



# **School of Education**



# **Field Experience Handbook**

**2025-2026**

## TABLE OF CONTENTS

Coppin State University Mission Statement . . . . .	1
Institutional Identity . . . . .	1
School of Education Mission Statement . . . . .	1
School of Education Vision Statement . . . . .	1
School of Education Philosophy and Purpose . . . . .	1
Program Descriptions for Bachelor of Science Degree . . . . .	1
Field Experience Overview and Rationale . . . . .	2
Fingerprinting . . . . .	4
Placement Process . . . . .	5
Field Experience Requirements. . . . .	6
Unit Assessment and Accountability System . . . . .	13
Transition Points Through Programs . . . . .	13
Requirements for Non-Licensure Programs . . . . .	15
Sample Letter: Field Placement Expectations . . . . .	16
Suggested List of Field Experience Assignments . . . . .	17

### Appendix

Application for Field Experience Placement – Form A . . . . .	18
Field Experience Time Sheet . . . . .	19
Field Experience Evaluation Form . . . . .	21
Application for Admission to Teacher Education . . . . .	22
Disposition Evaluation . . . . .	23
Internship Application . . . . .	26
Intern Profile Sheet . . . . .	27
Intern Health Status . . . . .	28
Internship/Methods Evaluation Rubric by Program . . . . .	29
Resources . . . . .	37
“Did You Know ...” Factsheet . . . . .	38
Frequently Asked Questions . . . . .	39

### **Coppin State University – Mission Statement**

Coppin State University (CSU), a historically black institution in a dynamic urban setting, serves a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

### **Institutional Identity**

Founded in 1900, Coppin State University is a comprehensive Historical Black Institution (HBI) originally founded for teacher education. Named in 1926 in honor of Fanny Jackson Coppin, an outstanding African - American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The institution offers baccalaureate, master's, and certificate programs, and a doctorate degree.

### **School of Education Mission Statement**

The mission of the School of Education (SOE), within the College of Arts & Sciences and Education (CASE), is to prepare teachers and other school leaders to be *reflective facilitators of learning*. Coppin's SOE has a well-established history of preparing teachers and other professionals for Maryland and the Nation. Indeed, Coppin was founded in 1900 as a teacher-training program to serve the educational needs of Baltimore City and surrounding counties.

### **School of Education Vision Statement**

The SOE prepares educators as *reflective facilitators of learning* who will take the lead in transforming teaching and learning within their own diverse settings, the State of Maryland, the region, the Nation, and beyond to better serve students and their families. Through collaborations with area schools and professional and community organizations, the school prepares creative, culturally competent, critically reflective graduates who possess deep knowledge in their fields of study and work collaboratively to achieve high-quality education for all. Graduates have the knowledge, skills, and dispositions necessary to meet the affective, cognitive, and psychomotor needs of all students.

### **School of Education Philosophy and Purpose**

Within the School, sequenced programs of study are associated with carefully planned field-based learning experience and build upon a foundation of content and pedagogical knowledge to prepare candidates for entry into teaching or continuing professional development. Candidates are prepared to internalize, initiate, and sustain a professional commitment to impact learners in diverse learning communities. Faculty recognizes the developmental characteristics of candidates, both traditional and non-traditional, which guides curriculum support and implementation. A major distinction of the school's faculty is the recognition of the importance of teacher candidates' prior experience that they bring to the context of the Historically Black Colleges and Universities heritage.

### **Program Descriptions for Bachelor of Science Degrees**

**The Bachelor of Science Degree in Early Childhood Education** is a 125-credit hours state-approved program. The primary objective of the major in early childhood education is to prepare qualified teachers who will be effective in guiding the learning experiences of children in pre-

kindergarten through third grade and can document a positive impact on student learning. Internship experiences are completed at partner sites. Candidates complete two internship placements, P-1 and 2-3. The candidate must complete 100 full days of experience in the field over two consecutive semesters – 20 days during a practicum taken concurrently with methods courses and 80 days during the internship – over two placement sites.

**The Bachelor of Science Degree in Elementary Education** is a 122-credit hours program. The primary objective of the program in elementary education is to prepare qualified teachers to teach in grades one through six, and to provide prospective teachers with the experiences needed to acquaint them with the curricula organization, objectives, procedures, and instructional resources of the elementary school. Candidates are provided with classroom experiences dealing with the direct analysis of teaching situations and problems, the selection, use, organization, and presentation of subject matter, techniques for the evaluation of results of teaching and learning, and the practical application of theories and principles of learning. Internship experiences are completed at partner sites. Candidates complete two internship placements, at the primary grades (1-3) and the upper grades (4-6). The candidate must complete 100 full days of experience in the field over two consecutive semesters – 20 days during a practicum taken concurrently with methods courses and 80 days during the internship.

**The Bachelor of Science in Special Education** is a 122-credit hours professional standards-based cross-categorical degree program that is oriented towards developing the necessary knowledge base, skills, and disposition to teach learners with mild or moderate disabilities in either the elementary or middle grades while enriching their overall instructional, management, and diagnostic competencies. Candidates complete two internship placements, at the primary grades (1-5) and at the middle school level (6-8). Internship experiences are completed at partner sites. The candidate must complete 100 full days of experience in the field over two consecutive semesters – 20 days during a practicum taken concurrently with methods courses and 80 days during the internship.

**The Bachelor of Science in Early Childhood - Human Development** is a 120-credit hours program. The goals of the program are to prepare well-qualified early learning professionals, such as early learning center teachers and directors, as well as pre-school program and Head Start teachers, to champion support for the early learners' broad range of needs. Our students graduate with the skills to manage daily operations, plan foundational academic lessons, as well as collect and analyze data to make informed decisions. Prospective early learning teachers and future directors of childcare centers have the opportunity to acquire the skills and understanding that will enable them to stimulate the sensory and cognitive abilities of the child through exploration, experimentation, and discovery. Candidates in this program will be exposed to real-world classroom environments through on-site field experiences with our local childcare center and school partners.

### Field Experience Rationale and Overview

Teacher education pre-candidates and candidates work with university faculty in university classrooms to garner in-depth knowledge on theories and processes that are reflected in a P-12 classroom. While this experience is valuable, the experiential learning that the pre-candidates and candidates' experience from being in a P-12 classroom is most invaluable to the teacher

preparation process. Through the field experience processes, the teacher education programs at Coppin provide meaningful and experiential learning for all prospective teachers. Requiring multiple field experience across programs is also designed to meet accreditation expectations, which posits that the institution must “ensure that effective partnerships and high- quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development” (CAEP Standard 2).

The initial certification teacher preparation programs at Coppin provide a sequence of field-based experience designed to provide candidates or pre-candidates with a diverse experiential learning experience. The variation in field placements allows pre-candidates and candidates to experience diversity in interaction with different P-12 teachers. Being placed in different grade-spans and classrooms allows the pre-candidate and candidate to experience diversity in interaction with different learners. Becoming involved in the delivery of varying content is also of vital importance to the teacher preparation process. Placement across different content areas will provide the pre-candidate and candidate with the opportunity to become involved in the delivery strategies of different content. Monitoring the placement of pre-candidates and candidates across teachers, learners (grades), and content are as important as monitoring the placement across context/schools. Pre-candidates and candidates are placed at various school sites to provide for another level of diversity in the field-experience placement process. Pre-candidates and candidates are required to become involved in the learning environment and to provide academic guidance to P-12 students as requested by the P-12 teacher. Although there are two (2) courses in the initial preparation program that are designated “observation-only courses,” all enrollees are expected to provide support to learners if requested by the teacher.

The CSU instructor provides precise expectations for each field-experience requirement. Those expectations are reflected in a *Field Placement Expectations Letter*. The faculty member may adapt the Sample *Letter of Field Placement Expectations* included in this *Handbook* on page 15 and provide a signed copy for each enrollee to deliver to the classroom teacher once placement has been confirmed. Also included in this *Handbook* on page 16 is a suggested list of activities from which the CSU instructor may choose as field-based expectations.

Most education courses require field-based experience, which are completed in the appropriate education setting according to major and age-group. The field-based experiences are to be completed in a partner school. The undergraduate field experience courses are categorized according to phases of complexity as described below. There are four phases of field-based experience - Phases I, IIA, IIB, and III. A suggested guideline of requirements accompanies each phase. Phases IIB and III comprise the extended internship and those requirements are reflected in days completed in the field – 20 full days completed during Phase IIB (Practicum), and 80 full days completed during Phase III (Internship).

The guidelines provided are samples and should be adapted to meet the requirements and content of each course within that phase. Each phase has an assessment rubric used to document pre-candidates’ and candidates’ performances during the experience. These rubrics are included on page 20, and the *Applications for Field Placement* is on page 17 for placement in practicum and page 18 for early field experience.

The table below provides suggestions for the number of hours to be completed to accommodate the needs of pre-candidates who are enrolled in multiple courses that require field experience. It is the responsibility of the student to request a reduction in hours by email to the Placement Coordinator no later than the completion of the third week of the semester.

<b>Field-Experience Hours Required</b>	<b>Range of Hours to be Completed</b>
If taking 2 courses with 16 hours required in each	Then complete a minimum of 22 - 32 hours
If taking 2 courses with 16 hours required in each and 1 course with 24 hours required	Then complete a minimum of 40 - 56 hours
If taking 1 course with 16 hours required and 2 courses with 24 hours required in each	Then complete a minimum of 48 - 64 hours
If taking 2 courses with 24 hours required in each	Then complete a minimum of 40 - 48 hours
If taking 3 courses with 24 hours required in each	Then complete a minimum of 52 - 72 hours

### **Fingerprinting**

The safety of children is a major factor for any system that serves children as clients. CSU and Baltimore City Public School System (BCPSS) and Howard County Public School (HCPS) have signed Memorandums of Understanding (MOUs) that state that all CSU pre-candidates and candidates will complete the required fingerprinting and criminal background check process to verify that children are interacting with adults who have no criminal record. Any adult who has direct contact with students must have a criminal background check and fingerprinting conducted before beginning experiential learning in a school. Previous background checks will not be accepted. No candidate can begin observation or participation in a school until the results have been received.

Details on the BCPSS and Howard County fingerprinting process are detailed below:

#### **Details on Baltimore City fingerprinting**

1. All fingerprint/background checks are by appointment only. To schedule a fingerprint/background appointment, please go to <https://booknow.appointment-plus.com/b04ebxmj/> and select a date and time you are available to come in for a background check.
2. You must come to 200 E. North Avenue to be fingerprinted. Once Security checks the candidate in at the desk, he or she will be directed to Room 120.
3. The candidate must provide a valid state ID or valid driver's license.
4. The candidate should come between 8:30 a.m. – 3:00 p.m.
5. No cash is accepted. Effective 12/1/2021, the candidate should bring a **\$61.25** check or money order made payable to **Bithgroup**. A credit card, cashier's check, or company check is also acceptable.
6. Bring an attached written statement with your basic information.
7. Plan to return about one week later to pick up the badge.

8. The badges are valid for one school year. If candidates come to North Avenue prior to July 1<sup>st</sup>, the documentation they submit must indicate the applicable school year.

NOTE: If the candidate is at one school for one rotation and a different school for a second rotation, he/she may be required to obtain a new badge. The teacher candidate will NOT be required to pay for fingerprinting/background check a second time. BCPSS will accept a 365-Day form listing the 12-digit reference number. If the intern is only obtaining a badge, the cost is \$10.00.

### **HCPSS Fingerprinting Procedure**

All prospective HCPSS interns must be fingerprinted by our approved vendor FYI Fingerprints. The following information is an overview of this process and procedure for interns to complete and be cleared to begin their placement in HCPSS.

**The following information is FYI Fingerprints location and contact information:**

Address: 3696 Park Avenue, Suite 103  
Ellicott City, MD 21043  
Phone: (410) 418-4657  
Website: [www.fyifingerprints.com](http://www.fyifingerprints.com)

The cost for fingerprinting is **\$51.25**. FYI Fingerprints accepts payment by cash or credit (Visa, MasterCard, Discover and/or American Express). *They do not accept personal checks*. Please be sure that you do the following:

1. Arrive at least **30** minutes before closing.  
Hours of operation are:
 

Monday	9:00 am – 2:00 pm
Tuesday/Thursday	9:00 am – 7:00 pm
Wednesday/Friday	9:00 am – 4:00 pm
Saturday	9:00 am – 12:00 pm
2. Have (1) valid form of photo identification.
3. To complete the process **you must** email a copy of the fingerprinting receipt from FYI Fingerprints to Barbara Liberto @ [Barbara\\_liberto@hcpss.org](mailto:Barbara_liberto@hcpss.org) or send it to Barbara Liberto, Office of Human Resources, 10910 Clarksville Pike, Ellicott City, MD 21042.

### **Placement Process**

Placement is completed each semester by the Field Placement Coordinator (coordinator). The following points are applicable to the graduated field-based experience:

- All pre-candidates and candidates are required to complete the [\*Field Experience Application Form\*](#) for placement in field experiences in public schools. The instructor will provide the due date and information pertinent to the application to students in the 1<sup>st</sup> week of classes. The Placement Coordinator will process applications and notify pre-candidates of their field placement information in writing. ~~This form must be computer-processed and delivered to the instructor of record, who will collect all forms from enrollees and then submit those forms to the coordinator for official processing. The *Field Experience Application Form* and other applicable forms are included in this manual and are also available at the SOE/Resources Link.~~



- Pre-candidates and candidates must satisfy the minimum clock hours required at each phase of field-based experience.
- Each pre-candidate and candidate participating in a field experience requirement must submit to the P-8 teacher (mentor teacher) the *Timesheet* for him/her to provide initials verifying the time the pre-candidate and candidate spent in the classroom. The enrollees are responsible for making available to the mentor teacher the *Field Experience Evaluation* form, which the mentor teacher will complete and return.
- Each faculty member will collect *Field Experience Evaluation* forms by the completion of the course (during the week on the University Calendar designated final examination week). The data contained in the *Timesheet* and the *Field Experience Evaluation Form* must be considered in determining the grade earned for the field experience requirement, which is reflected in the overall evaluation of the course. **It is the responsibility of the faculty to determine if the required number of hours were met and if the appropriate forms were returned as required.**
- All collected *Field Experience Evaluation* forms and *Timesheets* must be submitted to the coordinator by the end of the time designated on the process timeline. The data from the evaluation form will be filed in the pre-candidate's and candidate's folder and used to guide additional field experience requirements and academic processes.
- Placement each semester will determine the placement of the next semester as the coordinator makes every effort to provide each enrollee with diverse field experience.
- Advisors are encouraged to consider a course schedule that will not require a pre-candidate to enroll in greater than three (3) field experience bearing courses. Enrollment in methods courses is an exception.
- Pre-candidates and candidates registered for more than one course of any field experience phase must receive approval of all involved instructors for the total experiential learning hours required in any given semester. The table on page 3 provides an example of cumulative hours given the number of courses in which the pre-candidate/candidate is enrolled in a single semester.

### Field Experience Requirements

Field experience requirements vary based on the phase of the experience being completed. The sections below detail the expectations at each of the four phases of field-based experience. Phase III detailed requirements are included in the Internship Handbook.

## Description of Phases of Field-Based Experience

### **Phase I: Observation and Reflection**

Each teacher education pre-candidate will complete field experience assignments as required in the introductory phase of education courses, with observation and reflection as the major



activities. A minimum of 16 clock hours of fieldwork experience is required for each introductory course. The required hours must be completed over a period of at least 4 weeks. Please refer to the table on page 6 to determine the number of hours to be completed to accommodate the needs of pre-candidates who are enrolled in multiple courses with field-based requirements. Early and ongoing assessments of observation and reflection competencies are conducted, and feedback provided to pre-candidates. The *Field Experience Report* that accompanies each course at this phase of observation must be adjusted to meet the requirements of each course as evident in the respective syllabus. The completed *Field Experience Evaluation Form* and *Timesheet* must accompany the report.

### **Phase I Courses for ALL Majors pursuing a Bachelor's degree in Early Childhood, Elementary, and Special Education.**

Course #	Course Title	Credit
EDUC 202	Educational Psychology	3
SPED 201	Introduction to Needs of Exceptional Individuals	3

All pre-candidates enrolled in the Phase I field experience courses are required to observe and reflect on the experience of the P-8 classroom. The pre-candidates may assist the classroom teacher when requested but are NOT expected to deliver lessons to the whole group or small group of learners. Please refer to the following guidelines for suggestions to complete Phase I field experience requirements. Faculty will make specific suggestions on additional requirements to meet course specifications according to course content and as outlined in the respective syllabus. These specific requirements will be included in the *Field Placement Expectation Letter* to be delivered to each classroom teacher. The faculty member may choose to identify additional activities to be completed during the field experience from the list on page 16 of this manual.

### **Phase I Observation Report - Suggested Guidelines**

During observation in the classroom, be aware of learning theories, developmental processes (including social, language, and cognitive development), classroom management routines, learner and cultural differences, pedagogical strategies, learning preferences, technology-enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that may apply to the specific course requirements. In addition to specific course requirements, a field experience report should address the following specific points:

- Context of Learning Environment
  - Understanding the school and classroom profiles
  - The physical organization of the classroom (create a floor plan to depict)
  - Monitoring of students
  - Routines and procedures
  - Classroom resources
- Planning and Delivering Instruction
  - Standards alignment
  - Lesson plan format and learning objectives
  - Beginning and ending of lessons
  - The pacing of lessons

- Lesson modifications
- Pedagogical styles
- Teaching materials and use of technology
- Diversity and Meeting Learner Needs
  - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners)
  - Interaction with children
- Assessment of Learning Outcomes
  - Formal and Informal assessment
  - Formative and Summative assessments

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

The pre-candidate must be actively involved in observation in the classroom and must not be preoccupied with any non-academic activities and is encouraged to take notes that will guide the writing of the observation report. As the pre-candidate develops the field experience report, s/he must make connections between observations, theories, and strategies studied (e.g., Piaget's theory of cognitive and language development, Vygotsky's Interactionist Theory, Erikson's psychosocial development, Gardener's theory of Multiple Intelligences, and classroom management routines, etc.). Appropriate professional language must be used to explain, describe, and assess observational experience. The pre-candidate must align the experience and activities with InTASC standards.

### **Phase IIA: Observation, Participation, and Reflection**

Each teacher education pre-candidate and candidate will complete field experience assignments as required in the second phase of education courses, with observation, active participation, and reflection as major requirements. Phase IIA consists mainly of 300- and 400- level, non-methods courses in education programs. A minimum of 24 clock hours of field experience is required for each course in each Phase IIA. The field experience report that accompanies each course must be adjusted to meet the requirements of each course as evident in the respective syllabus. The completed *Field Experience Evaluation Form* and *Timesheet* must accompany the field experience report. Suggested activities that may be required are included on page 16 of this manual.

#### **Phase IIA Courses – Early Childhood Education Majors**

Course #	Course Title	Credit
EDUC 300	Foundation of Reading Instruction	3
EDUC 331	Practice What You Teach: Culturally Relevant Teaching Practices	3
EDUC 408	Measurement and Evaluation	3
REED 401	Diagnosis and Remediation of Reading Difficulties in the Classroom	3

#### **Phase IIA Courses – Elementary Education Majors**

Course #	Course Title	Credit
EDUC 300	Foundation of Reading Instruction	3
EDUC 331	Practice What You Teach: Culturally Relevant Teaching Practices	3
EDUC 408	Measurement and Evaluation	3

REED 401	Diagnosis and Remediation of Reading Difficulties in the Classroom	3
----------	--	---

#### Phase IIA Courses – Special Education Majors

Course #	Course Title	Credit
EDUC 300	Foundation of Reading Instruction	3
EDUC 331	Practice What You Teach: Culturally Relevant Teaching Practices	3
SPED 303	Techniques of Measurement and Evaluation of the Mildly and Moderately Disabled in the Elem/Middle Grades	3
REED 401	Diagnosis and Remediation of Reading 3 Difficulties in the Classroom	3

The following guideline is a suggestion for completing the Phase IIA field experience assignment. The faculty may make additional requests based on the focus of the course and may refer to the list of suggested activities on page 16 to require specific activities of each enrollee.

The pre-candidate and candidate must be actively involved in observation and participation in the classroom, must not be preoccupied with any non-academic activities, and must take notes that will guide the writing of the observation report. As the pre-candidate and candidate develops the field experience report, s/he must make connections between observations, theories, and strategies studied. Appropriate professional language must be used to explain, describe, and assess observational experience. The pre-candidate and candidate must align the experience and activities to INTASC standards.

#### **Phase IIA Observation, Participation, and Reflection – Suggested Report Guidelines**

During observation in the classroom, be aware of learning theories, developmental processes (including social, language, and cognitive development), classroom management routines, learner and cultural differences, pedagogical strategies, learning preferences, technology-enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that may apply to the specific course requirements. Therefore, a field experience report should address the following specific points:

- Context of Learning Environment
  - Understanding the school and classroom profiles
  - The physical organization of the classroom (create a floor plan to depict)
  - Monitoring of students
  - Routines and procedures
  - Classroom resources
- Planning and Delivering Instruction
  - Standards alignment
  - Lesson plan format and learning objectives
  - Beginning and ending of lessons
  - The pacing of lessons
  - Lesson modifications
  - Pedagogical styles
  - Teaching materials and use of technology
- Diversity and Meeting Learner Needs
  - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners)

- Interaction with children
- Assessment of Learning Outcomes
  - Formal and Informal assessment
  - Formative and Summative assessments
  - Growing and Developing During this Experience
  - Bit Teaching/Small Group Interaction:
  - Work with individual learners or small groups;
  - assess remediation and excellence;
- Personal and Professional Growth:
  - Participation that guides or fosters personal and professional development. Cite specific examples.
  - Response to Authority: Willingness to work cooperatively and collaboratively with P-8 teacher. Cite specific examples.
  - Approach to a Diverse Student Population: Strategies to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
  - Orientation to Teaching: Contemplate the processes observed and applied that will assist you in becoming an effective teacher.

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

### **Phase IIB: Observation, Participation, Integration, and Reflection (Methods)**

Each teacher education candidate will participate in an extensive field experience beginning in methods courses. The candidate is required to observe the integration of theory and practice and to apply practices as s/he instructs small and/or whole groups in the classroom. Classroom teachers and university faculty guide the candidates as they integrate theory, practice, learner needs, and student learning outcomes. A minimum of 20 full days of field experience are required at Phase IIB. After completing Phase IIB (20 days) and Phase III (80 days) of field experience, each candidate will meet the state minimum requirement of 100 full school days experiential learning. Ongoing assessments of teaching, classroom management, professionalism, disposition, technology as a resource for teaching, communication skills, and reflection competencies are conducted, evaluated, and feedback provided during Phase IIB. The faculty will observe each candidate deliver at least one lesson during the 20 days guided practices in the P-8 classroom. The lesson may be recorded to facilitate review and feedback. This observation, a formative assessment, will be evaluated by the faculty using the standards-based internship evaluation, which will provide guidance for the candidate during the second phase of the extensive internship. The field experience report required at this phase of guided practice must reflect the content of the methods' course(s) and any other specific activities outlined in the syllabus.

#### Methods Courses – Early Childhood Education Majors (15 credits)

Course #	Course Title	Credit
ECED 331	Methods of Teaching Social Studies in Early Childhood Education	3
ECED 333	Methods of Teaching Reading in Early Childhood Education	3
ECED 337	Methods of Teaching Science in Early Childhood Education	3

ECED 338	Methods of Teaching Mathematics in Early Childhood Education	3
----------	--	---

#### Methods Courses – Elementary Education Majors (15 credits)

Course #	Course Title	Credit
ELED 302	Methods of Teaching Mathematics in Elementary Schools	3
ELED 303	Methods of Teaching Reading in the Elementary School	3
ELED 305	Methods of Teaching Science in the Elementary School	3
ELED 306	Methods of Teaching Social Studies in the Elementary School	3

#### Methods Courses – Special Education Majors (12 credits)

Course #	Course Title	Credit
ELED 303	Methods of Teaching Reading in the Elementary School	3
SPED 304	Curriculum Objectives, Methods, and Materials for Teaching Learners with Mild and/or Moderate Disabilities in the Elementary/ Middle Grades: Communication Skills	3
SPED 305	Curriculum Objectives, Methods, and Materials for Teaching the Mildly and Moderately Disabled Learner in the Elementary/Middle Grades: Math, Social Studies, and Science	3
SPED 403	Developing Individual Education Programs (IEPs)	3

Please refer to the following guidelines for completing Phase IIB field experience report. University faculty will require additional activities aligned to course content.

### **Phase IIB Observation, Participation, Integration, and Reflection – Suggested Report Guidelines**

Participation and observation in the classroom require attention to learning theories, developmental processes, classroom management routines, individualized instruction/learner differences, teaching and learning strategies (including use of technology to enhance instruction), parent involvement strategies, approaches to facilitate culturally relevant pedagogy, professional disposition, alignment of content and professional standards, and any other pedagogical strategies that may apply. The candidate (pre-intern) will teach at least a complete lesson for each enrolled subject/methodology course. The lesson may be recorded and will be evaluated by the University faculty. The *Internship Evaluation Rubric*, beginning on page 28, must be used as the assessment tool for Phases IIB and III of field experience.

Participation and reflection are required. The candidate must observe the P-8 teacher to document best practices. Best practices may be reflected in use of learning theories, developmental processes (including social, language, and cognitive development), classroom routines, learner and cultural differences, pedagogical strategies, learning preferences, technology enhanced instruction, lesson plan development, utilization of Bloom's Taxonomy in questioning techniques, and any other pedagogical strategies that apply to methods course requirements. A field experience report should address the following specific points:

- Context of Learning Environment
  - Understanding the school and classroom profiles
  - The physical organization of the classroom (create a floor plan to depict)

- Monitoring of students
- Routines and procedures
- Classroom resources
- Planning and Delivering Instruction
  - Standards alignment
  - Lesson plan format and learning objectives
  - Beginning and ending of lessons
  - The pacing of lessons
  - Lesson modifications
  - Pedagogical styles
  - Teaching materials and use of technology
- Diversity and Meeting Learner Needs
  - Strategies to meet Learner Differences (special needs, English Language Learners, Gifted and Talented learners)
  - Interaction with children
- Assessment of Learning Outcomes
  - Formal and Informal assessment
  - Formative and Summative assessments
- Growing and Developing During this Experience
  - Bit Teaching/Small Group Interaction: Work with individual learners or small groups; assess remediation and excellence
  - Personal and Professional Growth: Participation that guides or fosters personal and professional development. Cite specific examples.
  - Response to Authority: Willingness to work cooperatively and collaboratively with P-8 teacher - Cite specific examples.
  - Approach to a Diverse Student Population: Strategies to demonstrate cultural and ethnic sensitivity and other inter-individual differences.
  - Orientation to Teaching: Contemplate the processes observed and applied that will assist you in becoming an effective teacher.
- Reflection
  - Reflect on activities related to your beliefs, readiness, and preparation.
  - How do professional activities align with InTASC standards?

(Adapted from: Pelletier, C. M. (2013). Strategies for successful student teaching: A guide to student teaching, job search, and your first classroom. (3rd Ed.). Boston, MA: Allyn & Bacon.)

In addition to addressing the previous points in the field experience report, the candidate must assess his/her role in the classroom and document the impact on student learning realized during the experience. The candidate may use samples of children's assignments completed during the lesson taught or activities delivered to document the impact on student learning. The completed *Field Experience Observation Form* and *Timesheet* are included in the field experience report.

### **Phase III: Internship, Seminar, and Reflection (Part II of Extensive Internship)**

The Phase III requirements of the bachelor's programs in early childhood education, elementary education, and special education are detailed in the *Internship Handbook*. An overview of expectations at each Milestone are listed below.

## Unit's Assessment and Accountability System (UAAS)

The Unit's Assessment and Accountability System reflects a systematic process with transition points of assessing candidate performance in meeting program, state, and national standards. The UAAS reflects a systematic process with milestones to assess candidate performance in meeting program and state standards. The assessment of appropriate competencies expected of a *Reflective Facilitator of Learning* is evident from program entry to exit. All pre-candidates and candidates must secure access to the UAAS through purchasing a Watermark/TK20 account. Program milestones are detailed below.

### Teacher Education Milestones Assessment Process – (Initial Certification Level)

**Milestone I: Admission to Teacher Education** – Review data of all pre-candidates to determine any intervention to support success in methods and program completion; design and implement intervention based on analysis of data; review of data conducted end of each semester

- At least 45 credits completed\*\* (ENGL101 & 102; MATH 131 or MATH 203; EDUC 202; EDUC 300; SPED 201)
- GPA 3.0+
  - (or 2.85+ and passing score on Praxis CORE: Reading & Writing)
- Passing Score on Praxis CORE (writing)
- Grades – Detailed coursework review to verify passing grades.
- Passing scores on E-Portfolio I (Submitted in TK20):
  - Lesson Plan (EDUC 300) (REED 504)
- Faculty and Self-Disposition Evaluations
- Application for Admission to Teacher Education
- Attendance at a Mandatory Teacher Education Program Orientation

*\*Aligned to CAEP Standard 3: Candidate Recruitment, progression, and Support*

*\*\* 9 credits for graduate students*

**Milestone II: Admission to Internship** – Review holistic candidate data to determine growth, needs, and future intervention; review conducted at the end of semester prior to internship.

- GPA 3.0+ (or 2.85+ and passing score on Praxis CORE: Reading); Writing passed at Milestone I
- Grades - all coursework completed (except seminar and internship course)
- Passing scores on Praxis II exams – Teaching Reading Elementary and Content Knowledge
- Passing score on E-Portfolio II (Submitted in TK20):
  - Student Profile
  - Student Preference Survey
  - Classroom Profile
  - Unit Plan
  - Planning Reflection & Revision
- Passing scores on Admissions Interview
- Faculty and Self-Disposition Evaluations

*\*Aligned to CAEP Standard 1: Content & Pedagogical Knowledge; Standard 3: Candidate Recruitment, Progression, and Support*

**Milestone III: Exit from Program** – Review data to determine readiness for employment; review conducted at end of program.



- GPA of 3.0+ (or 2.85+ and passing score on Praxis CORE: Reading); Writing passed at Milestone I
- All program coursework successfully completed
- Passing Score on Portfolio III (submitted in TK20)
  - Updated Resume
  - Updated Philosophy of Teaching Statement
  - Professional Development
  - Team Planning & Meeting
- Passing Score on Presentation
- Complete Exit Survey
- Dispositions Evaluation Form - Self
- Dispositions Evaluation Form - Faculty
- Submission of all sections of edTPA in fall 2025 and forward; passing score required as of July 1, 2026
- Passing Scores on Student Teacher Evaluations

*\*Aligned to CAEP Standard 1: Content & Pedagogical Knowledge*

*\*\*Aligned to CAEP Standard 2: Clinical Partnership & Practice*

*\*\*\* Aligned to CAEP Standard 3: Candidate Recruitment, Progression, and Support*

**Post Completion** – Review data to determine program effectiveness in meeting workforce expectations; review conducted each semester

- Professional Advisory Council on Education\*
  - Achievement of P-6 students
  - Satisfaction with completer preparation
- Alumni Educational Council\*
  - Focus Group
  - Principal Evaluation of graduate effectiveness

*\* Aligned to CAEP Standard 4: Program Impact*

*NOTE: CAEP Standard 5: Quality Assurance System and Continuous Improvement is aligned to each Milestone*

### Requirements for Non-Licensure Programs (ECED – Human Development)

Each candidate in the ECED Human Development major will complete field experience assignments as required in the courses, including observation, student engagement, and reflection. The required hours must be completed over a period of at least 4 weeks. Please refer to the table on page 6 to determine the number of hours to be completed to accommodate the needs of candidates who are enrolled in multiple courses with field-based requirements. Early and ongoing assessments of observation and reflection competencies are conducted and feedback provided to pre-candidates. The *Field Experience Report* that accompanies each course must be adjusted to meet the requirements of each course as evident in the respective syllabus. The completed *Field Experience Evaluation Form* and *Timesheet* must accompany the report.

All candidates enrolled in courses that include a field experience are required to observe and reflect on the experience of the P-3 classroom. Other specific expectations will be outlined by the course professor.

#### Early Field Experience Courses – ECED – Human Development

##### Courses requiring 16 hours of Field Experience

Course #	Course Title	Credit
EDUC 202	Educational Psychology	3
ECED 344	Nutrition, Health, Safety, and Childhood Diseases	3
SPED 201	Introduction to Needs of Exceptional Individuals	3

#### Early Field Experience Courses – ECED – Human Development

##### Courses requiring 24 hours of Field Experience

Course #	Course Title	Credit
EDUC 300	Foundations of Reading	3
EDUC 408	Measurement and Evaluation	3
REED 401	Diagnosis and Remediation of Reading 3 Difficulties in the Classroom	3
ECED 301	Child Growth and Physiological Development	3
ECED 329	Principles and Practicum in Early Childhood	3
ECED 348	School Age Programs	3
ECED 350	Family, Community Engagement, & Advocacy in Child Development	3

## Sample Letter: Field Placement Introduction and Expectations



### COLLEGE OF ARTS & SCIENCES, AND EDUCATION

#### Department of Teaching and Learning

2500 West North Avenue, Baltimore, Maryland 21216

*“Educator as a Reflective Facilitator of Learning”*

[Date ],

Dear Teacher Professional:

I thank you for your willingness to serve our teacher education major as they begin the process of becoming a teacher. As educators, we know that experiential learning is critical in teacher preparation. Teacher education majors are placed in the field to determine whether they have the propensity to be teachers, want to be teachers, and to learn effective strategies from master teachers, such as you. The education major is seeking to understand the teaching and learning process and the role of the teacher in that process. The education major assigned to your classroom is in Phase --- of the experiential learning experience, which requires XX hours.

It is important that you involve the education major in the teaching and learning process as much as possible. As such, I ask that you do not allow him/her to sit and observe your instruction in the classroom. Rather, I ask that you involve the education major in the teaching and learning process by assigning him/her to assist specific learners, to participate in small group activities, or in any other meaningful manner that you see appropriate. Meaningful participation during this field experience activity is critical. I am requiring that each education major completes specific activities, which include (see list on next page)

Each education major is expected to complete a field experience report at the end of the semester. The report will detail strategies observed and ways the education major was involved in the classroom. The education major must document the number of hours s/he spends in your classroom. I ask that you initial the *Field Experience Timesheet* as the education major completes the time in your classroom. The *Timesheet* provides documentation of the hours spent in your classroom. There is also the *Field Experience Evaluation* form that I ask you to complete to provide an analysis of specific dispositional traits that the education major displayed in your classroom.

As always, I thank you for your service to the profession and again for your willingness to assist us as we continue to prepare teachers who are effective and committed to the profession and to our children. Please let me know if you have questions or comments.

Sincerely,

(NAME) CSU Faculty

### Suggested List of Field Experience Assignments

- Complete small group instruction on teacher assigned activity.
- Listen to students read.
- Assist students with independent seatwork.
- Tutor student or small group in a content area.
- Observe for and describe modifications and adaptations made to accommodate the needs of exceptional children.
- Observe and describe student behaviors to document how individual students or groups of students behave.
- Ask about, observe, and include in the report specifics on how teachers use technology in teaching.
- Interview teacher to determine strategies to maximize parent involvement strategies.
- Teach lesson segments.
- Develop descriptions of small and/or large group dynamics.
- Develop a content specific bulletin board.
- Observe and converse with school personnel on data analytics in the classroom.



COLLEGE OF ARTS & SCIENCES, AND EDUCATION  
Office of Field Placement and Professional Development Schools  
*"Educator as a Reflective Facilitator of Learning"*

**Application for Field Experience Placement  
Form A: Practicum (Internship Part I)**

**Part 1: To be completed by Candidate**

		_____
		Date of Application
Name: _____	ID#: _____	
Email Address: _____	GPA: _____	
Advisor: _____	Major: _____	
Semester Requested: <input type="checkbox"/> Fall <input type="checkbox"/> Spring	Year: _____	
Course/s affiliated with field experience request: _____		
Course/s Instructor/s: _____		
Hours Required: _____	Expected Date of Graduation: _____	
Are you currently enrolled in other courses that require field experience? <input type="checkbox"/> Yes <input type="checkbox"/> No		

*CSU has partnership with the school districts below. Rank your placement preference.*

- ☐ Baltimore City Public Schools    ☐ Harford County Public Schools  
☐ Howard County Public Schools  
☐ Anne Arundel Public Schools

I plan to complete my methods at the school I am employed with. (Please circle) Yes/No

School Name \_\_\_\_\_

Principal's Name & Email \_\_\_\_\_

Mentor teacher name & email \_\_\_\_\_

**Part II: Completed after placement by the Site Liaison and Field Placement Coordinator**

School Assignment: \_\_\_\_\_ Principal: \_\_\_\_\_  
Grade/Subject: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_  
CSU Course: \_\_\_\_\_ Hours Required: \_\_\_\_\_ Experience Focus: \_\_\_\_\_  
Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

LEA Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Placement Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Upon placement, copy provided to Department Chair and Instructor; Original retained in FPC's Office.*



## COLLEGE OF ARTS & SCIENCES, AND EDUCATION

### Office of Field Placement

2500 West North Avenue, Baltimore, Maryland 21216

Grace Hill Jacobs Room 709; (410) 951 – 3081

“Educator as a Reflective Facilitator of Learning”

### FIELD EXPERIENCE TIMESHEET

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Course Enrolled: \_\_\_\_\_ Course Instructor: \_\_\_\_\_

Field Experience Site: \_\_\_\_\_

P-12 Clinical Educator: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Type of Experience Requested: *(Check response)* ☐ Observation (Early) ☐ Participation (Methods)

Semester Completed: ☐ Fall ☐ Spring ☐ Summer Year \_\_\_\_\_

**DIRECTIONS to Pre/Candidate:** Please complete this *Timesheet* each day you are in the field experience classroom. Secure the P-8 Clinical Educator’s (Mentor Teacher (MT)) initials after each entry. At the end of the experience, return the completed form to your professor. *(Additional directions on reverse side.)*

Each course requires a SEPARATE Field Experience timesheet, which is to be submitted to the professor of record.

Date	Time In	Time Out	# of Hours	Description of Activities Completed	Teacher’s Initials
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Hours Completed: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

P-12 Teacher’s Signature

Date

Course Instructor’s Signature

Date

### **Upon receipt of practicum assignment from the Field Placement Coordinator**

- ✓ Report to school assigned.
- ✓ Meet with the classroom teacher and arrange a schedule that will accommodate your available time.
- ✓ Discuss field experience activities with the P-12 Teacher in order that he/she will understand the areas in which you will be evaluated. Refer to the *Field Experience Manual* for specific activities required by each course with practicum requirements.
- ✓ Return the *Field Experience Timesheet* to your University Professor immediately upon completion and before the end of the semester. If these forms are not submitted, you WILL NOT receive a grade for the course. Your University Professor will forward the form to the Placement Coordinator.
- ✓ If you are unable to report to your assigned school at any time during this field experience, please contact the P-8 teacher.

#### **NOTE:**

- **Pre-Candidate** refers to the education major prior to admission to teacher education.
- **Candidate** refers to the education major who is admitted to teacher education.





COLLEGE OF ARTS & SCIENCES, AND EDUCATION  
**Office of Field Placement and Professional Development Schools**  
 2500 West North Avenue, Baltimore, Maryland 21216  
 Grace Hill Jacobs Room 709; (410) 951 – 3081  
 “Educator as a Reflective Facilitator of Learning”

**FIELD EXPERIENCE EVALUATION FORM**

**Directions to Pre/Candidate:** Complete the information section of this form and deliver to your P-8 teacher.

Name: \_\_\_\_\_ ID#: \_\_\_\_\_  
 Course Enrolled: \_\_\_\_\_ Course Instructor: \_\_\_\_\_  
 Major: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Field Experience Site: \_\_\_\_\_ P-12 Teacher: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Type of Experience Requested: (Check response) ☐ Observation (Early) ☐ Participation (Methods)  
 Dates of Involvement: \_\_\_\_\_ Total Hours Completed: \_\_\_\_\_  
 Semester Completed: ☐ Fall ☐ Spring ☐ Summer Year \_\_\_\_\_

**DIRECTIONS to P-8 Teacher:** Please complete this evaluation form and return it for our records. Check the response that most approximates your opinion regarding the performance of the prospective teacher who observed in your classroom.

Measure	Always	Usually	Sometimes	Rarely
1. The prospective teacher was on time for field experience hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The prospective teacher portrayed a professional image in appearance and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The prospective teacher was attentive and respectful of the students, practicum supervisor, and ongoing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The prospective teacher was actively involved in the instructional process and was willing to help in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The prospective teacher was enthusiastic to teach and learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The prospective teacher was recognized and willingly support English Language Learners and Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If necessary, the prospective teacher notified the practicum supervisor if he/she had to be absent or late for sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>   				

\_\_\_\_\_  
P-8 Teacher's Signatre

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Instructor's Signature

\_\_\_\_\_  
Date

**COLLEGE OF ARTS & SCIENCES, AND EDUCATION**  
**Department of Teaching and Learning**  
**2500 West North Avenue, Baltimore, Maryland 21216**  
*“Educator as a Reflective Facilitator of Learning”*

**APPLICATION FOR ADMISSION TO TEACHER EDUCATION**

Name: \_\_\_\_\_ ID: \_\_\_\_\_  
 Advisor: \_\_\_\_\_ GPA: \_\_\_\_\_  
 Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Praxis Core Scores:      Mathematics \_\_\_\_\_  
                                  Reading \_\_\_\_\_  
                                  Writing \_\_\_\_\_

\_\_\_\_\_  
 Signature of Applicant

\_\_\_\_\_  
 Date

**Department Review**

Number of Credits Completed: \_\_\_\_\_ Verified GPA: \_\_\_\_\_  
 Mathematics Courses Completed: \_\_\_\_\_  
 English Courses Completed: \_\_\_\_\_  
 Admission Interview Score: \_\_\_\_\_ Admission Essay Score: \_\_\_\_\_  
 Praxis Core Scores/GPA Verified: ☐ Yes ☐ No Disposition Review Completed: ☐ Yes ☐ No  
 Disposition Score: \_\_\_\_\_  
 Comments: \_\_\_\_\_

☐ Recommend for Admission ☐ Do Not Recommend for Admission

\_\_\_\_\_  
 Signature of Academic Advisor

\_\_\_\_\_  
 Date

☐ Recommend for Admission ☐ Do Not Recommend for Admission

\_\_\_\_\_  
 Signature of Department Chair

\_\_\_\_\_  
 Date

**Office of Field Placement Review**

☐ Reviewed by TEC      Date: \_\_\_\_\_ Results: \_\_\_\_\_  
☐ Letter sent to Applicant      Date: \_\_\_\_\_  
\_\_\_\_\_  
 Signature, Field Placement Coordinator

**COLLEGE OF ARTS & SCIENCES, AND EDUCATION**  
**Department of Teaching and Learning**  
**2500 West North Avenue, Baltimore, Maryland 21216**  
**“Educator as a Reflective Facilitator of Learning”**

**Disposition Assessment Form (Self-Administered)**

**Name:** \_\_\_\_\_ **ID #:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Program:** \_\_\_\_\_ **Milestone #:**     ☐ I                      ☐ II                      ☐ III

<p>Professional dispositions are the values, beliefs, and attitudes that influence behaviors toward students, families, colleagues, and communities (Learning Community) and which affect student learning and achievement, and motivation; safety and successful yield within the learning environment, well-being of others, motivation, and development, as well as the educator's own professional growth (Professional Behaviors). As such, unit faculty and stakeholders consider sincerely held, professional dispositions ultimately lead to positive actions and patterns of professional conduct.</p> <p><b>Directions:</b> Each pre/candidate will complete the <i>Disposition Assessment Form</i> to measure the level to which s/he believes that s/he demonstrates the values of the CSU dispositional measures. The candidate must upload the self-administered <i>Disposition Assessment Form</i> to each milestone of the program review process in the UAAS.</p>	<p style="text-align: center;"><b>Rating Scale</b></p> <p>4= Exceeds Expectation</p> <p>3=Meets Expectation</p> <p>2= Needs Improvement</p> <p>1= Unacceptable</p>
--	--

**I: Disposition as a Value**

**Candidate Contribution to Learning Community**

**1. Value Statement:** *Candidate contributes to the learning community and embraces the principle of fairness and a belief that all students can learn. I*

<b>a. Respect learners'</b> differing strengths and needs and is <b>committed</b> to using this information to further each learner's development ( <i>InTASC 1</i> )	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>b. Am committed</b> to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning ( <i>InTASC 3</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>c. Respect learners'</b> diverse strengths and needs ( <i>InTASC 7</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>d. Am committed</b> to using information on student diverse strengths and needs to plan effective instruction. ( <i>InTASC 7</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Overall Rating for Contribution to Learning Community:                      ☐4   ☐3   ☐2   ☐1

**Candidate Commitment to Profession**

**2. Value Statement:** *Candidate demonstrates a high regard for the profession. I*

<b>a. Am committed</b> to exploring how the use of new and emerging technologies can support and promote student learning ( <i>InTASC 8</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>b. Take initiative</b> to grow and develop with colleagues through interactions that enhance practice and support student learning ( <i>InTASC 10</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>c. Actively share</b> responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. ( <i>InTASC 10</i> ).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Overall Rating for Commitment to Profession:                      ☐4   ☐3   ☐2   ☐1

**3. Value Statement:** Candidate continually studies and reflects upon theory, research, policy and practice in order to improve teaching effectiveness. I

a. <b>Realize that content knowledge</b> is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field ( <i>InTASC 4</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. <b>Appreciate multiple perspectives</b> within the discipline and facilitates learners' critical analysis of these perspectives ( <i>InTASC 4</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
c. <b>Value knowledge</b> outside his/her own content area and how such knowledge enhances student learning ( <i>InTASC 5</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
d. <b>Value flexible learning environments</b> that encourage learner exploration, discovery, and expression across content areas ( <i>InTASC 5</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
e. See self as a <b>learner, continuously seeking opportunities</b> to draw upon current education policy and research as sources of analysis and reflection to improve practice ( <i>InTASC 9</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
f. <b>Understand the expectations of the profession</b> including codes of ethics, professional standards of practice, and relevant law policy ( <i>InTASC 9</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Overall Rating for Commitment to Profession: ☐4 ☐3 ☐2 ☐1

**II: Disposition as Both Belief and Value**

**Candidate Contribution to a Positive Learning Environment**

**4. Belief and Value Statements:** Candidate exhibits energy and determination to make the classroom a safe and supportive learning environment. I

a. <b>Believe</b> that all learners can achieve at high levels and persists in helping each learner reach his/her full potential ( <i>InTASC 2</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. <b>Believe</b> that plans must always be open to adjustment and revision based on learner needs and changing circumstances ( <i>InTASC 7</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
c. <b>Commit to deepening awareness and understanding</b> the strengths and needs of diverse learners when planning and adjusting instruction ( <i>InTASC 8</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Overall Rating for Contribution to Positive Learning Environment: ☐4 ☐3 ☐2 ☐1

**III: Disposition as Attitude**

**Candidate Contribution to the Well-Being of Others**

**5. Attitude Statement:** Candidate demonstrates a commitment to the Well-being of Students, Families, and Communities. I

a. <b>Value</b> the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development ( <i>InTASC 1</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. <b>Commit to working with learners</b> , colleagues, families, and communities to establish positive and supportive learning environments ( <i>InTASC 1</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
c. <b>Respect learners as individuals</b> with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests ( <i>InTASC 2</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Overall Rating for Contribution to Well-Being of Others: ☐4 ☐3 ☐2 ☐1

**IV: Disposition as Belief**

**Candidate Commitment to the Profession**

**6. Belief Statement:** Candidate demonstrates commitment to Professional Competence and Ongoing Professional development. I

a. <b>Commit to making accommodations</b> in assessments and testing conditions, especially for learners with disabilities and language learning needs. ( <i>InTASC 6</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. <b>Commit to the ethical use of various assessments</b> and assessment data to identify learner strengths and needs to promote learner growth ( <i>InTASC 6</i> ).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Overall Rating for Commitment to Profession: ☐4 ☐3 ☐2 ☐1

Comments:

---

---

---

Candidate's Signature: \_\_\_\_\_

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

## Appendix A

## Internship Application



**COPPIN**  
STATE UNIVERSITY  
EST. 1900

**COLLEGE OF ARTS & SCIENCES, AND EDUCATION**

Department of Teaching and Learning  
2500 West North Avenue  
Baltimore, MD 21216  
Phone (410) 951-3067 [swhitfield@coppin.edu](mailto:swhitfield@coppin.edu)

---

Date of Application

## PERSONAL INFORMATION

Name: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 First MI Last Date of Birth ID #

Local Address: \_\_\_\_\_  
                                     Street/Apt #                                      City                                      State                                      Zip

Phone #: \_\_\_\_\_ Email Address: \_\_\_\_\_

Academic Major: \_\_\_\_\_ Minor: \_\_\_\_\_

GPA: \_\_\_\_\_ Expected date of Graduation: \_\_\_\_\_

Do you have a car? ☐ **Yes** ☐ **No**

**ADDITIONAL INFORMATION** (Check appropriate answer)

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Have you ever been convicted of violation of law other than a minor traffic ticket?
<input type="checkbox"/>	<input type="checkbox"/>	Do you have criminal charges or procedures pending?

If you answer “yes” to any of the above questions, please explain on a separate page and attach.

**Complete your field experience information below**

Course	Semester/Year	Placement Site	Grade Observed	P-12 Clinical Educator	# of hours completed

**ADDITIONAL INFORMATION** (Please indicate the correctness of each statement by initialing on each space provided.)

_____	I have completed all general education requirements.
_____	I have completed major and minor course requirements.
_____	I have a grade point average of at least 3.0 GPA/ 2.85GPA with Praxis I (BS)
_____	I have <input type="checkbox"/> taken <input type="checkbox"/> passed all Praxis II requirements. (Check the appropriate box.)
_____	I have <input type="checkbox"/> taken <input type="checkbox"/> passed the Milestone II interview requirement. (Check the appropriate box.)
_____	I have <input type="checkbox"/> taken <input type="checkbox"/> passed the Milestone II writing requirement. (Check the appropriate box.)
_____	I have completed the physical examination requirement.
_____	I have completed the background check.

**Return the completed, computer-processed form to the Office of Field Placement – GHJ 709**

**COLLEGE OF ARTS & SCIENCES, AND EDUCATION**  
**Department of Teaching and Learning**  
**2500 West North Avenue, Baltimore, Maryland 21216**  
*“Educator as a Reflective Facilitator of Learning”*

**INTERN PROFILE SHEET**

Semester, Year: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Home Phone Number: \_\_\_\_\_  
 Cell Phone Number: \_\_\_\_\_  
 Email Address: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Current Employer (If Applicable): \_\_\_\_\_  
 Job Title (If Applicable): \_\_\_\_\_

Courses Taking This Semester: \_\_\_\_\_

**Methods Information**

<b>Methods Course</b>	<b>Instructor</b>	<b>Site/School Hosted</b>	<b>Semester/Year Taken</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**COLLEGE OF ARTS & SCIENCES, AND EDUCATION**  
**Department of Teaching and Learning**  
**2500 West North Avenue, Baltimore, Maryland 21216**  
**“Educator as a Reflective Facilitator of Learning”**

**INTERN HEALTH STATUS FORM**

- All prospective interns must have a physical examination prior to internship.
- All prospective interns must have a chest x-ray or a Tuberculin skin test prior to internship.
- Please complete the upper portion of this form and submit it to your health practitioner. Once you have the health practitioner’s signature, return the form to the Office of Field Placement.

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Email Address: \_\_\_\_\_

Date of Last Medical Examination: \_\_\_\_\_

Current Health Status: ☐ Excellent ☐ Good ☐ Poor

Comments that relate to any physical condition affecting student teaching:

---



---



---

Date of last chest x-ray or skin test: \_\_\_\_\_ (must be within the last six (6) months)

Results: ☐ Positive ☐ Negative

\_\_\_\_\_  
Signature of Physician or Nurse

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## Sample Evaluation Rubrics by Program

### BACHELOR OF SCIENCE AND MASTER OF ARTS IN TEACHING IN ELEMENTARY EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

#### INTERNSHIP EVALUATION

☐ Formative      ☐ Summative

Candidate Name:  
Mentor Teacher:  
Clinical Site:  
Content Area/Lesson Topic:  
Intern's Signature:

Date of Observation:  
University Supervisor:  
Placement: ☐ Rotation I      ☐ Rotation II  
Grade Level:  
Supervisor's Signature:

**INSTRUCTIONS:** Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional (ACEI) and institutional (CSU) standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

- 1 = Unacceptable.** Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**2 = Needs Improvement.** Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**3 = Meets Standards.** Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**4 = Exceeds Standards.** Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

I. Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)					
Broad and Integrative Knowledge, Skills and Professional Dispositions					
	1	2	3	4	N/A
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3)					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Areas of Strength and Areas for Growth					
II. Professional Standards (ACEI)					
Program Standard I: Development, Learning, and Motivation					
	1	2	3	4	N/A
Delivers a creative and relevant introduction which activates prior knowledge and engages students' learning. [ACEI 1.0]					
Relates content to learner's interest and experience to motivate students. [ACEI 1.0]					
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction. [ACEI 1.0]					
Provides instruction that is achievable but also challenging for children at various developmental levels. [ACEI 1.0]					
Provides developmentally appropriate learning experience so all students can learn. [ACEI 1.0]					
Applies learning theory and knowledge of human development to the teaching-learning process. [ACEI 1.0]					
Utilizes knowledge of development stages (e.g. Piaget, Erickson) to plan lessons and select teaching strategies and activities [ACEI 1.0]					
Areas of Strength and Areas for Growth					

<b>Program Standard II: Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Demonstrates a high level of competence in the discipline/subject area. [ACEI 2.0]					
Uses writing, speaking, listening, and thinking skills to help students apply their developing skills to many different situations, materials, and ideas [ACEI 2.0]					
Knows and uses the major concepts, skills, and processes in the subject area they teach [ACEI 2.0]					
Designs and implements age-appropriate inquiry lessons to teach and build upon students' knowledge [ACEI 2.0]					
Generates experience to strengthen students' abilities to perform task in the content area [ACEI 2.0]					
Creates instructional activities that allow students to examine constructivist learning theory [ACEI 2.0]					
Demonstrates appropriate content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7].					
Demonstrates appropriate pedagogical content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7].					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard III: Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Motivates students to appreciate and be engaged in the subject matter [ACEI 3.1]					
Utilizes a variety of resources (print and on-print) to benefit and enhance student learning [ACEI 3.1]					
Identifies differences in approaches to learning including learning styles & differentiated instruction [ACEI 3.2]					
Identifies and designs instruction appropriate to K-6 students' needs [ACEI 3.2]					
Uses teaching strategies (e.g. cooperative learning, direct instruction) to encourage critical thinking and problem solving [ACEI 3.3]					
Demonstrates principles of effective classroom management. [ACEI 3.4]					
Creates supportive learning environments for social interaction [ACEI 3.4]					
Models effective communication strategies to convey ideas and ask questions [ACEI 3.5]					
Uses oral and written discourse to develop student's understanding of subject matter [ACEI 3.5]					
Use a variety of media communication tools to enrich learning opportunities [ACEI 3.5]					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard IV: Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Identifies assessments tools and strategies, accurately and systematically, that are necessary for monitoring student learning; [ACEI 4.0]					
Uses appropriately a variety of formal and informal assessment techniques to evaluate student progress [ACEI 4.0]					
Monitors their own teaching strategies and behaviors in relation to student success [ACEI 4.0]					
Modifies plans and instructional approaches according to development of students [ACEI 4.0]					
Uses data to drive instruction based on formative assessment [ACEI 4.0]					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard V: Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Knows and uses major areas of research on teaching and of resources for professional learning [ACEI 5.1]					
Use classroom observation and information about students as sources for evaluating the outcome of teaching [ACEI 5.1]					
Reflects and revises on daily teaching practices. [ACEI 5.1]					
Uses academic and professional language in conferences with mentor teacher and university supervisor to express planning and preparation [ACEI 5.1]					
Understands schools as organizations with the larger school community context and utilizes collaboration with school personnel (e.g.: mentor teacher, special educator, instructional support teachers) [ACEI 5.2]					
Collaborates with university supervisor and mentor teacher; uses feedback from stakeholders to ensure successfully planned lesson [ACEI 5.2]					
<b>Areas of Strength and Areas for Growth</b>					

## BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

### INTERNSHIP EVALUATION

☐ Formative      ☐ Summative

Candidate Name:  
Supervising Teacher:  
Clinical Site:  
Subject of Lesson:  
Intern's Signature:

Date of Observation:  
University Supervisor:  
Placement: ☐ Rotation I      ☐ Rotation II  
Grade Level:  
Supervisor's Signature:

**INSTRUCTIONS:** Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional (NAEYC) and InTASC standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

- 1 = Unacceptable.** Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**2 = Needs Improvement.** Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**3 = Meets Standards.** Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**4 = Exceeds Standards.** Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

I. Institutional Standards (InTASC and Maryland P12 Priorities)					
Broad and Integrative Knowledge, Skills and Professional Dispositions	1	2	3	4	N/A
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3)					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to support the Maryland accountability elements as articulated in Ready for Kindergarten (R4K).					
<b>Areas of Strength and Areas for Growth</b>					
Professional Standards (NAEYC 2010, InTASC 4-10)					
Program Standard I: Promoting Child Development And Learning	1	2	3	4	N/A
<b>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base <i>that</i> uses their understanding of multiple interacting influences on children's development and learning.</b>					
Candidate demonstrates knowledge of young children's characteristics and needs from birth to age 8 (NAEYC 1a).					
Candidate demonstrates knowledge of the multiple influences on early development and learning (NAEYC 1b).					
Candidate demonstrates the use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1c).					
<b>Areas of Strength and Areas for Growth</b>					
Program Standard II: Building Family And Community Relationships	1	2	3	4	N/A

<b>Candidates know about, understand and value the importance and complex characteristics of children's families and communities.</b>					
Candidate demonstrates knowledge of diverse family and community characteristics (NAEYC 2a).					
Candidate demonstrates knowledge and skills that support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b).					
Candidate demonstrates knowledge and skills of involving families and communities in young children's development and learning (NAEYC2c).					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard III: Observing, Documenting and Assessing to Support Young Children and Families</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Candidates prepared in early childhood degree programs understand that child observations, documentation and other forms of assessment are central to the practice of all early childhood professionals.</b>					
Candidate demonstrates knowledge of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NAEYC 3a).					
Candidate demonstrates knowledge and skills of using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology (NAEYC 3b).					
Candidate demonstrates knowledge and skills of responsible assessment practices to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c).					
Candidate demonstrates knowledge and skills of assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3d).					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard IV: Using Developmentally Effective Approaches</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Candidates prepared in early childhood degree programs in early childhood understand that teaching and learning details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur.</b>					
Candidate demonstrates knowledge of positive relationships and supportive interactions as the foundation of their work with young children (NAEYC 4a).					
Candidate demonstrates knowledge of effective strategies and tools for early education including appropriate uses of technology (NAEYC 4b).					
Candidate demonstrates knowledge and skills of using a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c).					
Candidate demonstrates knowledge and skills of reflection on own practice to promote positive outcomes for each child (NAEYC 4d).					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard V: Using Content Knowledge To Build Meaningful Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Candidates in early childhood degree programs use their knowledge of academic disciplines to design, implement and evaluate experience that promote positive development and learning for each and every young child.</b>					
Candidate demonstrates content knowledge and use of resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a).					
Candidate demonstrates knowledge and skills of using central the central concepts, inquiry tools and structures of content areas or academic disciplines. (NAEYC 5b).					
Candidate demonstrates abilities of using own knowledge, appropriate early learning standards and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c).					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard VI: Becoming a Professional</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.</b>					
Candidate demonstrates knowledge and skills of identifying and involving oneself with the early childhood field (NAEYC 6a).					

Candidate demonstrates knowledge and skills of upholding ethical standards and other early childhood professional guidelines (NAEYC 6b).					
Candidate demonstrates knowledge and skills of engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource (NAEYC 6c).					
Candidate demonstrates knowledge and skills of integrating knowledgeable, reflective and critical perspectives on early education (NAEYC 6d).					
Candidate demonstrates abilities of engaging in informed advocacy for young children and the early childhood profession (NAEYC 6e).					
<b>Areas of Strength and Areas for Growth</b>					
<b>Program Standard VII. Early Childhood Field Experience</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Field experience and internship are planned and sequenced so that candidates develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children in at least two of the three early childhood age groups.</b>					
Candidate demonstrates knowledge and skills to work effectively with different early childhood age groups (birth-age 3, 3-5, 5-8) (NAEYC 7a).					
Candidate demonstrates knowledge and skills to work effectively with in different types of early education settings (early school grades, childcare centers and homes, Head Start programs) (NAEYC 7b).					
<b>Areas of Strength and Areas for Growth</b>					

## BACHELOR OF SCIENCE AND MASTER OF EDUCATION IN SPECIAL EDUCATION

DEPARTMENT OF TEACHING AND LEARNING, SCHOOL OF EDUCATION

### INTERNSHIP EVALUATION

☐ Formative      ☐ Summative

Candidate Name:  
Supervising Teacher:  
Clinical Site:  
Subject of Lesson:  
Intern's Signature:

Date of Observation:  
University Supervisor:  
Placement: ☐ Rotation I      ☐ Rotation II  
Grade Level:  
Supervisor's Signature:

**INSTRUCTIONS:** Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional CEC and InTASC standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

- 1 = Unacceptable.** Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**2 = Needs Improvement.** Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**3 = Meets Standards.** Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.  
**4 = Exceeds Standards.** Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

InTASC Standards					
Broad and Integrative Knowledge, Skills and Professional Dispositions		1	2	3	4
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experience (InTASC 1).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3)					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that supports instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).					
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).					
Standard I: Learner Development and Individual Learning Differences		1	2	3	4
1.0	Candidate selects adapts and implements a variety of research-based practices to provide meaningful and challenging learning experience for individuals with exceptionalities.				
1.1	The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experience.				
1.2	Candidate provides gender and multi-cultural equity lessons that reflect individual differences and respond to the needs of individuals with exceptionalities)				
Areas of Strength and Areas for Growth					
Standard II: Learning Environments		1	2	3	4
2.0	Candidate designs learning environments that encourage active participation in individual and group activities and encourages student independence and well-being.				
2.1	Communicates high expectations while respecting and valuing individual differences and cultural diversity				
2.1	Organizes, develops, and sustains a safe, equitable, positive, and supportive learning environment in which diversities are valued				



2.2	Motivates through the use of interesting and challenging activities as observed in the lesson motivation or guided practice.				
2.3	Uses effective and varied behavior management strategies and handles disruptive behavior firmly and fairly				
2.3	Candidate creates an orderly and supportive environment by designing and managing routines.				
<b>Areas of Strength and Areas for Growth</b>					
<b>Standard III: Curricular Content Knowledge</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.1	Candidate demonstrates the ability to select, adapt, and implement a variety of research-based practices validated by tools of inquiry of the content areas they teach and the integration of cross-disciplinary skills for individuals with exceptionalities.				
3.2	Candidate is responsive to student needs by adapting the pace, teaching methods, content and/or materials while integrating cross-disciplinary skills and developing meaningful learning progressions for individuals with exceptionalities.				
3.3	Candidate demonstrates the ability to make appropriate accommodations & modification of general and specialized curricula.				
<b>Areas of Strength and Areas for Growth</b>					
<b>Standard IV: Assessment</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.0	Candidate plans for using multiple methods and measures to assess student learning and can create and explain criteria for assessing student work.				
4.1	Candidate analyzes and reflects to evaluate research and inquiry to identify effective practices.				
4.2	Candidate analyzes, evaluates, and reflects on student assessment data and instruction; and monitors the progress of individuals with exceptional learning needs to improve instructional practice. (Summative).				
4.3	Candidate conducts formal and informal assessments using appropriate technologies as supports and collaborates with colleagues and families in making educational decisions.				
4.4	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work for the purpose of quality learning, performance, and feedback to guide them.				
<b>Areas of Strength and Areas for Growth</b>					
<b>Standard V: Instructional Planning and Strategies</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.1	The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experience.				
5.2	Candidates demonstrate competence in using technology to achieve instructional objective. (MTTS IV) (MCCRS)				
5.3	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of individuals with exceptionalities (MCCRS)				
5.4	Candidate provides opportunities for individuals with exceptionalities to participate actively and successfully at different levels				
5.5	Candidate facilitates a variety of education learning experience that incorporates self-direction, interaction, and choice in collaboration with stakeholders with multiple perspectives (e.g. individual's families and teams).				

5.6	The candidate demonstrates the ability to appropriately teach to mastery and promote generalization of learning.				
5.6	Candidate plans a sequence of activities which are focused on the achievement of the instructional objectives.				
5.7	The candidate demonstrates the ability to appropriately teach cross-disciplinary knowledge and skills such as critical thinking and problem solving.				
<b>Areas of Strength and Areas for Growth</b>					
<b>Standard VI: Professional Learning and Ethical Practice</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.1	Candidate exhibits a commitment to professional standards associated with their areas of expertise to guide their practice				
6.2	The candidate demonstrates an understanding of how foundational knowledge and current issues influence professional practice.				
6.3	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good promoting diversity in the school and the resolve of complex human issues in the delivery of special education services.				
6.4	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that foster professional growth and keeps current with research-based practices.				
6.5	Candidate demonstrates courtesy and caring in relationships with individuals with exceptionalities and engages in activities of advocacy and mentoring.				
6.6	Candidate presents content accurately and instructions clearly and demonstrates growth and dissemination of professional knowledge and skills.				
<b>Areas of Strength and Areas for Growth</b>					
<b>Standard VII: Collaboration</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7.1	Candidate engages in productive relationships with other educators, service providers and personnel from community agencies as well as foster respectful and beneficial relationships with the families of individuals with exceptionalities.				
7.2	Candidate exhibits knowledge, skills and abilities that models techniques and coaches others in the use of researched-based instructional methods and accommodations				
7.3	Collaborates with school personnel and community members in integrating individuals with exceptional learning into various settings while promoting a sense of well-being.				
<b>Areas of Strength and Areas for Growth</b>					

## Resources

INTASC Standards:

[United States University - InTASC Model Core Teaching Standards for Beginning Teachers \(smartcatalogiq.com\)](https://www.smartcatalogiq.com/en/usa/university/in-tasc-model-core-teaching-standards-for-beginning-teachers)

CAEP Elementary Education Teacher Standards:

[2018-caep-k-6-elementary-teacher-prepara.pdf \(caepnet.org\)](https://www.caepnet.org/2018-caep-k-6-elementary-teacher-prepara.pdf)

edTPA

[https://www.edtpa.com/PageView.aspx?f=GEN\\_Maryland.html](https://www.edtpa.com/PageView.aspx?f=GEN_Maryland.html)

APA Style Format:

[APA Formatting and Citation \(7th Ed.\) | Generator, Template, Examples \(scribbr.com\)](https://www.scribbr.com/apa-formatting-and-citation-7th-edition-generator-template-examples/)

The Praxis Performing Assessment for Teachers Handbook:

[The Praxis® Performance Assessment for Teachers \(ets.org\)](https://www.ets.org/praxis/performance-assessment-for-teachers)

The Praxis Performing Assessment for Teachers Library of Examples:

<https://www.ets.org/ppat/test-takers/tasks/library-examples.html>

Student Handbook (Eagle Guide 2022-2023):

<http://www.coppin.edu/sites/default/files/pdf-library/2022-08/Coppin-Student-Handbook-2022-2023.pdf>

Council for Exceptional Children Standards:

[Professional Preparation Standards | Council for Exceptional Children](https://www.cec.sped.org/standards/practice-standards/)

Professional Standards for Educational Leaders:

[Professional-Standards-for-Educational-Leaders\\_2015.pdf \(npbea.org\)](https://www.npbea.org/professional-standards-for-educational-leaders-2015.pdf)

Maryland Teacher Technology Standards:

[Microsoft Word - Standards\\_020515.doc \(marylandpublicschools.org\)](https://www.marylandpublicschools.org/microsof-word-standards-020515.doc)

# Did You Know that...



- ✚ being admitted to the Coppin State does not mean that you are admitted to a teacher education program?
- ✚ to be eligible for admission to a teacher education program at the undergraduate level to seek certification to teach, you must maintain a minimum GPA of 3.0, pass Praxis CORE Writing, and successfully complete at least 45 credits?
- ✚ to participate in required field experience, you MUST submit the *Application for Field Experience* form?
- ✚ field experience requirements are aligned to specific education courses and are focused on specific themes such as special education, reading instruction, learner differences, and use of assessments and that you must submit a theme specific report for each course with a field experience requirement?
- ✚ all pre-candidates and candidates seeking certification in a teacher education program MUST complete a specific number of hours in a public school classroom per semester depending on course enrollment?
- ✚ early field experience application forms must be submitted by second week of classes each semester?
- ✚ placement results will be posted by the 4<sup>th</sup> week of classes each semester?
- ✚ if you are enrolled in a program leading to a teaching certification you MUST be placed by the Placement Coordinator? (You CANNOT place yourself for field experience.)
- ✚ to be admitted to teacher education you must complete an e-portfolio and participate in a mandatory orientation?
- ✚ you will be evaluated during the field experience and must maintain a timesheet to be signed by your mentor teacher for each placement completed?
- ✚ your field experience must reflect diverse placements to prepare you to work with English Language Learners (ELL), special needs learners (SPED), gifted and talented learners (G&T), and other diversities?
- ✚ there is a *Field Experience Manual* to guide your field experience expectations in the public school?
- ✚ you must apply for admission to teacher education prior to enrolling in methods courses?
- ✚ you must have completed all general education and program courses before enrolling in methods courses (Reading, Language Arts, Science, and Social Studies)?
- ✚ during the method courses you must complete a minimum of 20 full days in field experience?
- ✚ you will teach mini-lesson(s) during method courses?
- ✚ you must apply for admission to internship a semester prior to entering the internship experience?
- ✚ you must complete an e-portfolio and participate in an interview to be admitted to internship?
- ✚ you must pass the Praxis II examinations (Teaching Reading and Content Knowledge) prior to being admitted to internship?
- ✚ Internship is a semester-long (80 full days) experience with two different placements (unless you are a teacher of record at your certification grade band?)

**Eagles will Soar!**

**“Educator as a Reflective Facilitator of Learning”**

Need your questions answered? Contact: Mr. Cameron Cox  
(410) 951 – 3065; [ccox@coppin.edu](mailto:ccox@coppin.edu)

## Frequently Asked Questions

1. I am in an education program, when in this process will I begin field experience in area schools? *Education majors will begin requirements for participation in the field when enrolled in EDUC 202: Educational Psychology course and continues through the program culminating with the Extensive Internship – practicum and student teaching.*
2. Where do I find the required form to apply for participation in field experience? *The Application for Field Experience Placement forms are available at <http://www.coppin.edu/schoolofeducation/resources>*
3. How do I complete the required *Application for Field Experience Placement* forms? *The Application for Field Experience Placement form must be completed online.*
4. What are my options for field experience placement sites?  
*CSU has agreements with the following school districts: Anne Arundel County Public Schools, Baltimore City Public Schools, Baltimore County Public Schools, Harford County Public Schools, and Howard County Public Schools.*
5. Who will determine where I will complete the required field experience?  
*The Placement Coordinator will make every effort to provide the preferred placement for each pre-candidate/candidate. However, placement must be jointly determined with the school personnel to provide the most productive experience for the enrollee.*
6. How will I know where I am placed to complete the required field experience?  
*Once the Placement Coordinator has collaborated with the school-based personnel to complete placements, the lists of placements will be sent to all CSU faculty and pre-candidate/candidates.*
7. Will I be placed at multiple sites during a semester?  
*If you are registered for multiple courses in a given semester, you may complete all required hours at the one school site. Please note that all hours required for all courses in which you are enrolled must be met. (See table on page 7.)*
8. When in the semester do I begin the required field experience?  
*Placement will begin once the placement list is posted, which means that the school-based personnel has approved the placement, and placement should be confirmed by the 4<sup>th</sup> week of classes.*
9. What do I do when I visit the placement site?  
*Once your placement has been confirmed and posted, visit the school, sign-in at the office, and ask to meet with the on-site coordinator. The name of this person will be posted on the placement list.*
10. How often should I visit the placement site to complete the required hours?  
*During your first visit to the school, you will discuss with the P-12 educator your available days and times to visit the classroom. Your visits will be aligned to your availability, considering your class schedule, work, and other personal schedules. Your schedule MUST allow you to meet the required number of hours in the classroom for the semester.*
11. What do I do during my time in the classroom?

*You are placed in field experience because you plan on becoming a teacher. The field experience requirements are designed to provide you with the opportunity to observe, learn, and practice effective teaching strategies. During your time in the classroom, you must be actively involved. You must take notes to respond to your required Field Experience Report. You must also perform any other activity required by the CSU faculty and the P-12 educator. You are a professional and should respond as such in the classroom.*

12. When do I stop visiting the school where I am placed?  
*You may stop visiting the school once you have satisfied the required number of hours for each course in which you are enrolled.*
13. Where do I find the required *Field Experience Timesheet* to document my time in the school? *The required Field Experience Timesheet is available at <http://www.coppin.edu/schoolofeducation/resources>.*
14. Where do I find the *Field Experience Evaluation form*?  
*The required Field Experience Evaluation Form is available at <http://www.coppin.edu/schoolofeducation/resources>.*
15. Who will sign the *Field Experience Evaluation form*?  
*The P-12 educator will sign the Field Experience Evaluation form to document your disposition while in the field. The CSU faculty will also sign the Evaluation form.*
16. Where do I turn in the completed and signed *Field Experience Timesheet* and *Evaluation Form*?  
*The completed Field Experience Timesheet and Evaluation Form must be submitted to your CSU faculty for signature. The faculty will use these forms as factors in determining your grade for the course. Be sure to copy the completed forms to be able to provide to each faculty and for your portfolio.*

Approved by SOE: September 29, 2025  
Approved by TEC: September 29, 2025

