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# UNIVERSITY OF SOUTHERN MAINE

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**INTERNSHIP HANDBOOK**

**INITIAL LEVEL LICENSURE PROGRAM**
**MASTER OF SCIENCE IN SPECIAL EDUCATION**
**Grades K-8, 7-12**

**2023 - 2024**

School of Education and Human Development
8 Bailey Hall
Gorham, Maine

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## II. TERMINOLOGY

**Approved Educator Preparation Program**

A Maine program of study approved under Chp. 114, the completion of which signifies that a candidate has met the Maine Department of Education (MDOE) standards for professional licensure.

**Initial Level License**

A program that prepares candidates at the baccalaureate or post-baccalaureate level for their first certification. At program completion, the candidate qualifies for their initial licensure as a PK-12 teacher, (at a specific grade span/content area).

**Endorsement**

The area in which the candidate choses to teach (Art Education, Music Education, Special Education, Secondary Mathematics, TESOL etc.).

**Formal Recommendation**

A notation on the USM transcript stating that the candidate graduated from an approved program in a specific certification area(s) and grade span. Recommendations are noted at the time of program completion.

**Program Completer**

A candidate who, by successfully completing all of a state approved educator preparation program's requirements, has qualified for a recommendation for certification.

**Licensure (Tk20) Portfolio**

A collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching.

**Standards Review**

The formal documentation that the intern has demonstrated proficiency in meeting the Maine teaching standards.

**Maine Educator Information System (MEIS)**

The database maintained the Maine DOE, which houses educator information including certification and Criminal History Records Check approval. All interns must have an MEIS account. See link here.

## III. LICENSURE CODES - INITIAL LEVEL

| Area | Grade Span* | Code |
|---|---|---|
| ● Art Education | PK-12 | 620 |
| ● Elementary Education | K-8 (UG); K-6 (ETEP) | 020 |
| ● English | 6-12 | 100 |
| ● Life Science | 6-12 | 395 |
| ● Mathematics | 6-12 | 300 |
| ● Music Education | PK-12 | 614 |
| ● Physical Science | 6-12 | 350 |
| ● Social Studies | 6-12 | 200 |
| ● Special Education | 7-12 | 282 |
| ● Special Education | K-8 | 282 |
| ● Teaching English to Speakers of Other Languages (TESOL) | PK-12 | 600 |
| ● World Language French | PK-12 | 420 |
| ● World Language Spanish | PK-12 | 440 |

*These grade spans apply to 2023-2024 student interns.

**IV. SEHD CORE COMMITMENTS**

The USM School of Education and Human Development (SEHD) has a Conceptual Framework that articulates the school-wide philosophy in a mission statement, set of Core Commitments, and appropriate references. The school's mission is captured in a single sentence that expresses the ethical obligation to which we have dedicated our energies:

> *We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.*

SEHD shares a consistent set of Core Commitments, and some programs have an aligned set of Core Practices that articulates how the program enacts the school's mission. SEHD carries out its mission by committing to the following Core Commitments:

1. ***Democracy*** – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

2. ***Civility and caring*** – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

3. ***Equity and Diversity*** – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

4. ***Social Justice*** – to speak for and empower people who are disenfranchised and work towards a more just society.

5. ***Ethical practice*** – to engage in and insist on the highest level of professional practice.

6. ***Scholarship*** – to gain, create, teach, and apply knowledge and skills using methods or research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

7. ***Professional Learning and Continuous improvement*** – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth

**Core Practices**

In addition to the SEHD Core Commitments, interns align their teaching, curriculum, assessment, and scholarship around the following eight practices.

A. ***Inquiry*:** Continually examining beliefs and practices and acting upon findings to improve teaching and learning

B. ***Opportunity to learn*:** Providing a variety of accessible learning experiences that attend fairly to learners' strengths, needs, and interests

C. ***High Expectations*:** Establishing and communicating clear, challenging, and attainable standards for all learners

D. ***Collegiality*:** Supporting and refining teaching and learning through sharing diverse perspectives and understandings

E. ***Pedagogical Content Knowledge*:** Integrating teaching knowledge and disciplinary knowledge to foster and support professional expertise

F. ***Formative Assessment***: Using multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions

G. ***Responsiveness:*** Providing feedback and adjusting teaching based on growing understandings about learners and learning

H. ***Scholarship*:** Creating, studying, critiquing, and applying research related to teaching, learning, schooling, and teacher education

**Internship relates to these as follows:**

A. ***Inquiry:*** Interns continually examine their beliefs and practices through observations, discussions, and reflections and act upon findings to improve their teaching and learning

B. ***Opportunity to learn:*** Interns provide a variety of accessible learning experiences that attend equitably to learners' strengths, needs, and interests and strive to mitigate setting and curricular barrier in their teaching

C. ***High Expectations:*** Interns establish and communicate clear, challenging, and attainable standards for all students

D. ***Collegiality*:** Interns support and refine teaching and learning through sharing diverse perspectives and understandings with the cohort, their mentors, and supervisors

E. ***Pedagogical Content Knowledge*:** Interns adapt their content instruction to meet the needs of their students and guide their students to inquire into the nature and organization of the content disciplines

F. ***Formative Assessment*:** Interns use multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions

G. ***Responsiveness*:** Interns are provided with feedback to adjust their teaching based on growing understandings about learners and learning

H. ***Scholarship*:** Interns use research-based promising practices in their teaching and evaluate the effectiveness of these practices in the given context

## V. MAINE INITIAL TEACHER CERTIFICATION STANDARDS

**Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard #11: ISTE Technology Standards for Teachers**

Effective teachers model and apply the International Society for Technology in Education standards for students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

## VI. INTERNSHIP ELIGIBILITY

Matriculated students in good standing in the Master of Science in Special Education degree program are eligible to enroll in the internship course (SED 688) and complete the internship after completion of the following prerequisite courses:

- EDU 562: Cultural and Linguistic Diversity
- SED 518: Targeted and Individualized Instructional Strategies for Students with Disabilities
- SED 540: Student with Exceptionalities (or accepted equivalent)
- SED 615: Positive Behavior Interventions and Supports
- SED 653: Assessment of Academic Achievement
- SED 682: Special Education Regulations, Procedures, and IEP Team
- SED 687: Technology for Communicating and Learning
- SPY 501: Variability in Human Development

During the internship, students also enroll in two additional courses:

- SED 625: Multi-Tier Mathematics Instruction and Assessment
- SED 627: Multi-Tier Reading Instruction and Assessment

There are two additional courses required for the Master's degree that can be taken prior to, during, or after the internship:

- EDU 600 Research Methods in Education
- SED 699 Special Education Research Capstone

Note that students must complete EDU 600 prior to enrolling in SED 699

**Exceptions**

In some situations, a student might be permitted to complete the internship prior to completing all of the prerequisite courses. This permission is generally granted when a student has prior teaching experience, is working as an Educational Technician, or as a special education teacher with a Conditional certificate. Allowing a student to complete the internship prior to completing the prerequisite courses is at the discretion of the Special Education Department faculty.

## VII. INTERNSHIP PLACEMENT PROCESS

USM's *Office of Educator Preparation* (OEP) is responsible for securing internship placements. Interns are placed in school districts across the southern Maine region including, but not limited to: Biddeford, Gorham, Lewiston, Portland, RSU #14 Windham/Raymond, SAD #6, South Portland, and Westbrook. Placements are made according to geographic location of the intern, content area, and availability of mentor teachers in partnership schools/districts. Based upon these factors, the Director of Field Placements works closely with school personnel and university faculty to outreach and establish placements for interns. **Exceptions must be approved by the University Supervisor and Director of Field Placements.** The process is as follows:

- **Interns must provide proof of *Criminal History Records Check* (CHRC) approval.** Placement requests will not be made without verification of fingerprinting. Follow instructions on the OEP website: https://mycampus.maine.edu/group/usm/fingerprinting-and-criminal-history-record-check-process.

- Interns must have an **Intent to Conduct Internship form** filed with the Office of Educator Preparation.

  Prospective interns generally submit the **Planning for Internship form** in March. Students have the opportunity to note their individual placement preference(s): district/school, grade span, content area and geographic locale. Preferences are taken into consideration when outreaching for placements within partnership districts.

- Students are typically not placed in school districts where they attended or have family members currently in the school in order to have broader experiences with ways schools are organized and school culture. **Exceptions must be discussed and approved by the University Supervisor and Director of Field Placements.**

- **Interns who wish to conduct the internship at their place of employment MUST gain approval from all parties. As District employees, these interns are accountable to the District during the period of employment.**

- The Director of Field Placements will outreach to partnership schools/districts to request internship placements. Outreach for Fall placements will take place *April-through-June*. Spring placements will start by *late-October* of each calendar year. If any incoming intern has changes that affect initial placement preferences/requests, they should notify the Director of Field Placements immediately.

- Once the placement has been arranged, the Director of Field Placements will send a confirmation email to both the intern and mentor that provides specific placement details, including: school name, mentor teacher name/email, and grade level/ content. The USM faculty coordinator will be copied on this email.

- The intern should confirm receipt of this email with the Director of Field Placements. **While we appreciate your enthusiasm, interns are not to visit the placement site until the placement and internship start date is confirmed.**

- Changes to the placement site MUST be discussed and approved by the Faculty Coordinator and communicated to the Director of Field Placements.

For questions related to internship placement, contact: **Linda Evans, Director of Field Placements & Internships, Office of Educator Preparation;** 8H Bailey Hall, Gorham campus; 207-780-5564; linda.evans@maine.edu

## VIII. INTERNSHIP SUPERVISORY TEAM

Interns are typically supervised and assessed by a supervisory team that consists of:

**Mentor Teache**r: This individual is an experienced educator employed by the placement district who oversees and monitors the day-to-day performance of the intern. This individual must hold a Maine professional 282 certificate.

**University Supervisor**: This individual makes formal and informal observations. The number of observations varies by program and duration of internship. This individual completes the Intern's first and second Standards Review. The University Supervisor determines the goal setting.

**Faculty Coordinator** (varies by program): This individual is an employee of the University and serves as instructor of record for the internship. The faculty coordinator also completes the Intern's first and second Standards Review.

See Appendices for full descriptions of roles and responsibilities.

## IX. THE LICENSURE PORTFOLIO and TK20

Tk20 is a comprehensive online data management and reporting system that allows students to be active participants in multiple areas of their college experience including course assignments and field-experience. Tk20 is the vehicle through which candidates provide evidence they have met state and professional standards to be eligible for licensure as a professional educator in their chosen specialty area. This information is made available to regional and state teacher education accreditation boards.

The items below are to be uploaded to this data management system:

- Intern's First Standards Review (Midpoint) (See Appendix H)
- Intern's Second Standards Review (End of Internship) (See Appendix H)
- Unit Plan (check with your program)

**Please consult with your University Supervisor and Faculty Coordinator to confirm any additional items that may be required**.

Note: For candidates conducting a year-long internship, the Internship Midpoint is late December, the Endpoint late April/early May. For candidates conducting a semester-long internship, the Midpoint is 7 weeks into the semester, with the Endpoint at semester end (December or April/May). Candidates and University Supervisors are to confirm the dates of internship midpoint and endpoint at the start of the internship.

**The Tk20 Student User Account**

Each undergraduate and graduate student who matriculates into a USM Educator Preparation program and is accepted as a candidate for their internship year is required to purchase a Tk20 User Account. **The one-time subscription fee of $139** must be made by each student before the first semester of their internship year. The cost covers some of the expenses related to the administration and assessment of the Tk20 program. FMI: https://mycampus.maine.edu/group/usm/tk20-instructions-forms

For help with Tk20 accounts, please contact:

**Megan Curtis, Data Management Technician, Office of Educator Preparation**

8B Bailey Hall, Gorham campus; (207) 780-5772; usm.oep@maine.edu

## X. EDUCATOR PREPARATION PROGRAM COMPLETION & CERTIFICATION PROCESS

**Maine Initial Teacher Certification Standards Review**

In order to successfully complete USM's initial level educator preparation program and be recommended to the Maine Department of Education (MDOE) for certification, each intern must document how he or she has met each of the *Maine Teaching Standards* through evidence uploaded to the licensure portfolio in Tk20. Evidence comes from the work students do during their internship and may also include work they complete for their courses that supports their internship.

**Intern's First Standards Review (Midpoint**). The university supervisor and faculty coordinator will review the uploaded evidence for each of Maine's teaching standards and confirm that the candidate has met a proficiency level appropriate to the internship. (See Appendix H)

**Intern's Second Standards Review (End of Internship).** The university supervisor and faculty coordinator will review the uploaded evidence for each of Maine's teaching standards and confirm that the candidate has met the level of proficient or above on each initial teacher certification standard.  (See Appendix H)

**Evidence of Academic Proficiency: Coursework**

To successfully complete USM's initial teacher certification program and be recommended to the MDOE for teacher certification, each intern must successfully pass each semester of internship and earn a B- or better in all courses required by the educator preparation program for their chosen licensure area.

Note: The Office of Educator Preparation cannot recommend students who do not enroll in or complete the educator preparation program.

**Recommendation for Initial Teacher Certification**

Program Completers will submit their materials to obtain **Initial Teacher Certification** through the MDOE online *Maine Educator Information System* (MEIS).

Students are encouraged to complete the licensure process within 6 months of program completion. Students who do not obtain licensure upon program completion may be subject to any new licensure requirements.

Step-by-step information regarding recommendation for certification can be found on USM's Office of Educator Preparation (OEP) website: https://mycampus.maine.edu/group/usm/certification-resources. Please consult the OEP website at the start of the process and be sure to follow each and every outlined step to obtain initial teacher certification.

For questions related to certification, please contact:

**Linda Evans, Certification Officer, Office of Educator Preparation**

8H Bailey Hall, Gorham campus; 207-780-5564; linda.evans@maine.edu

## XI. INTERNSHIP POLICIES - DISTRICT/SCHOOL REQUIREMENTS

**Criminal History Records Check (CHRC)**
All students are required to be fingerprinted and to provide proof of approval to USM prior to enrolling in a course with an accompanying field experience and/or internship/student teaching placement. Follow instructions on the OEP website:
https://mycampus.maine.edu/group/usm/fingerprinting-and-criminal-history-record-check-process.

**Vaccinations**
Interns must meet all School District policies regarding immunizations.

## XII. USM-SEHD GUIDELINES & POLICIES

### Campus Communication and E-mail

USM uses email as the only means of communication to all of its students, accepted and/or enrolled. Official University assigned email accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible for reading all information sent to them via their university assigned email account. The University has the right to expect that communications will be received and read in a timely fashion. It is imperative that students understand that a majority of University information will be communicated to them via their University assigned email account. While the University strongly advises that students not redirect email that is sent to their University email account, students may have their University email redirected from their official @maine.edu address to another email address, such as @hotmail.com or @gmail.com, but at their own risk. Having email redirected does not release a student from the responsibilities associated with the official communication sent to their @maine.edu account.

### Intern Participation In Teacher Duties

Mentor teachers are frequently required to perform duties as part of their job descriptions. These may include hall duty, lunch duty, recess duty, bus duty, etc. The expectations vary from school to school. Interns are expected to take part in the duties assigned to their mentor teacher. These are good opportunities for interns to learn large group management strategies, to talk and reflect informally with the mentor, and to observe students in various contexts outside of the classroom. Interns should not be asked to perform duties in addition to any that their mentor is assigned. Interns may be asked to help the school community for the rare emergency situation.

### Consent For Data Collection, Recording, and Photographs

Interns are required to get written permission from parents or caregivers to photograph and record selected teaching activities within the classroom. The focus of the recording is the teacher, not the students, although student activity and responses will necessarily be included on the recording. At no time is the recording used to assess or evaluate individual students. Recordings are held in the strictest confidence and are used for educational purposes only. Photographs may be used by the interns to document their work with students in their professional teaching portfolios, and will also be used only for educational purposes. A <u>standard letter</u> will be provided to all interns. The letter is available in various languages and can be furnished upon request.

### Substitute Teaching

1. Interns will be registered as substitute teachers with the district, including fingerprinting and Criminal History Record Check (CHRC) prior to the start of internship. Each partnership district requires that all interns complete their substitute training before they can become paid substitute teachers.

2. As a gesture of appreciation to our partnership sites, teacher education interns donate 3 substitute teaching days each semester to their mentor teacher. Each partnership site determines what constitutes an accepted purpose for the sub day. After the 3 days have been completed, the intern may be paid to substitute. The interns are not obligated to provide unpaid substitute teaching after program completion.

3. Interns may serve as substitute teachers at the discretion of their cohort coordinators, their mentor teacher, and the building administrators. Determining whether an intern should be the substitute is

on a case-by-case basis, especially during the early weeks of the internship. Some interns are ready to manage an entire day of classes alone quite early on; others need more time before they are ready to take over.

4. Interns may substitute for their direct mentor or direct team of teachers if they are team teaching. Interns should not substitute for other teachers in the building during internship/placement dates except under extenuating circumstances and not without consulting the cohort coordinators.

5. If an intern is to substitute for two or more consecutive days in a row, the cohort coordinator and supervisor should be notified ahead of time.

6. Substitute teaching should not interfere with University course meeting times.

7. Any rules or stipulations imposed by the administration of the participating schools take precedence over these guidelines. We encourage all mentor teachers, interns, and school administrators to bring any questions or concerns involving subbing to the cohort coordinators so that the best possible solution can be worked out collaboratively.

8. There are occasions when our partner schools need long-term substitute teachers and interns are the most highly qualified candidates for the positions. On a case-by-case basis, an intern who wants to accept a long-term substitute position must have approval from the Educator Preparation faculty prior to accepting a position. In order to best support interns, long-term substitute positions should adhere to the following guidelines:

    a. Teachers and principals should consult with the cohort coordinators prior to approaching the intern to discuss the possibility of the long-term substitute position.

    b. To the extent possible, the intern should be placed in the departing teacher's classroom prior to taking over teaching responsibilities in order to be mentored into the position.

    c. Interns must be supervised by the building principal(s) as paid employees. Interns will continue to be supervised by their cohort coordinator or supervisor for program requirements.

9. An intern who wants to complete the program as a full-time, long-term substitute or conditionally certified teacher must have the approval of the Educator Preparation faculty prior to accepting a position.


**Reporting of Absence from Internship Site**

Interns are expected to report all absences (planned and unplanned) to Mentor Teacher and University Supervisor.

**Vacations/School Breaks**

Interns are expected to adhere to the calendar of the K-12 internship site. Note that other University courses may meet during school vacations.

In cases of school closure, interns are to adhere to the closure announcement of the internship site.

**USM Storm/Emergency Line**

In case of inclement weather, information on campus closing will be announced in a banner at the top of the USM home page, on local radio and television, as well as on the USM Storm Line at (207) 780-4800 or 780-5034 (TTY). Users can choose to receive messages related to campus emergencies, safety information,

storm closings (including closings at the Lewiston campus), and outreach messages. On the USM campuses, the service is an "opt-out" program: all students and employees are automatically entered into the system and may opt out of the service or message subscriptions if they choose. Please see more detail by visiting the USM Public Safety web page at https://usm.maine.edu/police/usm-alert-emergency-warning-system**.**

**Change of Internship Site**

Changes to the internship placement must be discussed with the faculty coordinator and communicated to the Office of Educator Preparation.

**Professionalism**

Interns are expected to demonstrate the highest level of professionalism and ethical standards at all times–in the PK-12 classroom, the university classroom, and seminar. Infractions of professionalism will be addressed according to consensus of the supervisory team and may result in an action plan. Infractions may result in immediate removal from the internship site and withdrawal from the program. (See Section XII).

**Conducting the Clinical Component of the Educational Program  at the Site of Employment**

Clinical component refers to any aspect of the educational program that is conducted at the host organization and/or school district. This includes any field experience that is attached to a specific course, practica, and/or the internship.

University students who wish to complete clinical program requirements at their place of employment and during the employment hours are required to gain approval for such from all parties (University and employer) and indicate how Program requirements will be fulfilled.

- University students will comply, at all times, with the policies and procedures of the host school and/or organization.  District policies and processes supersede those of the University.
- University students who, while conducting a clinical component of their educational program at a partner site, assume duties and responsibilities for which they receive compensation (e.g., as substitute teachers or classroom aids) will, prior to embarking on those activities, notify and discuss with their USM supervisor, faculty coordinator and/or course instructor the potential impact of those activities on the educational experience. Students will maintain a calendar and log that delineates  the hours which meet Program requirements and those hours for which they receive financial compensation.

University students who are removed from the educational setting by the employer and/or partner district for violation of practices and processes of the employer and/or partner district, will be subject to additional review for eligibility to continue in or administrative withdrawal from the licensure program and /or the University educational program. See Section Administrative Withdrawal.

## XIII. EDUCATOR DISPOSITION & PROFESSIONALISM

Effective and competent educators demonstrate professionalism, ethical decision making and practice, reflexivity, self-awareness, and multiculturally informed skills. Students seeking licensure as a professional educator are evaluated based on academic, clinical, and professional (referred to as "dispositions" by CAEP (Council for the Accreditation of Educator Preparation and Maine State Board of Education) criteria. All faculty, staff and students within the School of Education and Human Development are expected to uphold and reflect the core values adopted in 2013 (see section IV). The educator dispositions are those behaviors and dispositions expected and required of individuals seeking licensure as a professional educator–in the university classroom, at the partner site, and in any public space in which they may be observed by their clients, students, or other professionals or stakeholders. Developing and demonstrating these behaviors and dispositions is on a par with demonstrating *academic* competence in the subject areas of the discipline  and developing and demonstrating the *pedagogical* competence to reach and teach the full-range of learners within an educational setting. Professional educators demonstrate a range of attributes that include–*but are not limited to*

- effective oral communication skills
- effective written communication skills
- professionalism
- a positive and enthusiastic attitude
- preparedness in teaching and learning
- an appreciation of and value for cultural and academic diversity
- an ability to collaborate effectively with stakeholders
- awareness and self-regulation of one's own learner behaviors
- the social and emotional intelligence to promote personal and educational goals/stability

USM candidates stand out in the field through the intentional effort to integrate SEHD core values into the professional dispositions.

Input is obtained from faculty (including clinical and adjunct faculty) throughout the educator preparation program, concerning each student's academic and clinical performance, along with the student's demonstration of professionalism and ethical conduct. In the rare event that a behavior observed warrants an assessment of "major concerns," the candidate will be assigned an Action Plan with the goal of supporting the student in successful program completion. Given the nature of the infraction, a candidate may be removed from the clinical setting (see below).

If the faculty determines that the student has committed a serious ethical or professional violation, or the student is impaired, the student may be immediately suspended or terminated from the program. Faculty representatives will meet with the student to outline the issues. Faculty concerns along with the decision to suspend or terminate the student will be provided to the student in writing. In this situation, the student retains their right to appeal the faculty decision using the standard procedures within the School of Education and Human Development and University. **See Administrative Withdrawal below, USM Academic Policies**.

## XIV. USM ACADEMIC POLICIES

Academic policies are subject and pursuant to the policies in USM's <u>Undergraduate and Graduate Catalogs</u>. We highlight below policies that are pertinent to the internship and which were current at the time of publication of this Handbook. It is the student's responsibility to refer to the USM catalog. Catalog policy supersedes any policy here.

### Clinical Course Requirements

Many programs of study at the University require as a condition of graduation the completion of one or more training programs or courses in an outside clinical or professional setting, such as a hospital, clinic, professional office, or public classroom. The University assumes there will be assent to and compliance with such requirements, rules, and regulations by each student upon his or her enrollment in those courses involving outside clinical study.

### Student Complaints - Undergraduate

The Dean of Students Office provides guidance to students to assist in identifying whether the nature of their concern is an academic appeal or an administrative appeal, and the appropriate University policy or procedure that can be used to resolve it. The academic appeals and administrative appeals policies do not apply to student complaints about unlawful discrimination or sexual harassment. The Dean of Students Office and the Deputy Title IX Coordinator can advise the student about other University policies and procedures used to address student complaints about unlawful discrimination and sexual harassment. See undergraduate course catalog - Student Complaints linked [here](#).

### Non-Academic Complaints - Graduate

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of Graduate Studies (OGS) to respond to student inquiries. The mission of OGS is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. OGS staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an OGS representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise. Please contact the Director of Graduate Studies at (207) 780-4812 for more information on this process.

### Grade Requirements

All education course grades during the internship year must be a B- or better and the grade for the Internship must be PASS, or the student will be withdrawn from the program. If a student is at risk of not passing internship, faculty will initiate an action plan that clearly defines the area(s) of deficiency, the plan of action and timeline to address and remediate the targeted skills. If the action plan goals are not met, the intern may fail internship and may not continue in the program. The student has the right to appeal a grade according to the Academic Grade Appeal Policy in the USM undergraduate and graduate catalogs.

Student Academic Appeals Policy-Undergraduate linked <u>here</u>.

**Administrative Withdrawal**

A student may be withdrawn for failure to meet professional teaching standards. Such instances of failure to meet professional standards include, but are not limited to:

- Physical or sexual harassment by the student; physical or sexual assault by the student;

- Improper verbal or physical interaction with a child, including any adult-child sexual advances or other harmful interactions;

- Willful and unjustifiable disregard of a proper request by a duly responsible school official regarding activities associated with that school's operations;

- Unprofessional actions which result in the removal of the student from school grounds by a duly responsible school official.

Such conduct may also result in action under the University of Maine System Student Conduct Code, or the University of Maine System Board Policy 402, which are separate from any action taken under this policy.

When an allegation of a failure to meet professional standards occurs, the student's University Internship Coordinator will notify the student, the Department Chair, and the Dean of the College of Management and Human Service.

- The student will not be allowed to continue with the internship while the University Internship Coordinator conducts a review.

- The University Internship Coordinator will provide the accused student written notice of the alleged conduct as well as notice of the process, and the students' rights, including the right to an advisor (who may be an attorney) and the right to an appeal, if applicable.

- The University Internship Coordinator will conduct an investigation into the alleged conduct and interview the student and witnesses as appropriate.

- Within 14 calendar days of the receipt of the complaint against the student, the University Internship Coordinator will provide to the Department Chair the investigation report including a recommendation regarding administrative dismissal from the program. The student will receive a copy of investigation report along with the written recommendation.

- Within 7 days of receipt of the Investigation Report, the Department Chair will hold a hearing with the student. The student has the right to have an advisor (who may be an attorney) present at the hearing.

- Within 7 days of the hearing, the Department Chair will make a decision on administrative dismissal, and provide written notice to the student and the Dean of the College of Management and Human Service.

*Right to Appeal*

- The student has the right to appeal the decision of the Department Chair to the Dean of the College of Management and Human Service in writing within 7 calendar days of receipt of the Department Chair's written decision.

- The Dean of the College of Management and Human Service shall make a decision on the appeal and notify the student in writing within 14 calendar days of receipt of the appeal.

- Within 7 calendar days following the student's receipt, in writing, of the decision by the Dean of the College of Management and Human Service, the student may appeal in writing to the Provost.

- The decision of the Provost shall be rendered within three weeks, and shall be final in accordance with the Appeals of Dismissal or Withdrawal Policy as articulated in the USM Catalogs.

**Professional Licensure Disclosure Statement**

Eligibility for licensure and/or certification may involve more than successful degree completion. The University of Southern Maine cannot confirm that its courses or degree programs meet the requirements for professional licensure outside of the State of Maine. The University of Southern Maine strongly encourages prospective and current students to contact the appropriate or applicable licensing board(s) in states in which they may wish to pursue licensure, prior to beginning any program of study.

# APPENDICES

**APPENDIX A: INTERNSHIP CALENDAR**

**University Calendar - Breaks and Important Academic Dates**

| Fall 2023 | Dates | Notes |
|---|---|---|
| University Classes Begin | Aug. 28, 2023 | Internship may have different start date |
| Fall Break | Oct. 9-10, 2023 | Follow Schedule of Internship Site |
| Last Day to Drop "W" | Oct. 21, 2023 | |
| Veteran's Day | Nov. 10, 2023 | |
| Thanksgiving Break | Nov. 22-26, 2023 | Follow Schedule of Internship Site |
| Last Day of Classes | Dec. 8, 2023 | Internship may have different end date |
| Winter Break | Dec. 16, 2023 | Follow Schedule of Internship Site |
| | | |
| **Spring 2024** | | |
| University Classes Begin | Jan. 16, 2024 | Internship may have different start date |
| Presidents Day | Feb. 19, 2024 | Follow Schedule of Internship Site |
| Last Day to Drop "W" | TBD | |
| Spring Break | Mar. 11-15, 2024 | Follow Schedule of Internship Site |
| Patriot's Day | Apr. 15, 2024 | Follow Schedule of Internship Site |
| Last Day of Classes | Apr. 26, 2024 | Internship may have different end date |

**APPENDIX B: GUIDELINES FOR CO-TEACHING AND GRADUAL INCREASE OF RESPONSIBILITY**

These guidelines are not intended to be a one-size-fits-all approach, but rather an idea of how a schedule for increasing teaching responsibilities might look for **interns in Special Education**. This document will give you a sense of what is generally expected as well as some ideas you may not have considered. Hopefully, it will also help with long range planning.

**INTERNSHIP SEMESTER 1**

**Intern Classroom Expectations during the first of two semesters:**

- Interns observe their mentor teacher as well as other master teachers to learn how to create a positive and productive classroom environment for all students.

- Interns begin to write and teach daily lessons.

- Interns collect data and compile a complete class profile and apply the information gleaned from the class profile to their daily lessons and the mini-unit or series of connected lessons they create and deliver.

- Interns lead teach for five days.

- Interns design and implement a series of connected lessons.

**Intern Professional Development during the first of two semesters:**

- Interns participate in any faculty, grade level, department or other school-related meetings, workshops and in-service trainings that do not conflict with USM class meetings.

- Interns participate in IEP, 504 or other student-related meetings as deemed appropriate by the mentor teacher and building administrator and that do not conflict with USM class meetings.

- Interns participate in parent-student-teacher conferences as deemed appropriate by the mentor teacher and building administrator and that do not conflict with USM class meetings.

- Interns attend duties assigned to the mentor teacher.

| ELEMENTARY SCHOOLS | MIDDLE/HIGH SCHOOLS |
|---|---|
| **September** <br><br> **Intern will:** <br><br> ● Become familiar with classroom routines <br> ● Learn all students' names <br> ● Observe and practice using mentor's management protocols <br> ● Observe and practice using mentor teacher's strategies for planning and teaching lessons <br> ● Plan and teach Introductory Lesson with written lesson plan <br> ● Write and send home letter to families <br> ● Attend all grade level or school meetings; share/take mentor teacher's duty <br><br> **Intern might:** <br><br> ● Conduct routines, such as attendance, lunch count <br> ● Partner with mentor teacher on transitions <br> ● Use some of his/her own management techniques with students <br> ● Teach one part of the class each day <br> ● Begin working with small groups or individual students | **September** <br><br> **Intern will:** <br><br> ● Become familiar with classroom routines <br> ● Learn all students' names <br> ● Observe and practice using mentor's management protocols <br> ● Observe and practice using mentor teacher's strategies for planning and teaching lessons <br> ● Plan and teach Introductory Lesson with written lesson plan <br> ● Write and send home letter to families <br> ● Attend all grade level or school meetings; share/take mentor teacher's duty <br><br> **Intern might:** <br><br> ● Conduct routines, such as attendance <br> ● Use some of his/her own management techniques with students <br> ● Teach one part of each class (review, activator, summarizer, etc.) <br> ● Observe mentor, then begin co-teaching one or two blocks every day |
| **October** <br><br> **Intern will:** <br><br> ● Begin to take over responsibility for morning meeting and other routines such as attendance, lunch count <br> ● Partner with mentor teacher on transitions <br> ● Use some of his/her own management techniques with students <br> ● Teach one part of the class each day <br> ● Work steadily with a reading group <br> ● Plan and co-teach lessons with mentor teacher in one content area or topic <br> ● Write original lesson plans and/or procedures connected with district standards or curriculum <br> ● Meet with mentor teacher to determine when to lead teach and deliver series of 5 connected lessons <br> ● Plan lead teaching and series of five connected lessons | **October** <br><br> **Intern will:** <br><br> ● Conduct routines, such as attendance <br> ● Use some of his/her own management techniques with students <br> ● Teach one part of each class (review, activator, summarizer, etc.) <br> ● Begin co-teaching one or two blocks every day or take over teaching one block/class <br> ● With mentor, design informal assessments, implement and plan follow-up <br> ● Write original lesson plans and/or procedures connected with district standards or curriculum <br> ● Meet with mentor teacher to determine when to lead teach and deliver series of 5 connected lessons <br> ● Plan lead teaching and series of five connected lessons |

| ELEMENTARY SCHOOLS | MIDDLE/HIGH SCHOOLS |
|---|---|
| **Intern might:**<br>● Attend IEPs, 504s and RTI meetings if appropriate<br>● Attend conferences when able | **Intern might:**<br>● Attend PETs, 504s and RTI meetings if appropriate<br>● Attend conferences when able |
| **November**<br>**Intern will:**<br><br>● Take over responsibility for morning meeting and other routines<br>● Take over planning for one content area or topic and teach independently<br>● Begin to write original lesson plans and/or procedures and reflections on them when appropriate<br>● Use student data to differentiate<br>● Continue to increase the amount of teaching with the goal of doing at least one full day of all content and transitions before lead teaching<br>● Lead Teach and plan and deliver a series of connected lessons:<br>    ○ Minimum of 5 teaching days taking lead responsibility for all instruction, management and duties to the extent possible, *during the time they are required to be at their placements*<br>    ○ Implement series of at least 5 connected lessons | **November**<br>**Intern will:**<br><br>● Continue co-teaching with mentor, adding another block, or class if appropriate.<br>● Begin to write original lesson plans and/or procedures and reflections on them when appropriate<br>● Use student data to differentiate<br>● Continue to increase the amount of teaching with the goal of teaching original block/class and adding one more<br>● Lead Teach and plan and deliver a series of connected lessons:<br>    ○ Minimum of 5 teaching days taking lead responsibilities for all instruction, management and duties to the extent possible, *during the time they are required to be at their placements*<br>    ○ Implement series of at least 5 connected lessons |
| **December**<br>**Intern will:**<br><br>● Continue to work with mentor teacher to plan, teach, and participate in the workings of the classroom and school until the final day of internship<br>● Complete end of placement standards review in Tk20 with mentor teacher and supervisor with the expectation of 2-Emergent in all 11 standards. | **December**<br>**Intern will:**<br><br>● Continue to work with mentor teacher to plan, teach, and participate in the workings of the classroom and school until the final day of internship<br>● Complete end of placement standards review in Tk20 with mentor teacher and supervisor with the expectation of 2-Emergent in all 11 standards. |

**INTERNSHIP SEMESTER 2**

**Intern Classroom Expectations during the second of two semesters:**

- Interns create a **Content Readiness Profile** (academic data collection; setting and curriculum barrier analysis, analysis of student work)

- Interns design, implement and evaluate a disciplinary or interdisciplinary teaching unit to last a minimum of 10 full consecutive days during which time they take over lead responsibility for the mentor teacher's classroom.

- The teaching unit is taught during lead teaching, but may extend before and/or after the 10-day period.

- Interns create a standards-based assessment system

- Interns complete their final review and evaluation of the teaching standards

- Interns develop and present a job-focused portfolio

**Intern Professional Development during the second of two semesters:**

- Interns participate in any faculty, grade level, department or other school-related meetings, workshops and in-service trainings that do not conflict with USM class meetings.

- Interns participate in any IEP, 504 or other student-related meetings as deemed appropriate by the mentor teacher and building administrator and that do not conflict with USM class meetings.

- Interns participate in parent-student-teacher conferences as deemed appropriate by the mentor teacher and building administrator and that do not conflict with USM class meetings.

- Interns attend duties assigned to the mentor teacher.

| ELEMENTARY SCHOOLS | MIDDLE/HIGH SCHOOLS |
|---|---|
| **January**<br><br>**Intern will:**<br><br>● Become familiar with classroom routines<br>● Learn all students' names<br>● Practice using mentor's management protocols<br>● Plan and teach Introductory Lesson with written lesson plan (optional)<br>● Write and send home letter to families<br><br>**Intern might:** | **January**<br><br>**Intern will:**<br><br>● Become familiar with classroom routines<br>● Learn all students' names<br>● Practice using mentor's management protocols<br>● Plan and teach Introductory Lesson with written lesson plan (optional)<br>● Write and send home letter to families<br><br>**Intern might:** |

| | |
|---|---|
| <ul><li>Conduct routines, such as attendance, lunch count</li><li>Partner with mentor teacher on transitions</li><li>Use some of his/her own management techniques with students</li><li>Teach one or two parts of the class each day</li><li>Begin working with small groups or individual student</li></ul> | <ul><li>Conduct routines, such as attendance</li><li>Use some of his/her own management techniques with students</li><li>Teach one or two parts of each class (review, activator, summarizer, etc.)</li><li>Observe mentor, then begin co-teaching or even teaching one or two blocks every day.</li></ul> |
| **February**<br><br>**Intern will:**<ul><li>Begin to take over responsibility for morning meeting and other routines such as attendance, lunch count</li><li>Partner with mentor teacher on transitions</li><li>Use some of his/her own management techniques with students</li><li>Teach one or two parts of the class each day</li><li>Work steadily with a reading group</li><li>Plan and co-teach lessons with mentor teacher in at least one content area or topic</li><li>Write original lesson plans and/or procedures connected with district standards or curriculum</li><li>Meet with mentor to discuss topic(s) and timeline for lead teaching unit</li></ul> | **February**<br><br>**Intern will:**<ul><li>Conduct routines, such as attendance</li><li>Use some of his/her own management techniques with students</li><li>Teach one or two parts of each class (review, activator, summarizer, etc.)</li><li>Continue co-teaching one or two blocks every day or take over teaching one or more block/class.</li><li>Write original lesson plans and/or procedures connected with district standards or curriculum</li><li>Meet with mentor to determine topic(s) and timeline for lead teaching unit</li></ul> |
| **March**<br><br>**Intern will:**<ul><li>Take over responsibility for morning meeting and other routines</li><li>Take over responsibility for at least one content area or topic and teach independently</li><li>Write original lesson plans and/or procedures connected with district standards or curriculum and reflections when appropriate</li><li>Use student data to differentiate</li><li>Continue to increase the amount of teaching with the goal of doing at least one full day of</li></ul> | **March**<br><br>**Intern will:**<ul><li>Continue co-teaching with mentor, adding another block, or class if appropriate.</li><li>Write original lesson plans and/or procedures connected with district standards or curriculum and reflections when appropriate</li><li>Use student data to differentiate</li><li>Continue to increase the amount of teaching with the goal of doing at least one full day of all content and transitions before lead teaching</li></ul> |

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|---|---|
| all content and transitions before lead teaching<br><br>● With mentor, design informal assessments, implement and plan follow-up<br><br>● Develop teaching unit and possibly begin implementing it<br><br>● Lead teach for 10 consecutive days<br><br>● The teaching unit MAY begin before or extend beyond the 10 days of lead teaching<br><br>● After the teaching unit is complete, the intern may continue co-teaching with mentor | ● With mentor, design informal assessments, implement and plan follow-up<br><br>● Develop teaching unit and possibly begin implementing it<br><br>● Lead teach for 10 consecutive days<br><br>● In middle or high school classrooms the intern should teach his or her unit until it is assessed and grades are awarded (this may extend before and after the 10 days of lead teaching)<br><br>● After the teaching unit is complete, the intern may continue co-teaching with mentor |
| **April**<br><br>**Intern will:**<br><br>● Continue to teach unit<br><br>● Lead teach for 10 consecutive days<br><br>● The teaching unit MAY begin before or extend beyond the 10 days of lead teaching<br><br>● After the teaching unit is complete, the intern may continue co-teaching with mentor | **April**<br><br>**Intern will:**<br><br>● Continue to teach unit<br><br>● Lead teach for 10 consecutive days<br><br>● In middle or high school classrooms the intern should teach his or her unit until it is assessed and grades are awarded (this may extend before and after the 10 days of lead teaching)<br><br>● After the teaching unit is complete, the intern may continue co-teaching with mentor |

**APPENDIX C: INTERN EXPECTATIONS AND RESPONSIBILITIES**

| | |
|---|---|
| **PLACEMENT EXPECTATIONS** | **All Interns** should meet faculty administrators and other school personnel in order to learn as much as possible about each student. Guidance office files and IEPs are valuable tools for researching background information; interns should always be aware that these files are confidential. Interns will refrain from discussing confidential information regarding students with anyone other than the mentor teacher, intern supervisor, cohort coordinator or principal.<br><br>**Interns employed in schools:** Interns who work in schools as educational technicians, conditionally certified teachers, or long term substitutes are expected to follow the policies and practices of their district and school as outlined in their job descriptions. Flexibility to allow for university coursework can be negotiated on an individual basis between the cohort coordinator, supervisor, school/district personnel, and the intern. |
| **PROFESSIONAL EXPECTATIONS** | Interns should access and learn about materials used in the classroom, such as books, manuals, technologies, tests, lab equipment, etc. Interns should participate in routine activities with their mentor teachers such as cafeteria and hall duties, study halls, faculty meetings, department meetings, and in-service workshops.<br><br>When they do not overlap with University courses, interns should participate in parent-teacher meetings including conferences, MTSS (PBIS, RTI), IEP and 504 meetings, with the prior approval by the parents/family of the student.<br><br>Interns may assist and participate in co-curricular activities as appropriate.<br><br>The intern is expected to follow the contracted expectations for the teaching day unless they interfere with University classes.<br><br>Interns follow the policies of the school, including those related to attendance at meetings and appropriate dress.<br><br>Absence is appropriate only for illness, death in the family, or other serious emergency. Interns are responsible for notifying their mentor teacher and site coordinator by 7:00 a.m. if they must be absent for any reason. |
| **CURRICULUM, PLANNING, TEACHING** | Interns should become familiar with the district curriculum in their internship setting.<br><br>Interns should become familiar with the philosophy, organization, policies and administration of the school, including the Maine Learning Results and/or the Common Core as well as the IEPs of the students they will teach.<br><br>Interns gradually build planning, instruction, and assessment responsibilities each semester.<br><br>Interns are responsible for planning and teaching the curriculum, and managing their mentor's classroom during a period of lead teaching in each semester. |

| | |
|---|---|
| **CONFERENCES** | **Entry.** Supervisor, mentor and intern meet face-to-face or online to review internship timelines, assessment system, program policies and the intern's goals for the semester at the beginning of each placement.<br><br>Supervisor, mentor and intern meet face-to-face, online, or communicate electronically to review the intern's progress toward the *Maine Initial Teacher Certification Standards* and intern's goals. Intern sets goals for Lead Teaching. **This meeting takes place for the first semester only.**<br><br>**Mid-Semester.** Prior to meeting with the supervisor and mentor teacher, the intern gathers evidence for all teaching standards. Using the *Internship Assessment Rubric,* the intern comments on and scores the evidence. A score of at least **Emergent (2)** is required on all standards to pass the first semester of internship.<br><br>**Mid-Year.** Supervisor, mentor and intern meet face-to-face or online to review the intern's progress toward the *Maine Initial Teacher Certification Standards*. In the event the intern is not meeting expectations, the intern will be placed on an action plan. The team considers goals for the next placement.<br><br>**End of Year.** Prior to meeting with the supervisor and mentor teacher, the intern considers evidence for all teaching standards. Using the *Internship Assessment Rubric,* the intern self assesses his or her performance. A score of at least **Proficient (3)** is required on each standard to pass the second semester of internship. No face-to-face meeting is required unless the intern is on an Action Plan. |
| **TEACHING STANDARDS DOCUMENTATION** | It is the intern's primary responsibility to provide evidence for meeting each of the *Maine Initial Teacher Certification Standards*. As observed by the supervisor, the intern may demonstrate evidence toward proficiency through lesson plans, supporting documents, and created assessments; observations of ed lessons; written reflections; and notation of discussions (for example during an IEP, with a particular student, or with another professional). Through reflection and discussion with the supervisor, the intern may address classroom events, planning, teaching, assessment, management, professional development and collaboration with peers or specialists.<br><br>Ongoing progress during internship may be documented using *Internship Assessment Rubric* and final evaluation must be documented there. |
| **UNIVERSITY COURSEWORK** | Interns should share the university coursework assignments with their mentor teachers, and collaborate on times when those assignments will be implemented. |
| **PROFESSIONAL PRESENTATION** | Each intern develops a final presentation that is a synthesis of accomplishments related to the program standards and is a "look forward" to how the intern will enact his or her beliefs as a classroom teacher. The presentation, along with other selected evidence, is presented as a culminating exhibition to a panel comprised of the intern's cohort coordinators, mentor teachers, university supervisor, and other invited educators and community members. |

**APPENDIX D: INTERNSHIP SUPERVISOR RESPONSIBILITIES AND COMPENSATION**

| | |
|---|---|
| **QUALIFICATIONS** | <ul><li>Currently holds a professional level Maine 282 teaching certificate and has at least 3 years of experience in schools</li><li>Respected by peers as being an effective current or former faculty member who models the knowledge and skills reflected in the *Maine Teaching Standards*</li><li>Has a positive, collaborative, and supportive disposition</li><li>Has been recommended by a respected member of the education community. Supervisors are approved by the Department faculty</li></ul> |
| **GETTING THE INTERN SETTLED** | Supervisors communicate with the interns and their mentor teachers prior to the first day in the placement and schedule a time for the entry/goal setting conference. |
| **CONFERENCES & ASSESSMENT** | **Entry/Goal Setting.** Supervisor, mentor teacher & intern meet face-to-face or online to review internship timelines, assessment system, program policies and the intern's goals for the semester at the beginning of each placement.<br><br>**Mid-Semester 1.** Supervisor, mentor teacher & intern meet face-to-face or online or communicate electronically to review the intern's progress toward the *Maine Teaching Standards* and intern's goals. Intern sets goals for Lead Teaching. Supervisor completes the **Intern's First Standards Review** (midpoint).<br><br>**End of Semester 1.** Prior to meeting with the intern and mentor teacher, the supervisor reads the intern's evidence for all teaching standards and reviews classroom observation notes. Using the USM *Initial Certification Standards Rubric,* the supervisor comments on and scores the evidence. Supervisor, mentor & intern meet face-to-face or online to review the intern's progress toward the *Maine Teaching Standards*. The team considers goals for the next placement.<br><br>The supervisor reviews all evidence posted to the Field Experience Binder in Tk20 and scores each indicator on the rubric in Tk20. A score of at least **Emergent (2)** is required on all standards for an intern to pass the First Standards Review. In the event the intern is not meeting expectations, the supervisor will alert the faculty coordinator and contribute to the action planning and support process for the intern.<br><br>**End of Semester 2.** The supervisor reviews all evidence posted to the Field Experience Binder in Tk20 and scores each indicator on the rubric in Tk20. A score of at least **Proficient (3)** is required on each standard for successful completion of the **Intern's Second Standards Review** at the end of internship. |

| | |
|---|---|
| **FORMAL OBSERVATIONS** | The supervisor is responsible for conducting three formal observations, one of which should be during the intern's lead teaching.<br><br>The observations should include pre- and post-conferences.<br><br>The supervisor should provide the intern with a copy of the notes taken during the observation as well as a written summary of the lesson including strengths and areas for improvement. |
| **PROFESSIONAL PRESENTATIONS** | The supervisor attends the intern's portfolio presentation in May. |
| **RECOMMENDATION LETTERS** | Upon successful completion of the internship, interns may ask their supervisor for letters of recommendation. |
| **COORDINATOR & SUPERVISOR MEETINGS** | The supervisor meets with the USM cohort coordinator at the beginning of each semester, or as needed. |
| **PROFESSIONAL LEARNING**<br><br>**(District-dependent)** | The supervisor will attend two professional development sessions. These University or district-based meetings will address topics such as conducting formal observations, giving effective positive and constructive feedback, and questions the supervisor would like addressed. |
| **ACTION PLANS** | See Academic Policies section of the Internship Handbook. |
| **BENEFITS & COMPENSATION** | Supervisors of teacher education interns receive a stipend of **per intern per semester.**<br><br>*If these supervisors are also assigned to supervise students outside of the main district(s) where they are assigned, they may apply for mileage reimbursement for travel to the additional districts from the main district. Reimbursement claims must be submitted through the University's online Concur system.* |

**APPENDIX E: LESSON PLAN TEMPLATE**
# Lesson Plan Template

| | |
|---|---|
| Name | |
| Lesson Title (and Lesson Number) | |
| Grade Level and Class Title | |
| Period (Hour of the School Day) | |

| Instructional Context |
|---|
| 🌐 What do I know about my students that will inform THIS lesson? |
| |
| 🌐 How does this lesson connect with and build on the PREVIOUS lessons? |
| |
| 🌐 How do I expect to build on this lesson in SUBSEQUENT lesson(s)? |
| |

| Standards and Objectives |
|---|
| Standards Addressed |
| 🌐 List national, state and local standards addressed: |
| |
| Learning Objectives |
| 🌐 List the specific content learning objectives: |
| I can…<br>• <br>• <br>• |
| 🌐 Identify likely confusions/misconceptions/ sources of student difficulty: |
| |
| Academic Language Objectives |
| 🌐 Consider language function and how academic language will be used: |
| |

| Assessments | | |
|---|---|---|
| Assessment Title | Type: Pre/Formative/Summative<br>Method: WR/SR/PC/PA | Objective(s) Measured |
| | | |
| | | |
| | | |
| | | |
| | | |

| Instructional Strategies and Learning Tasks: Procedures and Timelines ||
| --- | --- |
| ✔ Provide a sequential description of the procedures/activities for the lesson. <br> ✔ Clarify where you will use explaining, modeling (not telling), guided practice, independent practice, assessment, and/or student reflection. <br> ✔ What are you doing as the teacher and what are students doing? <br> ✔ What role do other adults in the room play to support the learning target? ||
| Time | Instructional Strategies/ <br> Learning Tasks |
| Launch | |
| | |
| | |
| | |
| | |
| | |
| | |
| Closure | |

| Student Supports |
| --- |
| 🌐 Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated into the lesson for the **whole class**? (Include supports related to the central focus and supports related to the academic language objective) |
| |
| 🌐 Consider the **individual students who need additional supports** and scaffolds. What supports have you planned for these learners and where will they be incorporated into the lesson? (Consider ELL, IEP's, 504's, Gifted, as well as students without identified needs who are struggling) |
| |
| 🌐 What are the places in your lesson plan where the content might be confusing? What alternative ways do you have to explain/present the content if you need it? |
| |
| 🌐 What diversity, equity, and inclusion considerations are there for this lesson? (race, ethnicity, economic, gender, ability, etc.) Include both general and specific considerations. |
| |

| Materials and Resources |
| --- |
| ✔ List the handouts, notes, books, and other materials you will need for the lesson and include them whenever possible. |
| |

| Reflection |
|---|
| After the lesson, write a reflection that addresses:<br>✔ Did your students meet the target? What is your evidence?<br>✔ How did you pre-assess or build on prior knowledge?<br>✔ How did you adjust the lesson during instruction? Why?<br>✔ What did you learn for next time? |
|  |

**APPENDIX F: INTERN OBSERVATION FORM**
(see a standards-based example here**)**

**Intern:** _____     **Date:** _____

**Lesson/Class Focus:** _____     **Observer:**_____

**Grade Level:** _____     Special Program: _____     **# of Students:** ____

**IEP Goal(s) for Today's Lesson:**

_____

_____

**Today's Learning Targets:**

_____

_____

_____

_____

**Internship Goals:**

_____

_____

_____

_____

**Pre-conference/ Observation focus:**

_____

_____

_____

_____

**Teaching Standards:**

| | |
|---|---|
| **1. & 2. Learner Development and Differences** | **7. Planning for Instruction** |
| **3. Learning Environments** | **8. Instructional Strategies** |
| **4. Content Knowledge** | **9. Professional Learning and Ethical Practice** |
| **5. Application of Content** | **10. Leadership and Collaboration** |
| **6. Assessment** | **11. Technology (NETs.T)** |

| What I saw and heard | What I thought, suggestions, questions, etc |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

**Post-Conference Summary**

**Kudos:**

_____

_____

_____

**Questions & Suggestions:**

_____

_____

_____

**Goals:**

_____

_____

_____

**Additional Comments:**

_____

_____

_____

**Next Observation Date:** _____

**APPENDIX G: PROGRAM-SPECIFIC INTERNSHIP ASSESSMENTS**
These assessments include those to be uploaded to Tk20

Special Education interns complete the following activities and assignments during the internship:

1. Attend monthly synchronous online meetings
2. Design and implement a lead teaching project
3. Complete 10 days of lead teaching observed by a University faculty member
4. Reflections on knowledge and skills attainment for each Maine Teaching Standard
5. Upload all required content into the TK-20 portfolio

Details related to the assignments are found in the internship course syllabus (SED 688).

## APPENDIX H: STANDARDS REVIEW FORM

Doc. Revised 4.14.21

**Internship Assessment Rubric**

**Intern:**
**Assessor:**                                                                 **Date:**

**Placement (school, grade):**
**Role (circle one): mentor / supervisor / intern / faculty coordinator**

The following is the EDU 445, EDU 543 and EDU 550 course rubric for the teacher education internship. The standards and performance indicators on this rubric are drawn directly from the Interstate Teacher Assessment and Support Consortium (**InTASC**). Each assessor should use a single copy of this rubric for each intern, returning to it repeatedly throughout the semester/year to record observations and other evidence of performance.

In order to Pass the first semester of internship, the intern should have consistently and convincingly demonstrated skills indicating emergent performance. An intern needs to attain a minimum of Emergent/Partially Meets (2) in each of the Standards. In order to pass the second semester of internship, an intern needs to attain a minimum of Proficient (3) in each of the Standards.

**Standard 1 Learner Development. The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **1.1 Nurtures learners' growth and development** | Facilitates learners' inquiry into their own personal, family, community and cultural values, experiences and norms<br><br>Builds a common understanding of literacy, language, and exceptional needs with her/his learners and collaborates on strategies to support learning.<br><br>Integrates or builds multicultural curriculum materials that reflect global diversity and demonstrate global competency. | Regularly determines individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.<br><br>Uses individual learners' strengths, interests and needs to create developmentally appropriate instruction that enables each learner to advance his/her learning.<br><br>Creates an environment for opportunities learners to discuss personal, family, community and/or cultural values, experiences and norms. | Actively gathers and analyzes information about learners' (academic, personal, family, community and/or cultural values, experiences and norms.) in order to promote growth and development.<br><br>Uses understanding of literacy and language skills, exceptional needs, and learners' background knowledge to identify specific learning and linguistic needs of individuals and groups of learners | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

**Observations/Evidence:**

**Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his or her full potential.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| 2.1 Responds to learners' commonalities and differences | Uses understanding of the interconnections among different areas of development to find entry point(s) to support learner development.<br><br>Provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. | Employs individualized supports, flexible groups and/or extended learning experiences to support students' development of cognitive, literacy and language skills and cultural awareness.<br><br>Uses modified or culturally relevant materials, resources, tools and technology to address exceptional learner needs. | Applies interventions, modifications, and accommodations based on IEPs, 504s, RTI gifted, and/or other legal requirements, seeking advice and support from specialized support staff and families. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

**Observations/Evidence:**

**Standard 3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| 3.1 Creates a positive learning climate | Contributes to the development of school-wide norms and values related to respectful interaction.<br><br>Engages in rigorous discussions, with individuals and groups about responsibility for quality work. | Collaborates with learners in the development and implementation of classroom norms and values.<br><br>Communicates verbally and nonverbally in ways that demonstrate respect for each learner's cultural background and perspective. | Builds positive relationships with students.<br><br>Articulates and implements expectations for behavior that include classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work.<br><br>Listens responsively and supportively to the cultural backgrounds and/or differing perspectives learners bring to | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| 3.2 Manages the learning environment | Supports learner independence and self-direction in developing and implementing class routines.<br><br>Supports learners in identifying their learning needs, accessing resources, and using time to accelerate their learning.<br><br>Supports learners' growing ability to participate in decision-making, problem solving, exploration, and invention, both suggesting resources and guiding their independent identification of resources.<br><br>Collaborates with learners in identifying possibilities for learning locally and globally through responsible use of interactive technologies. | Actively involves learners in managing the learning environment, implementing class routines and making full use of instructional time.<br><br>Provides options and resources to engage learners with subject matter.<br><br>Provides opportunities to develop skills in collaborative and self-directed learning in order to take ownership of learning. | Manages the learning environment by organizing, allocating and coordinating resources (e.g. time, space, materials) and develops purposeful routines to promote learner engagement and maximize the use of instructional time.<br><br>Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. | the learning environment.<br><br>Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

**Observations/Evidence:**

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| 4.1 Demonstrates content knowledge | Collaborates with others to expand her/his content knowledge in order to keep up with changes in the discipline.<br><br>Connects interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) to the core subjects and weaves those themes into meaningful learning experiences. | Uses the content standards, strategic resources and learning progressions in the discipline(s) fluently to plan long-term curriculum (series of lessons and units).<br><br>Accurately and effectively communicates concepts, processes and knowledge in the discipline.<br><br>Supports students to use academic language that is clear, correct and appropriate. | References the disciplinary content standards, appropriate resources and learning progressions to plan instruction.<br><br>Begins to communicate concepts, processes and knowledge in the discipline.<br><br>Uses vocabulary and academic language that is clear, correct and appropriate for learners. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

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| | Distinguished | Proficient | Emergent | Does Not Meet |
|---|---|---|---|---|
| | Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, and /or accuracy and appropriateness for his/ her learners. | Uses the processes, vocabulary and strategic tools of the discipline to address misconceptions and build accurate understanding. Seeks out ways to expand or deepen his/her content knowledge and ways of representing it for learners. Presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas. | Draws upon initial knowledge of common misconceptions in the content area and uses available resources to address them to plan instruction. | |
| **4.2 Creates learning experiences** | Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline. Facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge. Engages learners in identifying diverse perspectives. Evaluates and modifies instructional resources and curriculum materials, when needed, to be more accessible and meaningful for his/her learners. | Provides multiple representations and explanations of key ideas with connections to varied learner background knowledge and experiences. Engages learners in reflecting upon the connections between prior content knowledge and new ideas and concepts. Scaffolds learners' use of disciplinary methods of inquiry using standards of evidence appropriate to the discipline.- Uses a variety of methods to engage learners in complex thinking (explanation, analysis, synthesis.) | Uses a variety of means to represent and explain key ideas in the discipline. Links new concepts to familiar concepts and helps learners see them in connection to their prior knowledge and experiences. Begins to engage learners in applying methods of inquiry used in the discipline. Models and provides opportunities for learners to engage complex thinking. Consults with other educators to make academic language accessible to learners with different linguistic/ backgrounds and/or cognitive abilities. | |

**Observations/Evidence:**

**Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|

| Criterion | | | | Rating |
|---|---|---|---|---|
| **5.1 Embraces diverse perspectives and real world issues** | Engages learners in identifying real world problems, issues, or themes they can explore through projects, using their acquired and expanding knowledge and skill in the content areas. Facilitates learners' connections with local and global resources to aid the exploration of their chosen focus. | Collaborates with a colleague's) to create learning experiences that engage learners in working with disciplinary and/or interdisciplinary themes. Guides learners to apply skills from disciplines) to understand a complex concept or set of concepts. | Helps learner make connections within a content area and/or related perspectives from another content area or areas. Engages learners in applying content knowledge and skills in authentic contexts. | Distinguished <br><br> Proficient <br><br> Emergent <br><br> Does Not Meet |
| **5. 2 Develops critical thinking, creativity, collaboration, and communication** | Fosters learners' ability to independently identify issues or problems in or across content areas) and use critical thinking skills to explore possible solutions, actions or answers. <br><br> Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information and in preparing and delivering presentations of their work. <br><br> Provides options for learners to independently and collaboratively focus on a real world problem or issue, carrying out the design for a solution, and communicating their work. <br><br> Engages learners to independently plan and carry out a research project, requiring that they make explicit their evaluation of sources and their reasoning for what they include or omit and presenting their results. <br><br> Fosters learner independence in identifying and accessing local and global people and resources to help address questions or issues. | Uses problems or questions to support learners in applying the critical thinking skills and other tools in the content area. <br><br> Guides learners in understanding and applying literacy and communication skills in the content area(s) for a variety of audiences. <br><br> Guides learners in developing possible solutions to real world problems through invention, combinations of ideas, or other creative approaches. <br><br> Creates situations for learners to independently gather, organize and evaluate information and ideas from a variety of resources. | Introduces learners to authentic problems or issues addressed by the content area(s) <br><br> Fosters development of literacy and communication skills that support learning in the content area(s). <br><br> Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. <br><br> Guides learners in gathering, organizing and evaluating information and ideas from a variety of resources and perspectives. <br><br> Structures interactions among learners to support and deepen learning. | Distinguished <br><br> Proficient <br><br> Emergent <br><br> Does Not Meet |

**Observations/Evidence:**

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**Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **6.1 Designs and uses multiple methods of assessment** | Collaborates with learners to design assessment tools and resources. <br><br> Uses data to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. <br><br> Works individually and with colleagues to analyze progress against standards, to gather additional data to better understand what is affecting learner progress, expand the supports for learners and to advocate for necessary change. <br><br> Collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner. | Provides learners with multiple ways to demonstrate performance. <br><br> Uses data to guide the design of differentiated individual learning experiences and assessments. <br><br> Analyzes performance on formative and summative assessments across groups of learners and to develop strategies for improving instruction and supporting students to meet standards. | Uses, adapts or designs a variety of classroom formative assessments, matching the method with the type of learning objective. <br><br> Uses data from multiple types of assessments to draw conclusions about learner progress. <br><br> Participates in collegial conversations to improve instructional practice based on formative and summative assessment data. | Distinguished <br><br> Proficient <br><br> Emergent <br><br> Does Not Meet |
| **6.2 Uses assessment to engage learners in their own growth** | Engages learners in giving peers' feedback on performance using criteria generated collaboratively. <br><br> Builds learners' metacognitive skills, guiding them to identify specific strengths of the performance and to propose concrete strategies for improvement for themselves and for their peers. <br><br> Engages learners in analyzing their own records and work samples with regard to their progress toward learning objectives and to set new goals. | Engages learners in generating criteria for quality work on a particular assignment. <br><br> Gives individual feedback to reinforce each learner's strengths, identify critical next steps for growth, and strengthen their performance <br><br> Makes records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support. | Engages learners in examining samples of quality work. <br><br> Provides learners with criteria for the assignment to guide performance. Using these criteria, points outs strengths in performance and offers concrete suggestions for how to improve work. <br><br> Assist each learner in examining his/her work and making improvements. <br><br> Records learner performance so that s/he can monitor each learner's progress. | Distinguished <br><br> Proficient <br><br> Emergent <br><br> Does Not Meet |

| | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **6.3 Uses assessment ethically and minimize bias** | Uses multiple assessment methods/modes challenging learners to demonstrate their understanding in a variety of ways.<br><br>Works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. | Prepares learners for the content and cognitive demands of assessment formats by helping them identify and apply strategies to address those demands.<br><br>Modifies classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills<br><br>Identifies and advocates for learners needing modifications or adaptations to be able to demonstrate their learning. | Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.<br><br>Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs and learners who are advanced academically.<br><br>Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

**Observations/Evidence:**

**Standard 7: Planning for Instruction.** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **7.1 Plans for diverse learners using a range of resources** | Collaborates with learners in identifying personalized learning objectives to reach long-term goals.<br><br>Helps learners to identify pathways to achieve goals using a range of resources, learning experiences, and ways of demonstrating progress.<br><br>Plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress. | Refines short and long-term learning objectives based on an understanding of learning progressions and students' development.<br><br>Uses a range of resources and learning experiences that build cross-disciplinary skills and are matched to students' needs and interests.<br><br>Uses technology appropriately to engage learners in meeting learning objectives.<br><br>Structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning.<br><br>Anticipates specific needs or misconceptions and | Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.<br><br>Plans and sequences common learning experiences linked to the learning objectives, and makes content relevant to learners.<br><br>Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

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| Indicator | Distinguished | Proficient | Emergent | Does Not Meet |
|---|---|---|---|---|
| **7.2 Plans using assessment data** | Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance). The teacher engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans. Uses assessment data over time to identify and plan for areas where learners typically will need additional supports/ acceleration. | addresses them by planning scaffolds and/or differentiated instruction. Plans learning experiences that allow for learner choice as well as for varied pathways to the same goal including extensions and challenges. Uses aggregated and disaggregated data to plan and modify instruction. Uses data from formative assessments to adjust instruction in the moment. | Integrates technology resources into instructional plans. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. Uses data from formative assessments to identify adjustments in planning. Identifies learners with similar strengths and/or needs and groups them for additional supports. | |
| **7.3 Plans through collaboration** | Engages learners as partners in planning, identifying the learning pathways that will help them pursue challenging goals. Collaborates with a broad range of colleagues, specialists, and community members to understand and address each student's learning needs (e.g., developmental, exceptional, linguistic). Employs cultural resources and varied community practices and perspectives to build a web of support to meet learners' needs. | Collaborates with specialists and colleagues to plan specific interventions to meet learning needs. | Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. Seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. | |

**Observations/Evidence:**

**Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.**

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **8.1 Uses a variety of instructional strategies** | Consciously and strategically selects instructional roles to best meet the particular needs of learners as individuals and groups. | Uses a variety of instructional strategies and varies her/his role in the instructional process, acting as instructor, facilitator, coach, and learner. | Links instructional strategies to learning objectives and content standards. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |
| | Supports learners in the independent application of higher order thinking and questioning skills. | Offers learners choices about the topics and formats for major projects. | Uses a variety of graphic organizers, models, and representations to make the learning objective(s) explicit and understandable. | |
| | Scaffolds learners' ability to identify their own strengths and needs as learners and to take responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth. | Helps learners identify their strengths and specific needs for support and uses this information to adapt instruction. | Incorporates strategies to build group work skills. | |
| | | Where applicable, supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language. **NA** | Chooses appropriate strategies based on individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners. | |
| | Engages individual learners in recognizing how accommodations for learning modes, language proficiency, and special needs help them to be successful and/or in determining how the learner can best apply or adapt the accommodation. | Scaffolds student learning of academic language in the content area(s). | When appropriate, integrates primary language resources into instruction. **NA** | |
| **8.2 Deepens content knowledge through connections between and application of content** | Engages learners in connecting application of concepts from more than one content area to real world problems, community needs, and/or service learning. | Engages learners in using critical and creative thinking skills promote understanding of the learning objective(s). | Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |
| | | Develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application.<br><br>Engages learners in demonstrating | Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting | |

| | |
|---|---|
| multiple ways to explain a concept or perform a process related to an instructional objective(s).<br><br>Models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills.<br><br>Engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation, perspective taking, and connection-making grounded in content. | risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question).<br><br>Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so.<br><br>Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. Establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. |

**Observations/Evidence:**

**Standard 9: Reflection and Continuous Growth.** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **9.1 Pursues professional learning** | Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.<br><br>Engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice. | Takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address established goals.<br><br>Engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the | Engages in structured individual and group professional learning experiences.<br><br>Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

| Performance Indicators | Distinguished | Proficient (level of personalization of practice.) | Emergent | RATING (Distinguished / Proficient / Emergent / Does Not Meet) |
|---|---|---|---|---|
| 9.2 Strives for continuous Improvement | Leads other educators in gathering and synthesizing evidence to evaluate the effects of their decisions and actions on individuals and groups of learners, colleagues and community members and set goals for improvement. Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. | Reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. Collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice. | Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. | |

**Observations/Evidence:**

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

| Performance Indicators | Distinguished | Proficient | Emergent | RATING (Distinguished / Proficient / Emergent / Does Not Meet) |
|---|---|---|---|---|
| 10.1 Works toward collaboration and professionalism | Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness. Engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. Works with colleagues and/or families to develop mutual expectations and supports for learner performance and growth. Connects families with community resources that enhance student learning. | Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. Participates in school-wide efforts to implement a shared vision and contribute to a supportive culture. Collaborates with learners, colleagues, and/or families, and the local community to support learner development and growth. Structures interactions between learners and their local and/or global peers around projects that engage them in learning. | Participates on instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. Demonstrates professionalism in dress, manner, and timeliness. Is aware of school-wide efforts to implement a shared vision and contribute to a supportive culture. Elicits information about learners and their experiences from learners, school records, families, and/or communities. | |

| Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|
| Collaborates with families, teachers, administrators, and others to support enhancement of student learning. | Exchanges information, advice and resources with families and colleagues for the purpose of building ongoing communities of support for student learning. | Communicates with learners, colleagues and/or families, and the local community. | |

**Observations/Evidence:**

**Standard 11: Technology.** Effective teachers model and apply the ISTE (International Society for Technology in Education) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

| Performance Indicators | Distinguished | Proficient | Emergent | RATING |
|---|---|---|---|---|
| **11.1 Creates digital learning experiences** | Models collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.<br><br>Provides students options of digital tools based on their individual learning needs and preferences.<br><br>Uses assistive technologies to support students with disabilities. | Engages students in using technological applications and resources strategically.<br><br>Communicates with students, families, and peers using a variety of digital age media and formats. | Exposes students to technological applications and resources to promote student learning.<br><br>Uses digital media tools and formats to explain concepts, processes or procedures.<br><br>Experiments with technology applications and resources to tailor instruction to address student diversity. | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |
| **11.2 Promotes digital citizenship** | Serves as a resource for peers and students regarding ethical, legal and safe use of technology and digital media by advocating for such use, providing resources on the topic, and engaging in conversations or presentations. | Teaches students safe, ethical and legal use of digital materials and technology for students (digital etiquette, copyright, plagiarism, credible information sources). | Articulates school and/or district policies regarding ethical, legal and safe use of digital information and technology.<br><br>Models ethical and legal use of digital materials and technology for students (digital etiquette, copyright, plagiarism, credible information sources). | Distinguished<br><br>Proficient<br><br>Emergent<br><br>Does Not Meet |

**Observations/Evidence:**

**APPENDIX I: AGREEMENTS**

**FERPA**

The Federal (FERPA) Privacy Act dictates that institutions may not share personal information such as contact information, e-mail addresses, or course calendars in any format with anyone other than course instructors and university administrators. In the Education programs at USM we believe that sharing contact information, e-mail addresses, course calendars, and other materials is important to supporting and building the cohort that facilitates collaboration and learning.

*The following are the agreements between the intern and the Office of Educator Preparation:*

- I agree to allow my email address to be shared on listservs and in printed copy with other education students and related faculty in our schools.

- I agree to allow my phone number and addresses to be shared electronically and in printed copy with other education students and related faculty in our schools to facilitate cohort networking.

- I agree to allow the course calendar of classes I will be attending to be shared in print form and electronically with other education students and related faculty in our schools to facilitate course scheduling and daily planning.

- I agree to allow my resume, academic transcripts, essay, and letters of recommendation that were part of my application file to be shared with potential mentor teachers.

- I agree to allow my academic transcripts that were part of my application file to be shared with the school district to meet the requirements for the application for substitute teaching.

**Photograph / Video Consent**

USM may occasionally wish to use a photograph or video of you in publication or advertising materials.

*The following are the agreements between the intern and the Office of Educator Preparation:*

- The intern grants full permission to the University of Southern Maine Marketing and Brand Management/Public Affairs offices and the School of Education and Human Development to use photograph(s) or video(s) of you and your name (if necessary) in any publication or advertising materials (printed or electronic)

- This consent also serves to waive all rights of privacy or compensation which you may have in connection with the use of your photograph and/or name.

**APPENDIX J: STUDENT ACKNOWLEDGEMENT OF RECEIPT OF 2023-2024 INTERNSHIP HANDBOOK**

*By completing the digital form linked below, the intern acknowledges the following:*

- I have received a copy of / been given access to the Internship Handbook.
- I understand that it is my responsibility to read, become familiar with, and abide by all of the policies and procedures within the Internship Handbook.
- I understand that if I have questions about the program, I will first consult the Internship Handbook. If I cannot find an answer there, I will consult with my faculty coordinator.
- I will read and familiarize myself with the Internship Handbook so that I will not miss out on important information and timelines.
- I agree to the FERPA and Photo/Video consent statements in the "Agreements" appendix of the Internship Handbook.

This handbook, and all included forms, is available on the *Office of Educator Preparation* website: https://usm.maine.edu/office-educator-preparation/internship-resources/

## Acknowledgment of Receipt form: **https://forms.gle/FVnDFTpQTftDngbn8**

Please complete the digital form at the link above by **July 28, 2023.** Contact the Office of Educator Preparation at usm.oep@maine.edu or 207-780-5326 with any questions.