropriate and timely entries in the Journal, completion of Weekly Logs, and cooperation with administrative responsibilities required by the University.

The Student Learning Licensure Platform is the College of Education's assessment system. This system also helps us to streamline assessments throughout the college, demonstrate achievement of professional, state, and national standards, and provides data to ensure the continuous improvement of our education programs.

Students are required to upload specific assessments in order that we can track data and work toward a more cohesive model to improve our program. During Methods students are to upload a myriad of assignments and in their last Transition Point which is IV, they are to upload their final Portfolio, Action Research and complete a variety of surveys as well as upload their Lessoncast and edTPA e-portfolios.



Bowie State University Professional Development Schools  
Action Research Proposal  
Phase II

Student Name: \_\_\_\_\_ Mentor Teacher Name: \_\_\_\_\_

PDS Site: \_\_\_\_\_

Which Student Learning Objectives (SLO) will you target?

What Action Research Question(s) have you formulated:

What will be your intervention plan and your strategies?

Which students will you target?

What are your data sources?

Qualitative

Quantitative

Student	Pre-Data Sources	Post Data		Measurable Gains		Comments

**Bowie State University Approval**

**PDS Site Approval**

PDS Coordinator \_\_\_\_\_

Principal \_\_\_\_\_

Director, Field Experiences \_\_\_\_\_

Coordinator \_\_\_\_\_

Methods Faculty in Content of Research \_\_\_\_\_

Teacher \_\_\_\_\_

PDS

Mentor



# INTERN SEMINARS

The Seminar meetings are an integral component of the Internship experience. They are scheduled on a regular basis eight times during the semester. This schedule will be provided to the intern and the Mentor Teacher, as well. Both the intern and the personnel at the placement school must clearly understand that attendance at each and every seminar meeting is mandatory. Only the Director of Field Experience has the authority to excuse an intern from a particular session for a most serious reason. This absence ought to be arranged in advance where possible. Interns are dismissed from their placement school in a timely manner to allow for punctuality at the Seminar, which is conducted for two-and-a-half hours as a rule. Occasionally, it is extended to accommodate certain activities.

Matters germane to the internship experience are incorporated in the topics addressed in Seminar. Also included are workshops designed to prepare the intern for graduation and entrance to the world of professional education. Associated persons or offices, such as Career Services, and the Registrar's Office, are invited to assist the Director of Field Experiences in accomplishing these purposes.

Of equal importance, the Seminar maintains a connection between the University and the intern in the field. Information can be exchanged and contact made between the candidate and the Education Department Chair and other IHE faculty members who are involved in bringing their formation to successful closure.

Finally, the Seminar is the occasion on which the IHE Supervisors meet with their interns to engage them in individual and group mentoring. Experiences are shared among and between the interns and they have the opportunity to exchange ideas and offer mutual encouragement. The IHE Supervisors avail themselves of this time to arrange observation schedules that are agreeable to all group members involved.

## **SEMINAR EXPECTATIONS AND SCHEDULES (Schedule is different based on cohort)**

**Unexcused absence or lateness at Seminar is considered a serious digression and will affect the final grade.**

# JOURNAL RECORD OF INTERNSHIP EXPERIENCES

The intern is required to maintain a daily Journal of meaningful experiences during this final semester. It constitutes a record of the intern's academic, professional and personal growth as the experience unfolds. The Journal provides a vehicle for the intern to reflect on in determining the areas of progress in which they are making strides and those to which they need to be more attentive. It also gives the Mentor Teacher and especially the IHE Supervisor a reference from which to make assessments, decide on recommendations, and offer encouragement. Journal materials are kept in a loose-leaf binder or reasonable facsimile and completed on a daily/weekly basis. It should be organized in a logical pattern and labeled for ready reference.

The IHE Supervisor will serve as a guide in this task and has the authority to expect the intern to be accountable in this task. The Mentor Teacher will find the intern's Journal a resource in giving guidance, as well as a place in which to enter appropriate comments or suggestions.

Finally, the daily Journal is an indispensable aid in completing the Weekly Log sheets, found in the back of this Handbook. These Weekly Log sheets are official records of your internship requirement and all twenty of them must be submitted to the Director of Field Experience at the conclusion of the semester. The candidate's diligence in maintaining the daily Journal and the Weekly Log sheets is a consideration in the Director's judgment as to the final evaluation of the intern's overall readiness to enter the education environment.

## **Typical Journal entries:**

- Lesson and Unit Plans and accompanying instructional material
- Ways differentiated instruction and planning for diversity was implemented
- Lesson evaluations of Mentor Teacher and IHE Supervisor
- Succinct description of daily activities and ensuing reflections
- Weekly Log sheets on a timely basis
- Collection of creative ideas/helpful hints accumulated along the way





# BOWIE STATE UNIVERSITY

## COLLEGE OF EDUCATION

### *DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT*

#### Phase 1 Informal Observation Checklist

Planning and Preparation	O	N/O	N/A
Learning Purpose/Objective			
Standard-based Learning Activities and Materials			
Knowledge of Student Individual Differences			
Knowledge of Subject Content and Pedagogy			
Accommodations for Diverse Learner Needs			
The Classroom Environment	O	N/O	N/A
Safe, Orderly, Respectful Interactions			
Culture of High Expectations for Learning			
Maximizing Instructional Time			
Managing Classroom Procedures/Materials			
Managing Student Behavior			
Instructional Delivery	O	N/O	N/A
Components of an Effective Lesson			
Lesson Clarity			
Lesson Congruence			
Effective Instructional Strategies			
Student Engagement			
Curriculum Integration			
Differentiated Instruction			
Higher Order Questioning/Critical Thinking			
Assessment Aligned with Instruction			
Integration of Technology			
Professional Responsibilities	O	N/O	N/A
Reflecting on Teaching			
Professional Development			
Professional Dispositions			
Communicating with Families and Community			

Attendance and Timeliness in Reporting			
--	--	--	--

O – Observed

N/O – Not Observed

N/A– Not Applicable to Observation

### SUMMARY

**Strengths:**

**Recommendations:**

**[Phase II Observation Guide \(Hyperlinked\)](#)**

**Bowie State University**  
**College of Education**

Department of Teaching, Learning and Professional Development  
Yearlong Internship, Phase II  
Bowie, Maryland 20715

**MENTOR TEACHER OPINIONNAIRE**

College: \_\_\_\_\_ Mentor Teacher/ IHE Faculty: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_ Pre-Service Teacher/Intern: \_\_\_\_\_

Intern is Grade Received: \_\_\_\_\_

Signatures:

Intern: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

IHE Supervisor: \_\_\_\_\_

**OPINIONNAIRE STATEMENTS**

*The teacher education programs at Bowie State University invite you to assess your experience with your intern. By doing so, you are providing invaluable feedback for all teacher education programs. Kindly respond to all appropriate statements, and return via mail at your earliest convenience*

**Rating Criteria:**

(5) Meets or Exceeds Expectations-Candidate has implemented the content or performed the strategy in a highly skilled, knowledgeable and reflective fashion that meets the standard.

and/or

(4) Developing-Candidate has implemented the content or performed the strategy for this standard in a skillful though still evolving fashion that nearly meets the standard.

(3) Emerging-Candidate has implemented the content or performed the strategy for this standard in an incomplete/emerging fashion.

(2) Not Evident-Candidate has implemented the content or performed the strategy for this standard in an unskilled or inadequate fashion.

(1) Not Applicable-Candidate has not yet had the opportunity to demonstrate progress toward the standard.



I. Please rate the intern teacher's performance in the following areas:	Meets or Exceeds Expectations 5	Developing 4	Emerging 3	Not Evident 2	Not Applicable 1
1. Knowledge of subject matter					
2. Knowledge of effective pedagogy					
3. Communication skills					
4. Sensitivity for cultural diversity and needs of special populations					
5. Creative thinking					
6. Enthusiasm for teaching					
7. Acceptance of constructive criticism					
8. Skills in planning (daily and long term)					
9. Skills in using multiple forms of assessment, including performance-based assessment					
10. Skills in organization and management of classroom					
11. Skills in use of technology to meet instructional and personal needs					
12. Realistic expectations of student achievement					
13. Realistic expectations of teaching tasks					
14. Rapport with students					
15. Conducts self in an ethical professional manner					
16. Professional habits, including adherence to the standards of the local College.					
17. Positive interpersonal relationships with colleagues, parents, etc.					
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
II. To what extent did the intern teacher have success in taking control of the class on a daily basis during the last two weeks of the yearlong Internship, Phase I or Phase II?		Very Successful	Average	Below Average	Poor
III. To what extent did the intern teacher conference regularly with the mentor teacher on problematic issues?		Very Frequently	Frequently	Sometimes	Never
IV. To what extent did the intern engage in analysis, problem solving and reflection of all aspects of teaching?		Very Frequently	Frequently	Sometimes	Never

V. To what extent were the visitations by the IHE Supervisor helpful to the intern teacher (if applicable)?		Very Helpful	Helpful	Somewhat Helpful	Not Helpful
VI. Based upon what you know of this student's abilities, do you think he/she has the potential to be an effective teacher?		Potential for Outstanding	Potential for Above Average 3	Potential for Average	Needs Improvement
VII. The intern has a continuous, individualized plan for professional growth and development.		Evident	Not Evident		
VIII. The intern demonstrates professional commitment.		Evident	Not Evident		

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bowie State University**  
**College of Education**

Department of Teaching, Learning and Professional Development  
Yearlong Internship, Phase II  
Bowie, Maryland 20715

**YEARLONG INTERN SELF ASSESSMENT**

(Summative Evaluation)

College: \_\_\_\_\_ Mentor Teacher/ IHE Faculty: \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_ Pre-Service Teacher/Intern: \_\_\_\_\_

Self-Evaluation Grade Given: \_\_\_\_\_

Signatures:

Intern: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

IHE Supervisor: \_\_\_\_\_

**Rationale:**

*The teacher education programs at Bowie State University invite you to self-assess your experience with your internship. By doing so, you are providing invaluable feedback for all teacher education programs. Kindly respond to all appropriate statements, and return via mail at your earliest convenience.*

**Rating Criteria:**

(3) Proficient- Candidate has demonstrated exemplary performance above and beyond

expectations of indicators specified in the given categories.

(2) Satisfactory-Candidate has demonstrated adequate performance that meets requirements of the indicators specified in the given categories.

(1) Unsatisfactory-Candidate demonstrates an unskilled or inadequate performance of the indicators specified in the given categories.

**Scoring Rubric:**

75-65 Proficient

64-45 Satisfactory

44-0 Unsatisfactory

		3 Proficient	2 Satisfactory	1 Unsatisfactory	Total Score
<b>Academic Scholar:</b>					
1	Demonstrates competence in written and spoken communication skills.				
2	Demonstrates mastery of curriculum content material.				
3	Demonstrates the ability to plan and implement lessons that address a broad range of knowledge and performance skills.				
4	Demonstrates the ability to design lessons that are coherent and meaningful to learners.				
<b>Comments:</b>					
<b>Effective Practitioner:</b>					
5	Designs lessons and activities that reflect knowledge of theory and research related to learning and teaching (general and content-specific strategies).				
6	Uses effective strategies to motivate and engage learners (relating content to student's experience, constructive feedback, and suitable rewards).				
7	Formulates learning objectives and plans instruction to achieve specified outcomes.				
8	Assigns and uses effective questioning formats and techniques.				
9	Prepares instructional materials and bulletin boards to support curriculum content.				
<b>Comments:</b>					
<b>Technological Applications:</b>					
10	Uses technological applications to support student learning and motivation, and to meet professional needs (overhead projector, audio-visual, TV, computer, calculator).				
<b>Comments:</b>					
<b>Multiple Forms of Assessment:</b>					

11	Uses various formal and informal methods to evaluate pupil progress both individually and as groups.				
<b>Multicultural and Global Perspectives:</b>					
12	Uses teaching strategies that accommodate diverse cross-cultural and developmental needs.				
	<b>Comments:</b>				
<b>Special Population Perspectives:</b>					
13	Demonstrates awareness of inclusion practices that provide for pupils with special needs.				
	<b>Comments:</b>				
<b>Reflective Practitioner:</b>					
14	Implements classroom management and organizational techniques that are developmentally appropriate (orderly routines, reinforcement of positive behavior, recognition of cooperation, etc.).				
15	Consistently employs fair and effective disciplinary procedures when dealing with difficult situations.				
16	Presents information clearly and gives directions concisely.				
17	Monitors student responses accurately and adjusts instruction accordingly.				
18	Makes smooth transitions between instructional activities within and between lessons.				
19	Uses instructional time effectively, paces instruction successfully, providing summation and lesson closure.				
20	Assesses lesson effectiveness and the extent of goal achievement; conceives alternative strategies for improvement of lesson presentation.				
	<b>Comments:</b>				
<b>Personal and Interpersonal Perspective:</b>					
21	Adheres to the standards of attendance and punctuality set by the College administration.				

22	Displays ethical and professional behavior, including demeanor and attire.				
23	Develops rapport with students, interacts with warmth and interest towards each child as an individual.				
24	Shows sensitivity to and respect for feelings of parents, pupils and staff.				
25	Receives and profits from suggestions and constructive feedback from others; shares ideas collegially with team members.				
	<b>Comments:</b>				
	Comments:				

**BOWIE STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL**  
**DEVELOPMENT**

**WEEKLY LOG OF ACTIVITIES**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ WEEK NO: \_\_\_\_\_

CONTENT: \_\_\_\_\_

Record the number of hours spent each day in the following activities:

	M	T	W	T	F	Weekly Totals	Cumulative Totals
Observation/Participation							
Teaching							
Preparation for Teaching							
Supervisory/ Other Activities							
Totals							

On page two of your log, describe specific experiences for the week. Your descriptions may focus on one or more of the following for each week:

1. Objectives that guided teaching activities for the week. Include descriptions of lessons observed and taught.
2. Problems that concerned you this week. What steps did you take to solve the problem? Were you successful?
3. New or innovative strategies used during the week. Were your strategies successful? How did students respond to your lessons?
4. Principles of learning that guided your planning for the week. Did you use activities that were matched to the academic levels of pupils?
5. Techniques used to solve a discipline problem. Were you successful?







# RECORD OF INTERNSHIP

## Bowie State University College of Education

*All information must be printed in ink.*

Intern's Name	Fall _____	Year _____
ID #	Spring _____	
Course(s) _____	Semester Hours:	Final Grade:
Local Address (No. Street, Apt.)	City	State      Zip
Phone Number (          )		
Permanent Address	City	State      Zip
First Experience	Second Experience	
Professional Development School, College and District (PDS)	PDS and District	
Address	Address	
Grades and Subjects	Grades and Subjects	
Mentor Teacher	Mentor Teacher	
IHE Supervisor	IHE Supervisor	
Total Number of Hours: _____ Observation/Participation: _____ Preparation:		
_____		
Teaching: _____ Supervisory and other Activities:		
_____		

Dates of Observations by IHE Supervisor:

1 _____	2 _____
3 _____	
4 _____	5 _____
6 _____	

I certify that the above information is correct:

Director of Field Placement

Date

**BOWIE STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**Teaching, Learning & Professional Development**

**TO BE COMPLETED BY THE MENTOR TEACHER -Please sign this document when completed**

Phase      II              FALL                              SPRING

**REIMBURSEMENT REQUEST MENTOR TEACHER**

INTERN NAME \_\_\_\_\_  
PLACEMENT      \_\_\_\_ 1<sup>ST</sup> (WEEKS 1-8) \_\_\_\_ 2<sup>ND</sup> (WEEKS 9-16)  
MAJOR                                      GRADE(S) TAUGHT 1<sup>ST</sup> \_\_\_\_\_ 2<sup>ND</sup> \_\_\_\_\_  
SUBJECT(S) TAUGHT BY INTERN:  
PLACEMENT SCHOOL:

---

MENTOR TEACHER NAME:  
SOCIAL SECURITY #: \_\_\_\_\_ EIN# \_\_\_\_\_  
(Required for State reimbursement)                              (Prince George's County payment only)

HOME ADDRESS

CITY/STATE/ZIP

Printed Name \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
School Name \_\_\_\_\_

BSU Approver: \_\_\_\_\_

**ALL MENTOR TEACHERS PLEASE SUBMIT FORMS TO [dswann@bowiestate.edu](mailto:dswann@bowiestate.edu)**

# GLOSSARY

**Diverse Learners-** learners who differ from one another in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, and/or sexual orientation.

**EDOT-** The Essential Dimensions of Teaching are Maryland's standard used to measure intern effectiveness and to guide program development for teacher preparation programs.

**edTPA-** a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

**Extensive Internship-** an internship of which a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in a Professional Developmental Systems (PDS).

**\*Handbook-** a concise manual current in use by the teacher education candidate.

**IHE-** The Institution of Higher Education is the two, four-, or five-years college or university involved in the PDS partnership.

**IHE faculty-** The faculty includes adjunct, assistant, associate, and full professors and other faculty members in the IHE who are involved in the teacher preparation program. Arts and Sciences faculty as well as teacher education faculty are included.

**IHE Supervisor-** the representative who is responsible for collaborating with the Mentor Teacher to provide individualized support and guidance to the PHS intern. The IHE Supervisor (Instructional & Field) and Mentor Teacher work together to provide formative and summative assessment to the intern.

**INTASC (The Interstate New Teachers Assessment and Support Consortium)-** a project of the Chief State College Officers (CCSSO) that has developed model performance-based standards and assessment for the licensure of teachers. Maryland IHE's may use either the INTASC standards or EDOTs in their teacher preparation programs.

**Intern-** An intern is a student in a teacher preparation program who participates as a part of a cohort in an extensive internship in a PDS.

**Lessoncast-** Lessoncast is about better professional development by building and sharing teacher-created digital resources. Developed with a new media, a 3-minute multimedia presentation created by a teacher to help other teachers put new ideas into practice. As educators learn about new teaching ideas and techniques, they create lesson casts, and those digital resources help to fuel the professional learning of the rest of the community.

**Performance Assessment-** A method of evaluation in which the learners are placed in an authentic situation and asked to demonstrate specific knowledge and skills.

**Portfolio-** A collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. Intern portfolios are most often organized around EDOT or INTASC standards and are assessed by a team of IHE and College faculty using a standard- based rubric or scoring tool. An e-portfolio is a computer based electronic version of the portfolio.

**Praxis-** The *Praxis*<sup>®</sup> tests measure the knowledge and skills you need to prepare for the classroom. Whether you are entering a teacher preparation program or seeking your certification, these tests will help you on your journey to become a qualified educator.

**Pre-service Practicum Student-** (pre-service student, student candidate). Individuals enrolled in a program for the initial and or advanced preparation of teachers.

**Mentor Teacher-** also known as a cooperating or supervising teacher, is a tenured, professionally certified in a PDS who is responsible for collaborating with the IHE Supervisors to provide individualized support to a PDS intern. Mentor Teachers receive specific training in guiding, supporting, and assessing the strengths and weaknesses of interns.

**Professional Development Schools (PDS)-** a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both College systems IHE faculty. The focus of the PDS partnership is improved student performance through research- based teaching and learning. A PDS may involve a single or multiple Schools, College system and IHE's and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and Pre-k-12 Schools.

\***Technology**- the integration of computers and other technological applications into the curriculum to better prepare students, as they both become a part of today's ever-changing society.

\***Yearlong Internship**- a combination of Practicum III and student teaching.

Reference:

Maryland Partnership for Teaching and Learning K-16 Superintendents and Deans Committee Spring 2001. Professional Development Schools: An Implementation Manual.

\*Not included in the reference cited.



# Bowie State University College of Education



## Yearlong Field Experience Handbook 23-24

## Keeping and Preparing Culturally Proficient Educators for the 21st Century



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