



## **School of Education**



## **Internship Handbook: Initial & Advanced Programs**

**2025-2026**

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## PREFACE

The Coppin State University (CSU) School of Education (SOE) is designed to prepare teachers who have the knowledge, skills, and disposition necessary to meet the affective, cognitive, and psychomotor needs of all students. The CSU professional experience is designed to provide the teacher candidate with opportunities to observe, test, and execute theory-based professional practices in classroom settings.

This handbook represents a compilation of materials related to the SOE's philosophy, objectives, policies, and procedures that impact the internship experience, the capstone requirement of the professional sequence, and the intern's performance. It is designed to facilitate communication among the university supervisor, the mentor teacher/principal, and the intern. Information contained herein will also assist the intern to understand the SOE's expectations, thus lowering the level of concern about the internship experience. The interrelated roles and responsibilities of the intern, the university supervisor, and the mentor teacher, and/or principal are also set forth in this handbook. The evaluation forms and other relevant materials are also included.

### Coppin State University – Mission Statement

Coppin State University, 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 Goals and Priorities

The University is named in honor of Fanny Jackson Coppin an outstanding African American educator. Dedicated to teaching, Coppin advances faculty who are evaluated by enrollees and peers as excellent teachers, who evidence scholarly contributions and growth. Today, Coppin continues to be a major contributor to the advancement of its community, the state of Maryland, and the nation. With a student enrollment comprised primarily of non-traditional commuter students from the Baltimore metropolitan area, the University maintains a favorable faculty-to-student ratio.

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and the expertise of faculty and mentor teachers from partner schools. The SOE has established partnerships with Baltimore City Public School System (City Schools), Howard County Public School System (HCPSS), Baltimore County Public Schools (BCPS), and Harford County Public Schools (HCPS).

The University System of Maryland's (USM) Strategic Plan, among other goals, aims to *Expand the number of graduates in fields critical to Maryland's economy (STEM, Cyber, HealthCare, Education, etc.); Expand the pipeline of USM students entering, and graduating, in fields critical to Maryland's economic success; work with its P-20 partners to make it easier for students who*

want to become teachers to become teachers; and have a strong and deep relationship with the State's K-12 schools focused on improving student outcomes and pathways.

The University's 2022-2032 Strategic Plan that will focus on five broad initiatives:

1. *Become a university of choice.*
2. *Improve the holistic development and completion rates of our students.*
3. *Strengthen our brand and reputation as a leader in urban higher education.*
4. *Become a great university at which to work; and*
5. *Enhance our teaching and research excellence.*

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

The mission of the SOE, within the College of Arts & Sciences and Education, 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 teaching-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, 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 SOE, sequenced programs of study are associated with carefully planned field-based learning experiences, which 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 experiences that they bring to the context of Historically Black Colleges and Universities (HBCU) heritage.

### **The Educator as a Reflective Facilitator of Learning Model**

At the center of the mission and vision of the school is the preparation of candidates who will have a positive impact on student learning. In preparing teacher education candidates to assume educational roles in local, state, national, and global settings, the collective belief of the faculty aligns with research which demonstrates that candidates learn more effectively when, among other things, they are "actively involved in self-directed learning, they view their professor more as a guide than as a remote authority, and they receive frequent and prompt feedback on their work" (Suskie, 2009, p. 58).

Faculty within the SOE believes that effective educators create environments where learners construct knowledge from experience. Our candidates design classrooms as places of inquiry, where P-8 students value learning and place knowledge in the context of a global society. To that end, candidates are prepared to become leaders who model and prepare students to use a variety of skills and technological tools to demonstrate knowledge that meets clearly defined standards.

### **Core Beliefs about Reflective Facilitators of Learning**

Faculty believes and expects candidates to be able to:

- Demonstrate that they have the knowledge, skills, and dispositions to be effective P-8 practitioners (Core Belief #1)
- Teach diverse school-age populations in a variety of educational settings (Core Belief #2)
- Demonstrate the potential to grow professionally in an increasingly technologically rich society (Core Belief #3)

Faculty believes that educational programs are designed to:

- Use differentiated, standard-based, and student-centered instruction to guide the tenure of our candidates in their bid to become reflective facilitators of learning (Core Belief #4)
- Provide consistent and continuous advisement that enables candidates to achieve their goal in a time conscious manner (Core Belief #5)
- Enable candidate success as articulated by national and state standards. This includes and integrates the components of research, field practice, professional studies, specialty studies, general education, and continuous assessment (Core Belief #6).

### **Candidate Professional Dispositions and Conduct**

Professional dispositions are the values, beliefs, and attitudes that influence behaviors toward students, families, colleagues, and communities (Learning Community). These values can affect student learning, 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, the faculty and stakeholders consider professional dispositions ultimately lead to positive actions and patterns of professional conduct. Further, faculty believe that teachers' attitudes, values, and beliefs about students, about teaching, and about themselves, strongly influence the impact they will have on student learning and development.

### **Commitment to Diversity**

The faculty in the SOE embrace the belief that learning is an active knowledge construction process that emphasizes the specific historical and cultural *contexts* within which "the process of knowledge construction as a social *process* context, interaction and situatedness" (Salomon & Perkins, 1998, p. 4) is realized. To that end, the preparation of *reflective facilitators of learning* does not occur in isolation but requires interactions among people and is shaped and transformed by one's own social and cultural environment (Lave & Wenger, 1991). Diversity in such environments contributes to differential practices, experiences, and outcomes for faculty and candidates.

### **Commitment to Technology**

Educator successes in today's classrooms are predicated, in part, by the level of competence in the use of technology. The value of technology in schools therefore depends on how well teachers are

prepared to use it. The school has embraced the Maryland Teacher Technology Standards as adequate benchmarks for assessment of educator demonstrated technology proficiencies. These standards specify the demonstration of appropriate skills in the use of technology.

Candidates must demonstrate proficiencies in the use of various forms of appropriate instructional technology to provide meaningful experiences and personalized instruction for students. The faculty demonstrates excellence in the use of technology and requires that all candidates, in both initial and advanced level, use technology to complete in-class and field-based assignments, conduct action research, and give class presentations.

#### **(SOE) Unit Assessment and Accountability System (UAAS)**

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 candidates must secure access to the UAAS through purchasing a Watermark/TK20 account. Program milestones are detailed below.



## Initial Certification Programs

All teacher education programs are approved by the Maryland State Department of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### Description of Programs

**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 Master of Arts in Teaching (MAT)** program is designed for individuals holding a degree in arts and sciences and people interested in changing careers. Candidates are encouraged to study their discipline broadly and in depth as they prepare to become educators. Previous experience or training in education is not required. The MAT program is a 34-credit hours program with a concentration in elementary education. Emphasis is placed on the development of a repertoire of instructional strategies and pedagogical skills, understanding, and application of teaching to current trends in educational research and effective assessment of the teaching and learning processes. Differentiation occurs in the internship. 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 – over two placement sites.

**The Master of Education in Special Education (M.Ed.)\*\*** is a 57-credit hour standards-based professional degree that is oriented towards preparing individuals to serve students enrolled in elementary and/or middle grades (1-8) who have been diagnosed with mild to moderate exceptionalities. Course work emphasizes critical thinking, breadth, and depth of theoretical methods of inquiry in education and ample academic opportunities that lead to scholarly production.

Individuals holding a baccalaureate degree in any discipline who wish to obtain initial certification in special education may enroll in this M. Ed. program, which is designed to provide classroom teachers with the knowledge, skills, and dispositions necessary to work effectively with learners with special learning needs in grades 1-8 classrooms while enriching their overall instructional, management, and diagnostic competencies. This program is generic and prepares teachers to work with learners who are learning disabled, emotionally disturbed, mentally impaired, or physically challenged. Candidates complete two internship placements, at the primary grades (1-5) and at the middle school level (6-8). The candidate must complete 100 full days of experience in the field over two consecutive semesters – 20 days during the methods courses and 80 days during the internship – over two placement sites.

**\*\* THIS PROGRAM HAS BEEN DISCONTINUED AND IS NOT ACCEPTING APPLICATIONS**

### **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\*\* (ENGL 101 & 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
- 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 (PACE)\*
  - Achievement of P-6 students
  - Satisfaction with completer preparation
- Educator Preparation Program Alumni Council (EPPAC)\*
  - 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

## Initial Certification Programs (BS, MAT, & M Ed.)

### Internship Application Process and Requirements

Each candidate must have satisfied all course requirements prior to entering the Internship and Seminar/Pro-seminar courses. Application for *Admission to Internship* may be completed during enrollment in final program courses, such as methods courses. Candidates must apply for admission to the internship a semester before the experience is to begin. By the end of the semester in which the application is made, the candidate must meet the requirements detailed at Milestone II in Transition Point Table above. (The processes to guide application and program progression are included in the appendix for both initial and advanced programs.)

#### A. Application

The application form, completed electronically, is reviewed by the faculty advisor and submitted to the Placement Coordinator (PC). The PC completes the Internship Checklist and submits it to the Chairperson for approval. The *Internship Application* form is posted online at the Student Resources link: <http://www.coppin.edu/schoolofeducation/resources>. Once the candidates' transcript and academic file verify that the items on the Checklist are satisfied, the coordinator will contact the candidates to remind them of the published schedule for the admission writing process and interview.

#### B. Interview Process

To be admitted to internship, each candidate must participate in an internship interview to determine readiness for internship responsibilities. Each candidate will participate in an interview with a team of two to three (2-3) faculty members. The interview team is confirmed by the PC in consultation with the Chairperson. Candidates will answer questions posed by team members relating to content, pedagogy, classroom routines, special education content, English Language Learners (ELL), state professional standards, technology, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and other discipline related questions.

Once the interview process is completed, the PC will present the data on those candidates to the Teacher Education Council (TEC), who will review admission data and decide on individual candidate progression to the internship experience. The Chairperson communicates the TEC decision on progression to internship to each candidate.

#### C. 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 System (HCPSS) have signed Memorandum of Understandings (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 pre-candidate and candidate can begin observation or participation in a school until 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/b04ebxmq/> 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.

#### **D. Placement**

The internship experience consists of two eight-week placements at different grade levels, beginning at a time aligned to the public-school schedule. Candidates must have experience at different grade spans, within the program of study, and at different school environments. Mentor teachers are selected collaboratively by the coordinator and the principal based on the candidate's strengths and needs. The internship is completed at a partner site in Baltimore City and at least one rotation in either Howard County, Harford County, or Baltimore County Public Schools. Final decisions on placement rest with the SOE. In some situations, a candidate who currently holds a position as teacher of record can complete the experience at the employment site, still under the supervision of a mentor teacher or other exceptions that depict the candidate's level of expertise as a teacher of record. The intern is supervised by the school-based clinical educator (mentor teacher) and the provider-based clinical educator (university supervisor).

#### **E. Orientation**

Once candidates are admitted by the TEC, they participate in an Internship Orientation convened by the coordinator. The internship orientation is a mandatory activity, scheduled for the semester before the experience begins, and provides specialized details on expectations.

#### **F. Internship Fees**

The intern is required to pay additional fees and expenses related to the internship. The intern is assessed a fee once enrolled in the Internship Course, which provides a stipend to the mentor teachers.

#### **G. Course Enrollment**

The approved candidate, the intern, will register for the Internship course AND the Seminar/Pro-Seminar course simultaneously as listed below.

#### **Early Childhood Education (BS)**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
ECED 411	Directed Teaching in Early Childhood	9
ECED 412	Internship Seminar	3

#### **Elementary Education (BS)**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
ELED 412	Directed Teaching in the Elementary School	9
ELED 413	Internship Seminar	3

#### **Special Education (BS)**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
SPED 404	Directed Teaching of Learners with Mild and/or Moderate Disabilities in the Elementary /Middle Grades – Students Teaching	9
SPED 405	Seminar in Special Education: Teaching Learners with Mild and/or Moderate Disabilities in the Elementary/Middle Grades	3

### Elementary Education (MAT)

Course #	Course Title	Credit
CUIN 608	Internship	6
CUIN 600	Internship Pro-Seminar	3

### Special Education (M.Ed.)

Course #	Course Title	Credit
SPED 655	Supervised Practicum I: Elementary Grades	3
SPED 656	Supervised Practicum II: Middle Grades	3

During the internship, interns work with mentor teachers and university supervisors to continue to develop skills to integrate theory with practice and to reflect on that practice for continued professional improvement. During each eight-week internship experience, the intern is actively involved in all aspects of the learning environment. The Internship and Seminar syllabi for each program provide detailed description on course requirements, which includes, among other requirements, reflections, an e-portfolio, and an exit interview process.

Interns are guided by the mentor teacher and university supervisor in meeting the suggested course sequence below:

Suggested Teaching Sequence	Week #
1. <b>Initial Stage Activity:</b> Non-instructional routines, “bit teaching” observations, establishing goals and responsibilities.	1 & 2
2. <b>Partnership Learning and Teaching:</b> Increase teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process.	3
3. <b>Initial Teaching:</b> Continued teaching, assuming a greater role until full time teaching is reached.	4 & 5
4. <b>Full Teaching:</b> Assuming full responsibility for the total classroom with the mentor teacher serving as an assistant.	6 & 7
5. <b>Observation/Visitation:</b> (Decreasing teaching time, relinquishing control of the classroom to the mentor teacher.) Observing, participating, and reflecting in resource classrooms with resource personnel; observing and participating in parent groups; observing, where possible, the school principal at work.	8

#### **A. Internship Requirements**

Specific activities and tasks are required of all interns during the internship. Requirements must be satisfied before the final grade is assigned. The university supervisor is responsible for guiding and assisting candidates in the fulfillment of the SOE’s internship requirements.

The faculty member who guides the Seminar course will provide additional support to meet the exit program requirements, which includes successful completion of an edTPA portfolio, and 2 signature assessments, presented in an electronic portfolio, presentation of the e-portfolio to a team

of professionals, and successful completion of an exit survey. Specifics on each signature assignment are outlined in the seminar syllabi developed for each program.

### **B. Maryland State Department of Education Licensure Examinations**

The Praxis II examinations (Teaching Reading and Content Knowledge) and an edTPA portfolio are required for Maryland certification. Test codes and cut-off scores are detailed below:

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Elementary Education	Teaching Reading: Elementary	5205	159
	Elementary Education: Content Knowledge for Teaching (On-screen four-function calculator provided.)	7811	159
	Reading and Language Arts CKT Subtest	7812	161
	Mathematics CKT Subtest (On-screen four-function calculator provided.)	7813	150
	Science CKT Subtest	7814	154
	Social Studies Subtest	7815	161
	edTPA Portfolio		Not scored until July 1, 2026
<b>Note:</b> to pass the Elementary Education: Content Knowledge for Teaching test you must receive a passing score on each subtest. If you wish to take all four subtests (7812, 7813, 7814, 7815) at the same time, select Elementary Education: Content Knowledge for Teaching (7811) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.			

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Early Childhood Education	Teaching Reading: Elementary	5205	159
	Early Childhood Ed Content	5025	156
	edTPA Portfolio		Not scored until July 1, 2026

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Special Education	Teaching Reading-Elementary	5205	159
	Special Ed Content	5355*	145
	edTPA		Not scored until July 1, 2026



	<b>*Note:</b> 5354 accepted through 8/31/26 if taken before 8/31/24		
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### C. Evaluation and Grading

#### *Observations and Evaluations*

The intern is observed and evaluated by the mentor teacher and the university supervisor during each eight-week placement. All evaluations are completed in the UAAS (Watermark/TK20). At the conclusion of the sixteen weeks, each intern will have in the UAAS

- **Two self-evaluations** - a midpoint evaluation and a final evaluation - from each placement: a total of 4 self-evaluations.
- **Two evaluations from each mentor teacher** - a midpoint evaluation and a final evaluation from each placement: a total of 4 evaluations.
- **Two evaluations from the University Supervisor** - a formative and summative evaluation from each placement: a total of 4 university supervisor evaluations.

The university supervisor may decide to complete additional observations based on the intern's performance and need.

During each placement, the university supervisor will work with the mentor teacher and intern to coordinate the observation of common instructional sessions to support the triangulation of evaluation by the intern, the mentor teacher, and the university supervisor.

#### *Provision for an intern who is unsuccessful*

For the intern who is not making satisfactory progress, the following options are available:

- Two or three weeks may be added to enhance deficient skills.
- The intern requests an incomplete (I) grade to allow the opportunity to acquire the requisite competencies during the next regular semester in an additional eight (8) week placement.
- An intern may be required to repeat the entire internship experience.

### D. Electronic Portfolio

The Performance Based Milestone III E-Portfolio is a signature assignment aligned to the internship experience and is completed in the aligned Internship Seminar course. The capstone assessment is required for program completion. The portfolio consists of **three tabs with two (2) artifacts** as partial fulfillment of the Seminar/Pro-seminar course and program requirements. The first tab is an introduction tab that allows the interns to include information such as a professional resume and teaching philosophy. The other two tabs are designed for the interns to demonstrate what they know and can do and are directly aligned to the broad categories that govern the InTASC standards. The broad categories are: (1) the learner and learning; (2) content; (3) instructional practices; and (4) professional responsibilities. The 2 artifacts (in conjunction with the edTPA portfolio) are aligned to the InTASC standards and Maryland P12 Priorities.

#### **Selection of Internship Placement Sites, Mentor Teacher, and University Supervisor**

In accordance with the Maryland State Department of Education (MSDE) mandates for partnerships, mentor teachers are selected by the Placement Coordinator in collaboration with the principal and site liaison.

The SOE has partnership sites in Baltimore City Schools and within Howard County, Harford County, and Baltimore County Public Schools. City School sites were selected in collaboration with MSDE. The SOE has signed MOUs with both School Systems. The partners strive to meet the following standards:

- I. **Learning Community:** The partner recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.*
- II. **Collaboration:** Partners work together to carry out the collaboratively defined mission of the partnership.*
- III. **Accountability:** The partner accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.*
- IV. **Organization, Roles, and Resources:** Partner institutions allocate resources to support the continuous improvement of teaching and learning.*
- V. **Diversity and Equity:** The partner supports the equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.*

### **Selection of Mentor Teacher**

Mentor teachers must be experienced and highly qualified. Formal preparation in supervision is preferred. In addition, mentor teachers should have the following:

1. A Standard or Advanced Professional Certificate;
2. At least 3 years teaching experience as a certified teacher;
3. A desire to supervise an intern; and
4. A consistent pattern of highly effective and/or effective ratings from supervisor(s) for the three years identified as a certified teacher.

All mentor teachers must receive training in the observation/internship process prior to the semester that an intern is assigned to the mentor teacher. The SOE, through the coordinator, approves all placements, and reserves the right to cancel any placement that appears inappropriate and/or inconsistent with its philosophy and standards.

### **Selection of University Supervisors**

University supervisors should have the following criteria:

1. Hold a degree in the content area in which the candidate is pursuing (or a closely related field).
2. At least a Master's degree in the program, or experience in the field of specialty, aligned to the candidate's preparation field.
3. At least 5 years of teaching experience.
4. A desire to supervise an intern and collaborate with the mentor teacher.

## 5. Formal preparation in supervision is preferred.

### Internship Regulations

- Each teacher candidate is required to register and pay the regular tuition and fees plus an additional fee that is used to remunerate the mentor teacher who has the option to choose to receive Achievement Units (AUs) from the Baltimore City Public School System or the stipend.
- Each eight-week experience must include a minimum of 40 full days. An extension may be granted to assist the intern in obtaining the minimum number of required days.
- During the internship experience, the intern is subject to the rules and regulations of the local education agency (LEA) and the supervisory authority of the building principal.
- The intern must adhere to the arrival and departure times set forth by the LEA.
- The intern must prepare detailed lesson plans. The mentor teacher must receive each plan a minimum of two days prior to the day the lesson is to be taught.
- In the event of an emergency or illness that results in absence, the intern must notify the mentor teacher and the university supervisor by 7:30 a.m. If the absence extends for more than three (3) days, the case will be evaluated by the mentor teacher and the university supervisor. The intern's experience will be extended to compensate for all days missed.
- It is possible the internship experience may be extended if it is determined by the university supervisor that the intern requires further development in the instructional process.
- The intern must submit written notification to the coordinator, university supervisor, and mentor teacher when it is necessary to be absent for religious reasons.
- When an intern is absent on an assigned teaching day, plans and related materials must be sent to the mentor teacher before school begins, where possible.
- The intern cannot be used as a substitute. However, if an emergency arises during the school day, an intern may be of assistance to the school by assuming responsibility for the class for the remainder of that school day with another school staff member in the room.
- If the mentor teacher is absent for three days or less, the intern may continue to work with the substitute teacher. However, the coordinator and the university supervisor should be notified. Absences of a longer period will require temporary or permanent reassignment. The final decision will be made at the discretion of the principal and the coordinator.
- During the internship experience, the intern will follow the schedule of the LEA, including the start to the semester, holidays, and vacations.
- Outside employment during internship is not recommended. If financial conditions dictate that the intern must work, job requirements must not interfere with internship requirements. If possible, employment should be arranged for weekends and limited hours during the week.
- The intern will assume the full teaching responsibility for multiple weeks of the internship experience. The mentor teacher will assist in this process.

### The Participants' Responsibilities

#### Interrelated Roles

The roles of the intern, the mentor teacher, and the university supervisor are interrelated. The mentor teacher and the university supervisor both serve as clinical educators. The internship experience should result not only in the increased professional competence of the intern, but also in the professional growth of the other two major participants. As the daily challenges are accepted, the candidate grows. As the mentor teacher seeks ways to assist the intern to make the

gradual transition from observer to teacher, the mentor teacher also grows. He/she must be prepared emotionally, physically, and intellectually to provide the guidance, direction, encouragement, and support which all interns need. The university supervisor, the other major participant, grows while striving to use sound judgment in an unbiased manner when observing and evaluating the intern. The following are the responsibilities of the major participants:

## **Responsibilities**

### **➤ The University Supervisor**

The university supervisor is the person at the University who visits the intern at the assigned school and works with the mentor teacher in guiding and evaluating the intern's professional growth. The university supervisor should be a person with a considerable amount of personal charm and understanding who uses tact and sound professional judgment. The responsibilities of the university supervisor include the following:

- receiving training from the University (if a new supervisor) prior to beginning the experience;
- observing each intern a minimum of three times per placement and to complete observation notes and ratings in the UAAS, identifying observed strengths and weaknesses;
- completing formative and summative evaluations in collaboration with the mentor teacher and intern;
- attending/conducting the seminar in which the supervised intern is enrolled. During the seminar, the university supervisor has an opportunity to discuss observed strengths collectively and observed weaknesses, individually and collectively, as deemed necessary;
- counseling interns concerning personal and professional growth and development;
- to have a conference with any intern whose progress is rated as unsatisfactory;
- to hold conferences as necessary, and to help arrange for termination of the experience or reassignment of the intern, if either of these actions is deemed necessary;
- to use data collected during visits to intern, and conferences held with intern and mentor teachers, as clues for needed revision in the internship program; and

### **➤ The Mentor Teacher**

The mentor teacher is the person responsible for supervising the internship experience in the school setting. The mentor teacher makes a vital contribution to the professional development of the intern and, thus, greatly influences the lives of future generations.

The responsibilities of the mentor teacher include the following:

- to receive the *Internship Handbook* and orientation materials with responsibility for reading and asking questions in order to have clarification;
- to receive orientation from the University prior to beginning the experience;
- to become familiar with the expectations and objectives of the University in relation to the internship;
- to welcome and introduce the intern to the school and to the class;
- to explain to the intern relevant factors concerning the operation of the school;
- to explain to the intern the role and schedule of all resource persons (art teacher, music teacher, etc.);
- to acquaint the intern with any situation that might cause a deviation from the planned program for particular students or the whole class (an assembly program, student council meeting, etc.);

- to explain to the intern all available teaching resources (curriculum guides, technology equipment, etc.);
- to model effective instructional and professional behavior;
- to determine the instructional or support activities in which the intern may be included;
- to evaluate all lesson plans and to guide the intern into the type of self-evaluation that results in progress;
- to review all lesson plans at least two days before they are to be delivered by the intern;
- to allow the intern to be creative in the development and delivery of content-driven and standards-based lessons that are aligned to the appropriate Maryland standards and Local Education Agency's curriculum;
- to allow the intern to assume full responsibility of the total classroom with the supervising teacher serving as assistant, for at least three (3) weeks of the internship experience;
- to complete mid-point and final evaluations of the intern in the UAAS (Watermark/TK20) by the end of the 8-weeks supervision period;
- to alert the intern about areas of growth and provide assistance to strengthen those areas;
- to encourage reflection on practice in assessing achievement of objectives;
- to discuss all evaluations with the intern in a supportive setting and provide time for well-planned conferences; and
- approve the interns electronic timesheet(s) in the UAAS (Watermark/TK20)

### ➤ **The Intern**

Just as the university supervisor and the mentor teacher have specific responsibilities, so does the intern. Among the major responsibilities are the following:

- to furnish the mentor teacher with an updated resume, which contains background, information including professional and/or volunteer work experiences with children with special abilities, interests, and needs;
- to learn the philosophy of the school, its goals, expectations, organization, and total program;
- to become familiar with the neighborhood, the school building, playground areas, teachers' lounges, cafeteria, lavatories, offices of the staff, laboratories, shops, audio-visual equipment, and media;
- to learn the routines appropriate for assembly, cafeteria, and fire drills, and for the entrance and dismissal of students;
- to become acquainted with the staff of the school and the role and functions of its chief officers;
- to abide by the policies and procedures of the internship experience as indicated in this handbook;
- to achieve the internship objectives as indicated in this handbook;
- to determine the value of the internship experience through an effective process of evaluation;
- to achieve all specific requirements outlined in the internship and seminar syllabi, which include the development and presentation of
  - an e-Portfolio;
- to complete a mid-point and a final self-evaluation in the UAAS;
- to complete an exit survey; and
- to maintain professional attire;
- to complete electronic timesheets for review and approval in the UAAS.

### ➤ **The Principal or Designee**

As the administrator of the school, the principal is the coordinator of the internship program in the school building. The principal or designee contributes to the intern's success and the program by:

- preparing the teacher for the intern and welcoming the intern with an introduction to all the staff members;
- holding an early conference with the intern to discuss the general policies and practices of the school; and
- supplying a substitute teacher when a mentor teacher is absent.

According to MSDE, the principal's responsibilities also include the following:

- to identify and encourage competent teachers to participate in the clinical supervision program;
- to orient the school staff to its professional responsibilities toward the internship program;
- to help the community to better understand the internship program; and
- to acquaint the intern with the school program and the school community.

### ➤ **The Placement Coordinator (PC)**

The coordinator works cooperatively with the LEA and school staff to provide successful internship experience for each intern. Specifically, the coordinator:

- reviews the application of the teacher candidate and submits it to the chairperson, who will use SOE criteria to accept or reject the application;
- collects signed health forms from candidates verifying medical clearance to begin internships;
- collects signed criminal background check forms and copy of Identification Card.
- collaborates with the school administrators to review internship applications and to determine appropriate internship placements;
- plans and implements general orientation session for interns;
- plans and conducts orientation sessions for mentor teachers;
- serves as a liaison to LEAs in all matters of a problematic nature arising among university supervisors, interns, and mentor teachers;
- visits each intern and the mentor teacher during the internship period. The purpose of the visits is to acquire knowledge of the internship situation, to become aware of opportunities afforded interns, and to furnish input to mentor teacher selections and professional growth activities;
- assists, in conjunction with the SOE and partner sites, with exit presentations.

### **Problem Resolution**

Whenever a serious problem arises between the intern and the mentor teacher, they should discuss the problem in a frank but calm manner. Each person should attempt to understand the other's point of view, and all efforts should be made to settle the differences. If an agreeable conclusion cannot be reached, the university supervisor should meet with the intern and the mentor teacher in a joint conference. If this conference ends without a resolution to the problem, the university supervisor should discuss the situation in a fair, unbiased manner with the chairperson. After this discussion, the university supervisor should have a second conference with the intern and the mentor teacher. If the problem remains unresolved, the university supervisor will schedule a meeting with the intern and chairperson to discuss the situation. Following the meeting, the university supervisor will send an email communication to the intern with detailed expectations.



The chairperson and the university supervisor will make the final decision as to whether the intern should be reassigned or the action to be taken.

The role of the university supervisor is to prevent any serious problem. Regular contact with the mentor teacher usually prevents these concerns. However, should a problem persist to the extent that the coordinator must decide the intern's rights, the level of professional development, and personal philosophy will be taken into consideration.

### **Exit From the Program**

#### **A. Requirements for Graduation/Program Completion**

##### **Initial Certification**

1. Completion of all curriculum program requirements
2. Minimum of 3.0+ GPA (or 2.85+ GPA and Praxis CORE Reading); Writing passed at Milestone I
3. Passing Scores on all Praxis II exams, as determined by MSDE
4. Successful e-Portfolio presentation evaluation (Milestone III)
5. Successful participation in an exit process, which includes the presentation of an electronic portfolio
6. Complete an exit survey

#### **B. Application Process for Graduation**

The intern:

- will make written application for graduation by the deadline date set forth in the current University calendar. (Graduation application forms are available online at [How to Apply for Graduation | Coppin State University](#)); and
- meet all specific graduation requirements of the SOE and CSU.

### **Process for Obtaining Teacher Certification**

It is the responsibility of the intern to meet the eligibility requirements and apply for State of Maryland certification.

#### **Intern's Responsibilities**

The intern must:

- complete all course requirements of an approved program;
- demonstrate continued competence, aptitude, and the potential for satisfactory success in teaching;
- maintain an overall Grade Point Average (GPA) of 3.0+ (or 2.85+ and Praxis CORE Reading); Writing passed at Milestone I
- Send an official transcript that is stamped by the University
  - "This student has completed a Maryland Approved Licensure Program based upon state or national standards."
  - Provide evidence of having met the state mandated cutoff scores on the Praxis CORE with 2.85+ GPA/3.0+ GPA and all Praxis II requirements by sending a copy of the Praxis scores.

**University Responsibilities**

The University must:

- approve interns for certification eligibility when evidence of completion of all requirements has been provided;
- affix the certification eligibility stamp on the transcript; and
- provide copies of the transcript upon written request.

**State of Maryland Educator Certification**

General provisions for certification are located at the MSDE website:

[Maryland Teacher Certification and Licensing Guide 2023 \(teachercertificationdegrees.com\)](https://teachercertificationdegrees.com)

## Advanced Programs

### Public School Administrator I Certification

### Master of Education in Contemporary Educational Leadership

#### Description of Advanced Programs

The 18-credit hour **School Administrator I Certification** program is designed for education professionals who seek certification as K-12 school supervisors of instruction or assistant principals. Participants are required to possess a current teaching certificate and a master's degree in an education-related field. Upon completion of the required courses and submission of other Maryland State Department of Education (MSDE) required information and documentation, these professionals will receive School Administrator I certification.

The **Master of Education in Contemporary Educational Leadership (MCEL)** is a 36-/39-credit hour program of study for professionals who seek certification as K-12 school supervisors of instructions or assistant principals. Participants are required to possess a current teaching certificate, with at least three years of teaching experience. This program requires the completion of 18 credit hours of coursework required for the Public-School Administrator I Certificate and an additional 15 credit hours of leadership study. The leadership credit hours include writing a Thesis (Thesis I & Thesis II); two Seminar courses (Seminar I & Seminar II); and a course that engages the participants in building effective school, family, and community partnerships.

#### Administrator 1 Milestones Assessment Process

**Milestone 1: Admission to Administration 1 Program-** *Review data of all pre-candidates to determine the appropriateness for entry. Create an "Administration 1 Plan of Study"*

- Review of the Graduate Application Folder (Bachelor's Degree, Resume, 3 References Letters, Statement of Purpose, and Evidence of Licensure)
- Invitation to participate in ILPD interview.
- Satisfactory completion of the oral interview
- Recommendation to the School of Graduate Studies to admit into the ILPD Department

*Aligned to CAEP Standard R.A.3. Quality and Selectivity (Advanced Programs) Candidates demonstrate achievement and ability to complete preparation successfully.*

**Milestone II: Review of Candidates' Performance in the Program –** *Review of the candidates' data to monitor and support progression to completion.*

- Completion of EDUC 705 and EDUC 707 with a GPA 3.0 or better (EDUC 705- Strategies for Curriculum Development; EDUC-707 Administration of Education Programs)
- Completion of EDUC 646 and EDUC 701 with a GPA of 3.0 or better (EDUC 646- Human Relations and Interpersonal Communication; EDUC 701- School Law)

*Aligned to CAEP Standard RA 1. Content and Pedagogical Knowledge*

*Aligned to CAEP Standard RA2: Clinical Partnership and Practice*

**Milestone III Review of Candidates' Preparation for Clinical Practice -** *Review of candidates' data to monitor and support knowledge, skills, professional dispositions, and clinical practice.*

- Completion of EDUC 665 and EDUC 667 (EDUC 655- Supervision and Instructional Leadership; EDUC 667- Internship in Education Administration)

*Aligned to CAEP Standard RA2: Clinical Partnership and Practice*

*Aligned to CAEP Standard RA 3 Completers are prepared to perform effectively and can be recommended for certification.*

**Post Completion of Administration 1 Certification-** Review candidates' data to determine the satisfaction of completers and employers.

- Analysis of Completers' Satisfaction Survey Results
- Analysis of Employees' Satisfaction Survey Results
- Engage Completers in yearly Round Table Discussions: Critical Issues in Education

*Aligned to CAEP Standard RA 4: Satisfaction with Preparation*

### **Internship Application Process and Requirements**

The Internship in Educational Administration course requires candidates (who are labeled as interns) to complete a 240-hour internship experience at the school to which they are assigned, during a period of one semester. Internship site coordinators/administrators approve all onsite activities, assignments, projects, as well as the collection of various artifacts depicting the internship experience. The interns meet regularly with their on-site mentor (MSDE certified) and attend weekly internship classes to receive updates and guidance from a CSU Internship Supervisor. During the one-on-one meetings with the CSU Internship Supervisor, a timeline for completion of the internship, capstone activities, and assignments are mapped. There are specific formal procedures for both the site supervisor and intern, including a cover letter that requests the support of the site supervisor, site supervisor commitment form, and the candidate intern evaluation, which are completed using rubrics for both the onsite Mentor and Internship Supervisor.

### **Internship Course**

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>
EDUC 667	Internship in Education Administration	3

### **Assessment Processes**

The Internship Supervisor utilizes rubrics throughout the duration of the course, as administration interns submit 24 artifacts, including a video aligned with standards. The site supervisor completes Professional Standards for Educational Leaders (PSEL) aligned rubric at the conclusion of the internship. The intern will complete an evaluation of the field experiences, using an instrument provided by the program and included in the appendix of the Internship Handbook.

Interns generate specific projects that incorporate newly acquired administration competencies, as well as varied practicum experiences, including using instructional technology; working with diverse populations; researching with technology; attending faculty, parent, and school board meetings; and designing and creating an agenda for professional development, as they work in their field site locations to complete artifacts to be included in the e-portfolio as evidence of the activities of involvement at their field site location.

At the conclusion of the internship, the interns must include the following artifacts in the e-portfolio:

1. Vision and Mission Statement Implementation
2. The School Profile
3. School Opening
4. School Data Analysis
5. Evaluation of a School Emergency
6. Early Release Days for Professional Development
7. School Board Meeting
8. Purchase of Textbooks and Instructional Materials
9. Custodial Operations and Maintenance Procedures
10. School Budget for Teaching and Learning
11. Emergency Management System
12. Technology Audit
13. Individual Growth Plan
14. Personal Improvement Plan (PIP)
15. Teacher Assistance Reflection
16. School Professional Development Plan
17. Special Needs Reflection
18. Community Relations Activity
19. Roles and Responsibilities of Central Office
20. Curriculum Audit
21. Case Study (Video)
22. ELL/Gifted and Talented Scenario
23. Maryland Comprehensive Assessment Program (MCAP) Prototype
24. Designing a Quality Principal Student Learning Objectives (SLO)

The internship is guided by the standards for PSEL. Other standards used to guide the program include National Education Leadership Preparation (NELP) and the International Society for Technology in Education (ISTE). Interns are required to complete capstone field experiences that traverse across all 10 standards in PSEL and required to document their leadership experiences in the areas previously mentioned. Each intern is required to submit their e-portfolio for evaluation through the Unit Accountability and Assessment System in Watermark/TK20 platform. Through the e-portfolio, the intern will demonstrate professional competencies.

### **Advanced Program Evaluation Standards**

**Standard 1: Mission, Vision, and Core Values**

**Standard 2: Ethics and Professional Norms**

**Standard 3: Equity and Cultural Responsiveness**

**Standard 4: Curriculum, Instruction, and Assessment**

**Standard 5: Community of Care and Support for Students**

**Standard 6: Professional Capacity of School Personnel**

**Standard 7: Professional Community for Teachers and Staff**

**Standard 8: Meaningful Engagement of Families and Community**

**Standard 9: Operations and Management**

**Standard 10: School Improvement**



## 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  
☐ ☐ Have you ever been convicted of violation of law other than a minor traffic ticket?  
☐ ☐ 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 experiences information below

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

#### 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 ☐passed all Praxis II requirements.
- \_\_\_\_\_ I have ☐taken ☐passed the Milestone II interview requirement. (Check the appropriate box.)
- \_\_\_\_\_ I have ☐taken ☐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**

## Appendix B

**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 Placement Information

Methods Course	Instructor	Site/School	Semester/Year Taken
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Notes

## Appendix C

### 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:

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---



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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

## Appendix D

### Initial Certification Program Sample Lesson Plan Template

During methods courses and internship, candidates and interns plan and implement lessons based on professional standards and state mandates, which include the Maryland College Career and Readiness Standards (MCCRS) and the curriculum of the LEA.

Sample Lesson Plan Template	
<b>LESSON PLAN TEMPLATE</b>	
Teacher's Name:  <span style="color: red;">Enter your full name</span>	Date:  <span style="color: red;">Enter the date of the assignment</span>
Content Area:	Grade/Instructional Frame:  <span style="background-color: yellow;">Grade (pre-k, K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, )</span>
<b>Central Focus:</b>	Duration/Time Frame:  <span style="color: red;">How much time is the lesson and/or area allotted? From beginning to end, how much time will you need?</span>
Standards:  <b>Primary Subject Area Learning Standard/s:</b> <span style="color: red;">(Choose one of the grade level ELA standards from the MCCRS ELA standards)</span>  <b>Secondary Subject Area Learning Standard (only one):</b> <span style="color: red;">(You must choose a grade level secondary standard from <u>one of the following subject matter areas:</u> math, science, social studies, art).</span>  E:3-5:1: Collaboratively combine ideas to generate an innovative theme, concept, or idea for art-making.	

<p><b>Behavioral Objectives:</b> (What do you expect of students during this activity? How will they know what you expect them to do? (Who, what, how process)</p> <p>Use a measurable verb!</p> <p><b>Primary Subject Area Learning Objective/s:</b></p> <p><b>Secondary Subject Area Learning Objective</b> (only one):</p>	<p><b>Formative Assessment (for each objective):</b></p> <ol style="list-style-type: none"> <li>1. Explain how you will collect the assessment information (one-on-one discussion, graphic organizer, writing sample, drawing, activity sheet, observation, etc. In other words, what data source will you be collecting in order to assess the students' performance? <b>Any such document must be appended at the end of the lesson.</b></li> <li>2. How will you score or evaluate the assessment? What instrument or method will you be using to evaluate the assessment? Rating scales, rubrics, checklists are among the methods you could use. <b>Include a copy of your blank assessment instrument with directions at end of this lesson plan.</b></li> <li>3. What is the "passing" score or proficient performance criteria? Explain it.</li> </ol>
<p><b>*Instructional Resources/Materials (including technology):</b></p> <p>List every item that you will use during this lesson including CRT Materials.</p> <p>Please make sure that the instructional materials and resources are interactive and engage children in multimodal learning.</p>	<p><b>Motivation:</b></p> <p>Describe how you will interest children and "hook" them on the topic.</p>
<p><b>Procedures/Activities: (Including CRT Strategies)</b></p> <p>These activities should reflect the vocabulary in the (MCCRS) (Practice, Core Ideas, and Cross-cutting Concepts).</p> <p>You will need to use as much space as necessary to complete this section.</p> <ol style="list-style-type: none"> <li>a. I Do – The teacher models, guides, and instructs.</li> </ol>	



<ul style="list-style-type: none"> <li>• Explain how you will activate the prior or existing knowledge related to the focus of the lesson. Ex., remember the book we read yesterday... <b>Include planned questions to elicit student interest.</b>)</li> <li>• Explain the direct instruction you will implement here. The direct instruction section should aim to introduce the new topic. You must provide examples and demonstrations in creative ways to directly teach the concept.</li> <li>• Explain how your instruction will engage children in multimodal learning. Ex., Use of anchor charts, acting with puppets, drawing, dancing. Use creative ways to directly teach. Avoid long lectures and use diverse grouping methods instead only whole group instruction if possible.</li> <li>• Explain how this lesson will contribute to other areas of learning (remember the secondary area standard and the objective).</li> </ul> <p>b) <b>We Do – The teacher and children work together.</b> Explain how you will guide and scaffold the students to practice the concept in hand. This segment must incorporate small group or one-on-one instruction and student-to-student interaction/collaboration.</p> <p>c) <b>You Do – The children complete an independent activity.</b> Explain how you will encourage students to independently perform the skill, concept, or task taught in this lesson. This should be when your students complete the student task, which is the formal assessment listed above. For example, students could build different structures with open ended building materials after talking about “story setting” concept or work on a story map.</p> <p>d) <b>Closure</b> – The teacher and children discuss successful completion of the independent activity and “plan” for a future activity. <b>Note:</b> tie this back to the objective(s)</p>	<p><b>Key Vocabulary:</b></p> <p><b>What vocabulary words will you teach in the lesson?</b> These words should be key academic vocabulary, unfamiliar words in the content as well as words that are unfamiliar to the students. For example, when teaching story setting the related academic vocabulary would be: setting, characters, celebration.</p> <p>Explain how you will help students use the key vocabulary.</p> <p><b>Differentiated Instruction:</b></p> <p><b>How will each group of learners be taught during this lesson? (Emergent; developing; and advanced learners).</b> Consider planning different grouping methods, collaborative strategies, using hands-on instructional materials to aid the learners.</p> <p><b>Accommodations:</b></p>
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What arrangement will be made for learners with special challenges? ELL? Gifted and Talented? IEP's? Identify students with special needs who will be present at your teaching session and plan instructional, material, and environmental accommodations for them.

**Cultural Responsiveness:**

How do you plan to accommodate minority or diverse students? How will you modify content? What strategies will you apply? How will you incorporate children's personal, cultural or community assets?

**Collaboration:**

What opportunities were you able to gather information, suggestions, or ideas from other classroom teachers, administrators or resource teachers that made your lesson better or stronger? Explain why or how.

## Appendix E

### Initial Certification Program Resources

INTASC Standards:

[United States University - InTASC Model Core Teaching Standards for Beginning Teachers \(smartcatalogiq.com\)](https://www.smartcatalogiq.com/en/United-States/University-of-Texas-at-Austin/InTASC-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)

## Appendix F

### Initial Certification Program 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 experiences (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 experiences 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 experiences 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					
Program Standard II: Curriculum	1	2	3	4	N/A
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 experiences 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].					
Areas of Strength and Areas for Growth					
Program Standard III: Instruction	1	2	3	4	N/A
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]					
Areas of Strength and Areas for Growth					
Program Standard IV: Assessment	1	2	3	4	N/A
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]					
Areas of Strength and Areas for Growth					
Program Standard V: Professionalism	1	2	3	4	N/A
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]					
Areas of Strength and Areas for Growth					

## 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 experiences (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
Candidates know about, understand and value the importance and complex characteristics of children's families and communities.					
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).					
Areas of Strength and Areas for Growth					
Program Standard III: Observing, Documenting and Assessing to Support Young Children and Families	1	2	3	4	N/A
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.					
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).					
Areas of Strength and Areas for Growth					
Program Standard IV: Using Developmentally Effective Approaches	1	2	3	4	N/A
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.					
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).					
Areas of Strength and Areas for Growth					
Program Standard V: Using Content Knowledge To Build Meaningful Curriculum	1	2	3	4	N/A
Candidates in early childhood degree programs use their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for each and every young child.					
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).					
Areas of Strength and Areas for Growth					
Program Standard VI: Becoming a Professional	1	2	3	4	N/A
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.					
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 Experiences</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>Field experiences 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, child care 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 experiences (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 experiences 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 experiences.				
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 is able to 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 experiences.				
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 experiences 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>					



Date	Time In	Time Out	Hours
Rotation Total			

*I certify that I have worked the days/hours indicated above.*

_____ Intern Printed Name	_____ Intern Signature	_____ Date
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*I certify that the Intern has worked the hours indicated above.*

_____ Mentor Teacher Printed Name	_____ Mentor Teacher Signature	_____ Date
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_____ Site Coordinator Printed Name	_____ Site Coordinator Signature	_____ Date
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## Appendix H

### INITIAL INTERN EVALUATION OF THE MENTOR TEACHER

**Intern:** \_\_\_\_\_ **Semester and Year:** \_\_\_\_\_

**Placement Site:** \_\_\_\_\_

**Mentor Teacher's Name:** \_\_\_\_\_

**University Supervisor's Name:** \_\_\_\_\_

**Rotation** ☐ I ☐ II

**Directions:** The Internship Evaluation provides interns with the opportunity to analyze, appraise, and provide feedback regarding their internship experience. This evaluation is utilized to assess the quality of the experience afforded the intern and the impact on the experience towards the intern's readiness as a teacher of record.

**Key:** SA= Strongly Agree   A= Agree   N=Neutral   D=Disagree   SD=Strongly Disagree

Measure	SA	A	N	D	SD
1. The mentor teacher explained relevant factors concerning the operation of the school.					
2. The mentor teacher was welcoming and supportive.					
3. The mentor teacher modeled effective instructional strategies.					
4. The mentor teacher accepted you in the role of teacher.					
5. The mentor teacher offered you the opportunity to meet and interact with other teachers.					
6. The mentor teacher provided you with opportunities to be creative and innovative.					
7. My professional relationship with the mentor supported my growth and development as a novice teacher.					
8. I recommend other interns be assigned to this mentor teacher.					

Provide additional comments to identify areas of strengths or areas of concern.

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Intern's Name: \_\_\_\_\_

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Completed form must be submitted to Office of Field Placement – GHJ 709**

## Appendix I

### CLINICAL PLACEMENT EVALUATION BY THE MENTOR TEACHER

**Mentor Teacher's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Placement Site:** \_\_\_\_\_ **Semester and Year:** \_\_\_\_\_

**Intern:** \_\_\_\_\_ **University Supervisor's Name:** \_\_\_\_\_

**Rotation** \_\_\_\_\_ ☐ **I** \_\_\_\_\_ ☐ **II**

**Directions:** The Internship Evaluation provides the University with the opportunity to analyze, appraise, and complete changes to the internship experience using formative feedback from clinical participants. This evaluation by the mentor teacher is designed to provide feedback to the University on the effectiveness of the processes that guide the internship experience.

**Key:** SA= Strongly Agree A= Agree N=Neutral D=Disagree SD=Strongly Disagree  
As a mentor teacher,

Measure	SA	A	N	D	SD
1. I received the <i>Internship Handbook</i> and orientation materials in time to read and ask clarifying questions prior to the start of the experience.					
2. I received orientation from the University prior to beginning the experience.					
3. I was provided with details on the expectations and objectives of the University in relation to internship.					
4. I received appropriate training in the use of the Unit Accountability Assessment System (Watermark/TK20).					
5. I was provided with details about the intern assigned to my supervision prior to the start of the experience.					
6. I conferred with the university supervisor prior to, and during, the internship experience.					
7. I believe that the intern was well-prepared to succeed during the internship experience.					

Provide additional comments to identify areas of strengths or areas of concern.

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Mentor Teacher's Name: \_\_\_\_\_  
Mentor Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Completed form must be submitted to Office of Field Placement – GHJ 709**

## Appendix J

### Introductory Letter to Partner Sites – Advanced Programs



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

Department of Instructional Leadership and Professional Development

2500 West North Avenue

Baltimore, MD 21216

Phone (410) 951-3072 Fax (410)951-3089

#### *“Celebrating Over a Century of Achievements and Challenges”*

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**Date**

**Dear Partner in Education,**

If you are receiving this letter, it is because you have been identified by a current candidate who is nearing completion of the Administrator I Certification program at Coppin State University (CSU). The culminating CSU experience for being certified by the state of Maryland as an administrator is to complete an Internship in Educational Leadership. The CSU Internship in Educational Leadership requires that the student serve a minimum of **240 practicum hours** in activities immersed in the 10 Professional Standards for Educational Leaders (PSEL) Standards for Advanced Programs in Educational Leadership.

The CSU intern who has presented you with this letter is seeking your support to serve as their supervisor for their CSU internship. If you accept this role as their supervisor, your CSU Educational Leadership Intern will work in your location and engage in field experience as follows:

#### **Professional Standards for Educational Leaders (PSEL)** ***Standards for Advanced Programs in Educational Leadership***

##### **Standard 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

##### **Standard 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

##### **Standard 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

##### **Standard 4: Curriculum, Instruction, and Assessment**



Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

**Standard 5: Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

**Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

**Standard 8: Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

**Standard 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

**Standard 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Upon completion of their mandatory 240 hours, the university also requires that the intern completes a project to be included in the E-Portfolio as evidence of the activities of involvement at your site.

I wish to thank you in advance for your consideration, and I am available should you have questions or need additional information, [hkargbo@coppin.edu](mailto:hkargbo@coppin.edu). I can also be reached at 410-951-3072.

Sincerely,

*Harriett Kargbo*

**Harriett Kargbo, Ed.D.**  
**Interim Chair and Assistant Professor**

## Appendix K

### Advanced Program Evaluation Rubric

#### *“Celebrating Over A Century of Achievements and Challenges”* Instructional Leadership and Professional Development

#### Administration I Certification

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Please submit the following completed Mentor’s Evaluation Form in Tk20 after Artifact 24 at the end of the semester.

Scoring:

**Ineffective** – Does not meet PSEL standard; needs further development; consistently does not meet minimal expectations for standard.

**Developing** – Meets minimal expectation for PSEL standard; needs occasional support to perform at acceptable level.

**Effective** – Meets expectations for PSEL standard; is confident and consistently meets the standard.

**Highly Effective** – Exceeds expectations for PSEL standard; consistently superior performance; needs little if any support or guidance.

## Mentor's Evaluation Form

		INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
	Performance Indicator				
<b>Standard 1: Mission/Vision and Core Values</b>					
a).	Develop educational mission to promote the academic success of each student				
b).	Collaborate with members of the school/community using relevant data to promote a vision for successful learning				
c).	Articulate, advocate, and cultivate core values that define the school's culture				
d).	Strategically develop, implement, and evaluate actions to achieve the vision for the school.				
e).	Review the school's mission and vision and adjust them to changing expectations.				
f).	Develop shared understanding of and commitment to mission and core values of the school.				
g).	Model and pursue the school's mission, vision, and core values in all aspects of leadership				
<b>Standard 2: Ethics and Professional Norms</b>					
a).	Act ethically and professionally in personal conduct.				
b).	Act according to and promote the professional norms of integrity, fairness, transparency, trust, and collaboration				
c).	Place children at the center of education at all times.				
d).	Safeguard and promote the values of democracy, individual freedom, social justice, and diversity.				
e).	Lead with interpersonal and communication skill and social- emotional insight of all students.				
f).	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.				
<b>Standard 3: Equity and</b>					

<b>Cultural Responsiveness</b>					
a).	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture/context				
b).	Recognize, respect, and employ each student's strengths, diversity, and culture as assets.				
c).	Ensure that each student has equitable access to effective teachers and learning opportunities				
d).	Develop student policies and address student misconduct in a positive, fair, and unbiased manner.				
e).	Confront and alter institutional biases of student marginalization, low expectations associated with race, class, culture, disability, or special status.				
f).	Promote the preparation of students to live productively in and contribute to the diverse contexts of a global society.				
g).	Act with cultural competence /responsiveness in their interactions, decision making and practice.				
h).	Address matters of equity and cultural responsiveness in all aspects of leadership.				
<b>Standard 4: Curriculum, Instruction, and Assessment</b>					
a).	Implement coherent systems of curriculum, instruction and assessment that promotes the school's vision/mission/core values.				
b).	Align and focus systems of curriculum, instruction, and assessment within and across all grade levels.				
c).	Promote instructional practice that is consistent with knowledge of child learning and development.				
d).	Ensure instructional practice that is intellectually challenging, authentic to student experiences.				
e).	Promote the effective use of technology in the service of teaching and learning.				
f).	Employ valid assessments that are consistent with knowledge of child learning and development.				
g).	Uses assessment data to monitor student progress and improve instruction.				
<b>Standard 5: Community of Care and Support for Students</b>					

a).	Builds and maintains a safe, caring, and healthy school environment that meets all needs of each student.				
b).	Creates and sustains a school environment in which each student is known, accepted, valued, trusted, and respected.				
c).	Provide coherent systems of academic and social supports, and accommodations to meet the needs of all students.				
d).	Promote adult-student-peer, and school –community relationships that value and support academic learning.				
e).	Cultivate and reinforce student engagement in school and positive student conduct.				
f).	Infuse the school’s learning environment with the cultures and languages of the school’s community.				
<b>Standard 6: Professional Capacity of School Personnel</b>					
a).	Recruit, hire, support, develop, and retain effective and caring teachers into an effective faculty.				
b).	Plan and manage staff turnover by providing induction and mentoring opportunities for new personnel.				
c).	Develop teachers’ professional knowledge, skills, and practice through differentiated opportunities for growth.				
d).	Foster continuous improvement of individual and collective instructional capacity to achieve school goals.				
e).	Deliver actionable feedback about instruction through anchored systems of supervision and evaluation.				
f).	Empower and motivate teachers and staff to the highest levels of professional practice.				
g).	Develop the capacity, opportunities, and support for teacher leadership.				
h).	Promote the personal and professional health, well-being, and work-life balance of faculty and staff.				
i).	Tend to their own learning and effectiveness through reflection, study, and other self-improvement efforts.				
<b>Standard 7: Professional Community for Teachers and Staff</b>					
a).	Develop workplace conditions for teachers and other staff that promotes professional practice and student learning.				

b).	Empower and entrust teachers and staff with collective responsibility the needs of children pursuant to the mission, vision, and core values.				
c).	Establish and sustain a professional culture of engagement and commitment to the shared vision and goals of the school.				
d).	Promote mutual accountability among teachers and other staff for the success of students and effectiveness of the school.				
e).	Develop and support open, productive, and trusting working relationships among all staff members.				
f).	Design and implement job-embedded and other opportunities for collaborative professional learning.				
h).	Encourage faculty-initiated improvement of programs and practices.				
<b>Standard 8: Meaningful Engagement of Families and Communities</b>					
a).	Are approachable, accessible, and welcoming to families and members of the community.				
b).	Create and sustain positive and productive relationships with families and the community for the benefit of students.				
c).	Engage in open two-way communication with families/communities about the, needs, problems, and accomplishments of the school.				
d).	Maintains a presence in the community to understand its strengths and needs and engages resources for the school.				
e).	Create means for the school community to partner with families to support student learning in and out of school.				
f).	Understand, value, and utilize community's cultural, social, intellectual, and political resources to promote student learning.				
g).	Develop and provide the school as a resource for families and the community.				
h).	Advocate for the school and community and the importance of education and student needs.				
i).	Advocate publicly for the needs and priorities of students, families, and the community.				
j).	Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.				

<b>Standard 9: Operations and Management</b>					
a).	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.				
b).	Strategically manage staff resources by assigning and scheduling teachers to responsibilities that optimizes their professional capacity.				
c).	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment.				
d).	Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources?				
e).	Protect teachers' and other staff members' work and learning from disruption.				
f).	Employ technology to improve the quality and efficiency of operations and management.				
g).	Develop and maintain data and communication systems to deliver information for classroom and school improvement.				
h).	Know, comply with, and help the school community understand local, state, and federal laws, rights, and policies.				
i).	Develop and manage relationships with feeder and connecting schools for enrollment and curricular management.				
j).	Develop and manage productive relationships with the central office and school board.				
k).	Develop and administer systems for fair and equitable management for internal school and community conflict.				
l).	Manage governance processes and internal and external politics toward achieving the school's mission and vision.				
<b>Standard 10: School Improvement</b>					
a).	Seek to make school more effective for each student, teachers, staff, families, and the community.				
b).	Use methods of continuous improvement to achieve the vision, mission, and promote the core values of the school.				
c).	Prepare the school and the community for improvement by promoting readiness, commitment, and accountability.				

d).	Engage others in learning, strategic goal setting, and evaluation for continuous school and classroom improvement.				
e).	Employ appropriate strategies for improvement and attention to different phases of implementation.				
f).	Assess and develop capacity of staff to assess research findings related to school improvement.				
g).	Develop technically appropriate systems of data collection, management, analysis, and use of it.				
h).	Adopt a systems perspective and promote coherence among improvement efforts in the entire school.				
i).	Manages uncertainty, risk, and politics of change with courage and perseverance while providing encouragement.				
j).	Develop and promote leadership among teachers and staff while initiating and implementing school improvement.				
<b>Overall Comments on Intern's performance</b>  <b>Evaluator's Signature:</b> _____ <b>Date:</b> _____					



## Appendix L

### ADVANCED CANDIDATE EVALUATION OF THE FIELD EXPERIENCE

**School Site Placement:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Site Supervisor's Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_  
**Name of Candidate:** \_\_\_\_\_  
**Semester and Year:** \_\_\_\_\_

.....

**Directions:** The Candidate Field Experience Evaluation provides interns with the opportunity to analyze, appraise, and provide feedback regarding their field experience. This evaluation is utilized to assess the quality of the experience gained by the intern, as well as the achievement of learning objectives identified at the beginning of the term.

1. Describe the activities in which you engaged during the field experience. Include the leadership projects you conducted; supervisory sessions attended; staff meetings; in-service training; school-related activities etc.
  
2. List the learning objectives which you expected to achieve during this field experience and indicate the results obtained.
  
3. Were you satisfied with the achievement of your stated learning objectives?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
  - A. If so, in what ways do you believe the setting of this field experience was conducive to achievement of these objectives?
  
  - B. If not, what problems have you identified which may have interfered with the achievement of these learning objectives?
  
4. Describe and appraise the supervisory process available (i.e., Did you work independently or with close supervision? What was the type and frequency of the supervisory sessions conducted between you and the supervisor? Do you believe there was adequate supervision?). Comment on your relationship with the supervisor.
  
5. What improvements in the field placement do you believe would have enhanced the quality of this learning experience?

6. Do you believe the Master in Contemporary Educational Leadership Program's Curriculum provided adequate theoretical background and preparation for the type of leadership responsibilities which were assigned during this field experience?

Yes \_\_\_\_\_ No \_\_\_\_\_ If not, in what areas did you feel weak?

7. Did the placement setting:

- |                                                                                      |           |          |
|--------------------------------------------------------------------------------------|-----------|----------|
| A. Accept you in the role of student leader?                                         | Yes _____ | No _____ |
| B. Offer you the opportunity to meet and interact with other professionals?          | Yes _____ | No _____ |
| C. Provide an atmosphere conducive to cooperative working relationships with others? | Yes _____ | No _____ |
| D. Provide adequate physical facilities conducive to learning?                       | Yes _____ | No _____ |
| E. Provide opportunities to be creative and innovative?                              | Yes _____ | No _____ |
| F. Provide opportunity to participate in a variety of learning experiences?          | Yes _____ | No _____ |

8. Was there agreement between your expectations of the field experience and the school expectations?

9. Would you recommend this field placement to be assigned to other students in the future?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment on any item checked "no." Use an additional page if necessary.

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix M

### Advanced Candidate: The Daily Log

The intern keeps a Daily Log which records all activities of the internship and is included in the final E-Portfolio. A log should be completed every day during which any amount of time is spent on the internship. The Daily Log helps the intern keep track of accumulated time, to review activities in meetings with the supervisor. IT ALSO PROVIDES AN OPPORTUNITY, HOWEVER BRIEF, TO REFLECT ON AND EVALUATE EACH DAY'S ACTIVITIES.

**Sample:**

## Internship Daily Log

Name of Intern: \_\_\_\_\_ Title: \_\_\_\_\_  
 Internship Site: \_\_\_\_\_ Current Date: \_\_\_\_\_  
 Hours: +Time accrued Today + \_\_\_\_\_ Hours = Total Time Accrued = \_\_\_\_\_ Hours

### **Competencies /Activities Based on PSEL Standards**

Standard 1: Mission /Vision/Core Values  
Standard 2: Ethics/ Prof. Norms  
Standard 3: Cultural Responsiveness  
Standard 4: Curriculum/Instruction  
Standard 5: Community Support

Standard 6: Professional Capacity  
Standard 7: Professional Community  
Standard 8: Family/Community Engagement  
Standard 9: Operations and Management  
Standard 10: School Improvement

**Daily Work:** Please summarize the activities that you engaged in under the *appropriate standard*.

[illegible]

### Summary of Internship Hours

\*\*\* **Note:** To be completed as a summary and attached as the very last page of the Intern's Daily Log.

Standards	Number of Hours
Standard 1: Mission, Vision/Core Values	_____
Standard 2: Ethics and Professional Norms	_____
Standard 3: Equity and Cultural Responsiveness	_____
Standard 4: Curriculum, Instruction, and Assessment	_____
Standard 5: Community of Care/Support for Students	_____
Standard 6: Professional Capacity of School Personnel	_____
Standard 7: Professional Community for Teachers/Staff	_____
Standard 8: Meaningful Engagement of Families/Community	_____
Standard 9: Operations and Management	_____
Standard 10: School Improvement	_____
Total Number of Hours	_____

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

## Appendix N

### **Professional Standards for Educational Leaders (PSEL) 2015** **Standard 1: Mission, Vision, and Core Values**

**Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.**

- a). Develop an educational mission for the school to promote the academic success and well-being of each student.
- b). In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c). Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d). Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e). Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- f). Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g). Model and pursue the school's mission, vision, and core values in all aspects of leadership.

### **Standard 2: Ethics and Professional Norms**

***Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.***

- a). Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b). Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c). Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d). Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

- e). Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f). Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

### **Standard 3: Equity and Cultural Responsiveness**

***Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.***

- a). Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b). Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c). Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d). Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e). Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f). Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g). Act with cultural competence and responsiveness in their interactions, decision-making, and practice.
- h). Address matters of equity and cultural responsiveness in all aspects of leadership.

### **Standard 4: Curriculum, Instruction, and Assessment**

***Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.***

- a). Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b). Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c). Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d). Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

- e). Promote the effective use of technology in the service of teaching and learning.
- f). Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g). Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

### **Standard 5: Community of Care and Support for Students**

***Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.***

- a). Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b). Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c). Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d). Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e). Cultivate and reinforce student engagement in school and positive student conduct.
- f). Infuse the school's learning environment with the cultures and languages of the school's community.

### **Standard 6: Professional Capacity of School Personnel**

***Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.***

- a). Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b). Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c). Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d). Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e). Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

- f). Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g). Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h). Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i). Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

## **Standard 7: Professional Community for Teachers and Staff**

***Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.***

- a). Develop workplace, conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b). Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c). Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d). Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e). Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f). Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g). Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h). Encourage faculty-initiated improvement of programs and practices.

## **Standard 8: Meaningful Engagement of Families and Community**

***Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.***

- a). Are approachable, accessible, and welcoming to families and members of the community.
- b). Create and sustain, positive, collaborative, and productive relationships with families and the community for the benefit of students.



- c). Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d). Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e). Create means for the school community to partner with families to support student learning in and out of school.
- f). Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g). Develop and provide the school as a resource for families and the community.
- h). Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i). Advocate publicly for the needs and priorities of students, families, and the community.
- j). Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

## **Standard 9: Operations and Management**

***Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.***

- a). Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b). Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c). Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d). Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e). Protect teachers' and other staff members' work and learning from disruption.
- f). Employ technology to improve the quality and efficiency of operations and management.
- g). Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h). Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i). Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j). Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l). Manage governance processes and internal and external politics toward achieving the school's mission and vision.

## Standard 10: School Improvement

***Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.***

- a). Seek to make school more effective for each student, teachers and staff, families, and the community.
- b). Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c). Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d). Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e). Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phrases of implementation.
- f). Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g). Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h). Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i). Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j). Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

