

STANDARD 3

FIELD EXPERIENCES AND CLINICAL PRACTICES

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element 1 - Collaboration Between Unit and School Partners

The design, delivery and evaluation of field experiences is a collaborative process occurring between Salisbury University's (SU) Office of Field Experience, SU's Professional Development Schools Office, public schools in Maryland and Delaware and the Salisbury University Professional Education Unit (PEU). SU has taken steps to make the mutual partnerships more efficient by creating and staffing a fulltime Regional Professional Development Schools (RPDS) Coordinator. The staffing of this PDS position has promoted increased communication among all stakeholders.

The design, delivery and evaluation of field experiences is influenced by SU curricular program guidelines, national Specialized Program Associations' (SPA) standards, public school policy, collaboration with the University's Master of Arts in Teaching (MAT) partner, University of Maryland Eastern Shore (UMES) and the Maryland State Department of Education (MSDE). The field experience and PDS offices are the institution's communication bridge to other education stakeholders, through a variety of mediums including email, written correspondence, and frequent formal and informal meetings with central office and school representatives. The Professional Education Unit meets regularly to solicit program contributions from the Unit membership. The SCED/K-12 Curriculum Committee allows for additional input from Arts and Sciences faculty. The RPDS and the P-16 Councils are structures that provide regular collaboration between higher education, public schools and community stakeholders. (See [P-16](#) and [RPDS](#) bylaws and minutes in the Exhibit Center.) Teachers and administrators in partner schools and districts form a vital part of the Unit Assessment System and provide regular input through [several surveys and assessments](#), including the P-12 Impact on Student Learning Survey, Employer Survey, Evaluation of Supervisor/Mentor Assessment, Mentor Evaluation of Intern Assessment, and Foundation and Practicum Progress Reports. (See surveys and assessments in the Exhibit Center.) The MAT program is collaboratively designed and implemented with UMES. MAT courses are taught at both campuses and students are placed cooperatively only in pre-approved PDS sites. MSDE impacts field experiences further through the Maryland Redesign of Teacher Education initiative which requires all candidates to be placed in a PDS site for two consecutive semesters acquiring no less than 100 days during the internship experience; the PDS must be operating based on the Maryland PDS standards and implementation manual.

Public school representatives contribute regularly to input on Unit Assessment instruments through the RPDS Council and the P-16 Council. Input received allowed the Unit Assessment Committee to create and revise instruments. Feedback is also requested from mentor teachers regarding unit assessment. For example, during Spring 2004 mentors assisted in the selection of candidate dispositions for use on field experience forms and other Unit evaluations of dispositions. During Spring 2005, mentors evaluated the effectiveness of the revised Mentor Evaluation of Intern assessment instrument. Feedback resulted in the revision of the language in the assessment to include more field-based terminology. Additional contributions include Arts and Sciences faculty co-writing grants and providing professional development. For example, the current [Teaching American History grant](#) (2004-06) was co-written by Dr. Ken Layfield, Social Studies Supervisor of Wicomico County, and Dr. Jeanne Whitney, History Professor in the Fulton School of Liberal Arts at SU. Grant participants include SU interns, public school teachers and SU faculty.

SU interns are paired with mentor teachers who focus on learning how to prepare lessons tying local Delmarva history to the National Council of Social Studies (NCSS) themes.

The Addressing Critical Teacher Shortages grant of 2000-01 partnered Arts and Sciences faculty with secondary education faculty to serve as a team for supervising interns and co-teaching lessons in the content area. Other grant examples include the Math Allied Delmarva Enhancement Program for Teachers (ADEPT), the Science ADEPT and Mega Math grants. Each of these grants involved SU Arts and Sciences faculty providing professional development in the content areas for public school teachers and SU interns. Both the Math and Science ADEPT grants focused on preparing highly qualified middle school teachers.

SU places interns in six counties on Maryland’s Eastern Shore (Caroline, Dorchester, Somerset, Talbot, Wicomico, Worcester), one county across the Chesapeake Bay (Anne Arundel) and Seaford School District in Lower Delaware. Each school system’s administrative structure differs, so SU adapts its placement strategy based on individual school system policy. Generally, once qualified mentors have been identified by the school system, the Field Experience Office, SU methods faculty (in some programs, mainly SCED), SU PDS liaisons and district content supervisors work collaboratively to determine placements for SU candidates. To streamline field experience placements, the Unit with school input, is designing a School Capacity Survey. The purpose of this survey is to streamline unit field placements by identifying early in the placement process the number of qualified mentor teachers for all candidate levels. Placement of interns is a collaborative process with continual dialogue between SU PDS liaisons, supervisors and school administrators.

The goal at Salisbury University is to place all interns in Professional Development School sites; the number of sites continues to increase and develop with 32 sites identified as PDSs and six sites identified as partnership schools. PDS schools provide field experiences for cohorts of candidates, while partnership schools are those that serve a number of SU candidates when program enrollment exceeds the capacity of PDS schools in specific content areas. See table 3.1.1 and 3.1.2 for identification of all SU PDS and Partnership sites.

Table 3.1.1 SU PDS Schools	
Anne Arundel County	
Piney Orchard Elementary	
Seaford School District (DE)	
Seaford Middle	Seaford High
Somerset County	
Greenwood Elementary	Washington 8-9 Academy
Princess Anne Elementary	Washington High
Somerset Intermediate	
Wicomico County	
Beaver Run Elementary	Pittsville Elementary/Middle
Chipman Elementary	Prince Street Elementary
Delmar Elementary	Willards Elementary
East Salisbury Elementary	Bennett Middle
Fruitland Primary	Mardela Middle/High
Fruitland Intermediate	Salisbury Middle

Glen Avenue Elementary	Wicomico Middle
North Salisbury Elementary	James M. Bennett High
Pinehurst Elementary	Wicomico High
Worcester County	
Berlin Intermediate	Snow Hill Elementary
Buckingham Elementary	Stephen Decatur Middle
Showell Elementary	Stephen Decatur High

Table 3.1.2 SU Partnership Schools	
Caroline County	
Denton Elementary	
Dorchester County	
Choptank Elementary	Mace's Lane Middle
Cambridge South-Dorchester High	
Talbot County	
Easton Elementary	
Worcester County	
Pocomoke Middle	

There are [Memoranda of Understanding](#) that are in place or under revision with all counties. The revisions will focus on individual school/county needs to improve P-12 student achievement. SU's PDS coordinator synchronizes the efforts of the PDS initiative by increasing communication between MSDE, SU and public school partners. Regional PDS council membership has increased to include more public school stakeholders including PDS site coordinators, PDS building administrators and SU faculty. This increase in membership allows stakeholders a more direct voice in PDS decisions. Input is solicited to direct how MSDE PDS standards can be used to improve candidate internships and P-12 student achievement. For example, the Delmar Elementary/North Salisbury Elementary paired site, with Dr. John Bing as the SU faculty liaison, holds monthly coordinating council meetings addressing field experiences, PDS issues and the MSDE PDS Standards. [PDS descriptions](#) are used to aid in the documentation of each PDS sites' background/history, governance structure, roles and responsibilities, involvement in PDS activities/projects, long and short term goals, and site assessments.

Building trust between PDS partners is exemplified by the relationship with Worcester County and Superintendent Dr. Jon Andes. Dr. Joel Jenne, SU faculty liaison to [Stephen Decatur Middle and High Schools](#) and Dr. Keith Connors, SU faculty liaison to the Worcester County Elementary Cluster, have created an atmosphere of mutual respect that has enabled the streamlining of field placement processes assuring diverse experiences with high quality mentors. Drs. Jenne and Connors present regularly to the Worcester County Board of Education and provide professional development for Worcester County teachers.

New PDS models are being developed to maximize the use of SU faculty serving as liaisons to PDS sites. Balancing faculty assignments for teaching courses and serving as PDS liaison remains a challenge with existing numbers of faculty. Currently there are twelve full-time faculty assigned to PDS liaison roles. See table 3.1.3 for complete listing of faculty liaisons.

Table 3.1.3 Faculty Serving as Professional Development School Liaisons	
Faculty Liaison	Professional Development School
Gorrow, T.	Prince Street Elementary
Bing, J.	Delmar and North Salisbury Elementary
Wolinski, J.	Chipman and Glen Elementary
Robeck, E.	Willards and Pittsville Elementary /Middle
Richards, P.	Fruitland Primary and Intermediate
Bowden, C.	Beaver Run Elementary
Conner, L.	East Salisbury Elementary
Faculty Liaison	Professional Development School
Michelson, N.	Wicomico Secondary Cluster Schools included in cluster are: <i>Wicomico Middle and High, Salisbury Middle, Bennett Middle, James M. Bennett High, Mardela Middle & High</i>
Noelte, M.	Wicomico Secondary Cluster
Conners, K.	Worcester Elementary Cluster Schools included in cluster are: <i>Snow Hill Elementary, Showell Elementary, Buckingham Elementary, Berlin Intermediate, Stephen Decatur Middle.</i>
Jenne, J.	Worcester Secondary Cluster Schools included in cluster are: <i>Stephen Decatur Middle and High and Pocomoke Middle</i>
Dean, P.	Somerset Elementary Cluster Schools included in cluster are: <i>Princess Anne Elementary and Greenwood Elementary</i>

Advanced Programs for Other School Personnel:

The Graduate Curriculum Committee initiates and evaluates the curriculum of the Reading Specialist Advanced Certification Program (REED) and the Educational Leadership (ED Leadership) programs with input from MSDE and school partners. Local area school superintendents and principals participate in the design and evaluation of the ED Leadership program. This program is being revised based on input from Jim Foran of MSDE and SU school partners. Stakeholders reviewed the proposed revised courses and course outcomes and provided valuable input from the field. Program revision is framed by the Educational Leadership Constituent Council (ELCC) SPA standards. Former public school superintendent and SU ED Leadership program director, Dr. Theodore Gilkey is charged with facilitating the revision process.

Since the initial NCATE accreditation visit, Salisbury University created a Reading Specialist Advanced Certification Program. This program was designed using the International Reading Association (IRA) SPA standards. This program was created by Salisbury University reading faculty in consultation with Bruce Foster from Rowan University and input from faculty at Michigan State and Oakland Universities.

Internship placements in the ED Leadership program are negotiated between candidates and local school administrators. Mentors must possess the following criteria based on the ELCC standards:

- Ability to develop, articulate, implement and steward a school vision of learning.
- Ability to collaborate with all stakeholders and community groups promoting success for all students.
- Ability to promote the success for all students by promoting a positive school culture, an effective instructional program, applying best practice and designing professional growth plans for staff.

- Ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
- Ability to promote success for all students by understanding, responding to and influencing the larger political, social, legal and cultural context.
- Ability to promote success for all students by acting with integrity, fairly and in an ethical manner.

The John B. and Florence Simonds May Literacy Lab is an endowed reading clinic operating on the Salisbury University campus. The May Literacy Lab supports the clinical experiences of candidates in the K-12 Reading Specialist Advanced Certification Program by allowing the candidates to assess individual students' reading strengths and needs, then develop and implement tutoring sessions designed to meet those needs. Candidates in the Assessment of Literacy Development course may conduct initial assessments in the May Literacy Lab. In Clinical Practicum I candidates spend two hours each week for eight weeks working one-on-one with a student, under the supervision of the course instructor. In Clinical Practicum II, candidates work collaboratively to design instruction for small groups of students, for three hours per week over a 4-week period during the summer session with the supervision of the course instructor.

Element 2 - Design, Implementation and Evaluation of Field Experiences and Clinical Practice.

The design of field experiences for candidates in initial programs consists of three levels; foundations, methods and internship. MSDE requires that all candidates complete a 100-Day Internship across two consecutive semesters. Table 3.2.1 summarizes field experiences and clinical practices for all initial programs. [See complete descriptions of all program internships in the Exhibit Center.](#)

Table 3.2.1 Field Experiences and Clinical Practice by Program				
Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Internship)	Total # of Hours	Total # of Days
ECED	<p>Foundations: <i>Foundations of Early Childhood Education</i> (20 hours); <i>Learning and Assessment</i> (20 hrs.)</p> <p>Block A: <i>Language Arts, Reading and Preprimary Curriculum</i> [½ day per week (64 hrs.)]</p> <p>Block B: <i>Primary Curriculum I & II; Infants & Toddlers</i> [½ day per week (64 hrs.)]</p>	<p>*Block C: <i>Partnerships, Inclusion, Children's Literature & Reading Assessment</i> [1 day per week (128 hrs.)]</p> <p>*Block D: Internship – 8 weeks preprimary; 8 weeks primary (640 hrs.)</p>	936	117

ECED/ ELED (Double Major)	<p>Foundations: <i>Foundations of Early Childhood Education</i> (20 hours); <i>Schools in a Diverse Society</i> (20 hrs.); <i>Learning and Assessment</i> (20 hrs.)</p> <p>Block A: <i>Language Arts, Reading Instruction, Creative Arts & Preprimary Curriculum</i> [½ day per week (64 hrs.)]</p> <p>Block B: <i>Math, Science, Social Studies Instruction & Infants & Toddlers</i> [½ day per week (64 hrs.)]</p>	<p>*Block C: <i>Inclusion, Children’s Literature, Classroom Management & Partnerships</i> [1 day per week (128 hrs.)]*Block D: Internship - 8 weeks preprimary (320)</p> <p>*Block E: Internship – 16 weeks (640 hrs.)</p>	1,276	160
Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Internship)	Total # of Hours	Total # of Days
ELED	<p>Foundations: <i>Schools in a Diverse Society</i> (20 hrs.); <i>Learning and Assessment</i> (20 hrs.);</p> <p>Block A: <i>Language Arts, Reading Instruction & Creative Arts</i> [½ day per week (64 hrs.)]</p> <p>Block B: <i>Math, Science and Social Studies Instruction</i> [½ day per week (64 hrs.)]</p>	<p>*Block C: <i>Inclusion, Reading Assessment, Children’s Literature and Classroom Management</i> [1 day per week (128 hrs.)]</p> <p>*Block D: Internship- 16 weeks (640 hrs.)</p>	936	117
HLTH	<p>Foundations: <i>Development and Learning</i> (10 hrs.); <i>Schools in a Diverse Society</i> (20 hrs.)</p> <p>*School Health Methods: 1 day per week (128 hrs.)</p>	<p>*Internship – 8 weeks middle school; 8 weeks high school. (640 hrs.)</p>	798	100
PHEC	<p>Foundations: <i>Development and Learning</i> (10 hrs.); <i>Schools in a Diverse Society</i> (20 hrs.)</p> <p>*Internship I: Elementary 1 day per week (128 hrs.)</p>	<p>*Internship I: Secondary- 1 day per week (128 hrs.)</p> <p>*Internship II: 8 weeks elementary; 8 weeks secondary. (640 hrs.)</p>	926	116
SCED/ K-12	<p>Level I: Pre-teaching Observation – <i>Development and Learning</i> (10 hrs.); <i>Schools in a Diverse Society</i> (20 hrs.)</p> <p>Level II: Methods I Visitation – ½ day per week (64 hrs);</p>	<p>*Level III: Methods II Visitation – 1 full day per week (128 hrs.)</p> <p>*Level IV: Internship – 8 weeks middle school; 8 weeks high school. (640 hrs.)</p>	862	108

ESOL	Foundations: <i>Development and Learning</i> (10 hrs.) <i>Schools in a Diverse Society</i> (20 hrs.)	*Methods: ESOL Methods; 1 full day per week (128 hrs.) *Internship: 8 weeks elementary; 8 weeks secondary (640 hrs.)	798	100
TESOL	Foundations: <i>Development and Learning</i> (10 hrs.) or <i>Learning and Instruction in the Schools</i> (10 hrs.) <i>Schools in a Diverse Society</i> (20 hrs.) or <i>Historical, Philosophical and Social Foundations</i> (20 hrs.)	*Methods: ESOL Methods; 1 full day per week (128 hrs.) *Internship: 16 weeks (640 hrs.)	798	100

* Denotes courses that contribute to the 100-Day internship; 1 Day = a minimum of 6 hours.

The progression for field experiences is gradual so that candidates are introduced to schools and teacher responsibilities in progressive stages. All undergraduate candidates complete *EDUC 210 - Schools in a Diverse Society*. In addition to *EDUC 210*, Secondary/K-12 candidates also complete *EDUC 300 - Development and Learning* and Elementary education candidates take *EDUC 304 - Learning and Assessment* and ECED candidates also take *EDUC 304 and ECED 215 - Foundations of Early Childhood Education*. In these foundation courses candidates primarily observe and assist mentor teachers.

Methods field experiences are also progressive. Early Childhood and Elementary majors spend 1/2 day per week in a PDS setting during methods Blocks A and B progressing to a full day a week during methods Block C. Methods Block C is a part of the 100-Day Internship. Secondary and K-12 majors experience a similar progression, spending at least one full day per week in a PDS setting the first semester of the 100-Day Internship. During this portion of the internship candidates are expected to perform teacher duties ranging from individual student tutoring to preparing and teaching complete lessons. In all programs this progression leads to the final portion of the 100-Day Internship where candidates are required to perform all teacher duties.

Link to Conceptual Framework

SU candidates are prepared as Caring, Competent and Committed professionals as the foundational theme in the Conceptual Framework. In shaping the next generation of SU educators, stakeholders participated in several sessions defining and redefining professional dispositions. The candidates' demonstration of these professional dispositions and other proficiencies are measured at several points during the course of our programs. As an example, Foundations Field Logs and Methods Progress Reports were revised to reflect an emphasis on dispositions, SPA standards and the Conceptual Framework. The Intern Evaluation form revised during Spring 2004 is also aligned with both the INTASC Standards and SU's Conceptual Framework.

Technology Use In Field Experiences

All intern candidates are assessed on their instructional use of technology through the [Supervisor Evaluation of Intern Technology](#) form. This form is used to assess Maryland's Teacher Technology Standard (MTTS) #5, part of the MSDE Redesign of Teacher Education. Prior to Spring 2005, supervisors and mentor teachers used the paper form of the evaluation for candidate self-assessment. A more formal on-line evaluation process was implemented for Spring 2005. Elementary interns are required to create two Showcase Lessons featuring the interactive use of technology as assessed by supervisors and or mentor

teachers. Secondary interns are required to teach two technology-rich lessons assessed with the Supervisor Evaluation of Intern Technology form.

Intensive and Extensive Internship

Candidates complete an extended internship of at least 100 days in a Professional Development School site across two consecutive semesters. All candidates are required to submit a validated [100-Day Internship calendar](#) with mentor teacher(s) signature(s) to the SU Office of Field Experiences.

Candidate knowledge, skills and dispositions are assessed regularly across the program. Assessment of candidates begins in foundations classes and continues until program completion. In addition, the quality of candidate performance is also assessed by the Employer Survey, the Alumni Survey, P-12 Impact of Student Learning, Intern and Supervisor Evaluation and the Methods Progress Report. [See candidate assessment data reported in Standard 1.](#)

Mentor Selection

All mentor teachers are highly qualified in the areas where they supervise SU candidates. All mentor teacher selection occurs collaboratively between SU and public school partners. Selection processes for mentor teachers vary by county, but the basic criteria for mentor teachers include a minimum of 3 years teaching experience, tenure, licensure in the content area, and both SU and school level administrative approval. Further guidelines for qualifications, expectations and responsibilities for mentor teachers are provided in an agreement between the University and each school district. See [Memoranda of Understanding](#) and [Mentor Teacher Agreements](#) in the Exhibit Center.

Both the intern and university supervisor evaluate the mentor teachers. This evaluation process allows the Unit to monitor the quality of mentor teachers. In order for a teacher to continue to serve as a mentor, he or she must receive favorable reviews by the school administration, SU supervisor and intern. Evaluation forms are available in the Exhibit Center.

University Supervisor Professional Development

Salisbury University supervisors include both part-time and full-time faculty; some full-time faculty who supervise also serve as PDS liaisons. Salisbury University supervisors, including SU faculty liaisons, attend regular meetings. The Director of Field Experiences holds a minimum of two meetings/semester. These meetings cover topics ranging from best practices for supervision to desired intern outcomes. Supervisors are updated on assessment requirements and on any programmatic changes. In addition, supervisors are encouraged to attend all RPDS activities including council meetings and conferences. Many supervisors participate in staff development and serve on PDS coordinating councils. As further preparation, some supervisors attend methods courses in their area of supervision. For more information regarding clinical faculty professional development, see Table 3.2.2 for topics from Academic year 2004-05.

Table 3.2.2 Salisbury University Supervisor Professional Development Topics 2004-05 Academic Year	
Date	Topic
08/15/2004	NCATE BOE Visit; Collaborative Teaching Expectations; Supervisory Responsibilities; Problems/Concerns; Good News
09/15/2004	Online Evaluations; Supervisory Logs; Problems/Concerns; Good News
12/6/2004	Procedures for Ending the Semester (grading via Gull Net, evaluations & conferences);

	Good News
01/19/2005	SU Conceptual Framework/NCATE BOE Visit; Dispositions Input; Things Learned from NCATE/MSDE Team Member; Relationship Between Internships and PDS; Good News
02/22/2005	PDS Updates; Dispositions Update; Small Group Break Outs (ELED & SCED) for Common Concerns/Issues; Meeting AYP (Annual Yearly Progress); Good News
03/29/2005	PDS Liaisons Roles/Responsibilities; 100-Day Internship; Observing/Conferencing Feedback; NCATE Data Collection; Prioritizing Data Needs; Good News
04/26/2005	RPDS Conference Announcement; Mentor Recognition Selection; Three-way Conferencing; ELED/SCED Concerns/Issues; Good News
05/19/2005	Dispositions Update; Supervisory Reflections; Good News

The Intern Evaluation of Site and the Mentor Teacher Evaluation of the Supervisor assessments provide feedback to the Unit and to the Director of Field Experiences to verify the number of formal visits made by the supervisor and to assess overall supervisor performance. The unit's expectations for university supervision are that each intern receives four formal observations during the first teaching experience and four formal observations during the second teaching experience. Supervisors are also required to conduct at least two 3-way conferences during each intern's experience; one at the mid point of the experience and one at the end of the experience. Based on the Intern Evaluation of Site Survey, during the Spring 2005 first experience, 90% of the interns received a minimum of four observations. Of those, 87% of the interns participated in a 3-way final conference. During the second experience, 89% of the interns received the minimum number of observations. Eighty percent of interns participated in a 3-way final conference.

Element 3 - Candidate's development and demonstration of knowledge, skills and dispositions to help all students learn.

The entry and exit criteria for admission into internship are established by each program. All undergraduate programs require an overall GPA of 2.50, a content GPA of 2.75, a methods GPA of 2.75 and 90 earned University credits. The MAT program requires an overall GPA of 2.50.

Table 3.3.1 identifies initial program candidates eligible for internship and Table 3.3.2 identifies the number of program completers for Spring 2004, Fall 2004 and Spring 2005.

Table 3.3.1 Initial Program Candidates Eligible for Internship Spring 2004, Fall 2004 & Spring 2005			
	Spring 2004 Internship Admissions	Fall 2004 Internship Admissions	Spring 2005 Internship Admissions
ELED	75	50	58
ECED	1	3	9
SCED (Biology, Chemistry, English, French, History, Math, Physics & Spanish)	41	0	60
EMAT	9	0	9
HLTH	0	2	7
MUSC	1	0	2
PHEC	25	0	26
ESOL	0	0	0
TESOL	1	1	1

Table 3.3.2 Initial Program Internship Completers for Spring 2004, Fall 2004 & Spring 2005			
	Spring 2004 Internship Completers	Fall 2004 Internship Completers	Spring 2005 Internship Completers
ELED	75	50	55
ECED	1	3	9
SCED (Biology, Chemistry, English, French, History, Math, Physics & Spanish)	39	No interns in Fall	56
EMAT	9	No interns in Fall	9
HLTH	0	2	7
MUSC	1	No interns in Fall	2
PHEC	24	No interns in Fall	26
ESOL	0	0	0
TESOL	1	1	1

Initial program completer data collected for Spring 2004, Fall 2004 and Spring 2005 indicates that 100% of all candidates in ECED, EMAT, HLTH, MUSC and TESOL successfully completed internship. Ninety-eight percent of ELED, 94% of SCED and 98% of PHEC candidates were also successful.

All secondary and K-12 candidates are admitted in the spring semester, and begin the 100-Day Internship in the following fall semester and subsequently intern in the next spring semester.

The elementary programs consist of Block A (reading, language arts and creative arts methods), Block B (math, science & social studies methods), Block C (classroom management, inclusion, children's literature & reading assessment) and Block D (internship). Block C and Block D represent the 100-Day Internship and may be interchanged.

During field experiences candidates are assessed through the use of evaluations completed by mentor teachers and other assessments (projects and reflections) evaluated by SU foundations and methods faculty. The student teaching portion of the internship is assessed by both mentor teacher and university supervisor. Formal observation occurs eight times by the supervisor throughout the internship while the mentor teacher provides ongoing feedback. The [revised Intern Evaluation form](#) is based on INTASC Standards. Three-way conferences consisting of the mentor teacher, the university supervisor and the intern are performed at the mid point and at the end of each experience.

The importance of reflection is highlighted in one of the four central themes of SU's [Conceptual Framework](#). SU's candidates are prepared to be reflective practitioners. Reflection during field experiences in foundations and methods courses occurs in several ways including journals, reflection papers, course assignments/discussions and candidate generated self-assessments depending on each instructor. Candidate reflection during internship is a vital part of the intern's experience and growth as a teacher.

Journals logging the intern's reflections are required as a component of the internship experience. The SU supervisor and, in some programs, the SU seminar instructors are responsible for responding to intern reflections.

Various programs require interns to document how instruction impacts the P-12 students in classrooms. See [ELED 313 Social Studies Instruction student work sample in the Exhibit Center](#). This artifact is a common assessment across all sections requiring candidates to create a unit plan aligned with ACEI, NCSS, INTASC Standards and the Maryland State Voluntary Curriculum. Similarly, all methods courses include assessments that demonstrate P-12 learning. See individual SPA reports in the Exhibit Center. In addition, an annual survey of mentor teachers describes the impact interns have on P-12 student learning. For example, when mentor teachers are asked about the impact their interns have on test improvement, 73% report that they agree or strongly agree that the intern's presence in the classroom improves P-12 performance on mandated state assessments. See [Table on Impact of P-12 Learning](#) in the Exhibit Center.

P-12 students on the Eastern Shore represent a heterogeneous group. See [demographic data available in Standard 4](#) for specific school information. The unit places interns in seven Maryland counties and one system in Delaware. See [PDS School Information Tables](#) in the Exhibit Center for specific data. Examples of diverse settings include Pinehurst Elementary, Wicomico Middle and Wicomico High Schools where students with various disabilities are educated. Elementary majors in EDUC 415 - Instructional Techniques for Inclusion complete field work at Pinehurst Elementary as a part of Block C and a cohort of four or five interns return to student teach during Block D each year. In the last two years Pinehurst has hired four of these candidates for full time teaching positions.

SU candidates are also placed at North Salisbury Elementary school which houses the magnet program for Gifted and Talented students in grades 3-5 in Wicomico County. Bennett Middle School and James M. Bennett High School provide further exposure to diversity for our candidates. These schools serve as the ESOL sites for Wicomico County. In the past, SU recognized a lack of diversity within certain PDS sites, this realization spurred the University to look beyond the traditional field settings and to seek out more diverse placements. An example of this type of placement is the local Salvation Army after school program. This program is used for foundation level placements and allows candidates to work with a very diverse group of students.

Advanced Programs for Other School Personnel:

In the current Educational Leadership program candidates must successfully complete the entire course sequence prior to enrolling in internship. In the current proposed revision of the Educational Leadership program candidates will be required to take and pass the School Leaders Licensure Assessment (SLLA). In addition, several field placements will be structured throughout the program.

Candidates in the Reading Specialist (REED) program must complete *REED 518 – Diversity in Literacy* and *REED 610 – Assessment of Literacy Development* prior to enrolling in *REED 611 – Clinical Practicum I*. Completion of Clinical Practicum I is required for enrollment in *REED 612 – Clinical Practicum II*. Successful completion of all practicum course assessments is required for successful completion of field experiences.

Table 3.3.3 identifies other school personnel candidates eligible for internship and practicum and Table 3.3.4 identifies the number of program completers for Spring 2004, Fall 2004 and Spring 2005.

Table 3.3.3 Other School Personnel Candidates Eligible for Internship and Practicum Spring 2004, Fall 2004 & Spring 2005			
	Spring 2004 Internship Admissions	Fall 2004 Internship Admissions	Spring 2005 Internship Admissions
ED Leadership	7	0	12
REED	14	0	11

Table 3.3.4 Other School Personnel Internship and Practicum Completers for Spring 2004, Fall 2004 & Spring 2005			
	Spring 2004 Internship Completers	Fall 2004 Internship Completers	Spring 2005 Internship Completers
Educational Leadership	7	0	12
Reading Specialist	14	0	11

An overall review of the data demonstrates that all Salisbury University Educational Leadership and Reading Specialist candidates successfully complete internships and practica. It should be noted that Reading Specialist program completers are those who completed transition plans, combining requirements of the old M. Ed. program and the new REED Reading Specialist. There have been no full program completers of the REED program at this time.

The nature of the internship placement in the Educational Leadership program allows interns to work with students with exceptionalities and from diverse populations since all internships occur in local public school. See [PDS School Information Tables](#) in the Exhibit Center for specific demographic data.

There is a wide demographic range among students participating in the May Literacy Lab programs where REED students complete their clinical experiences. Students from kindergarten through 10th grade have received services from the Lab in recent years. Students have represented the three county school districts in closest proximity to the University; Worcester, Wicomico and Somerset. In addition there is representation of children from private, religious-affiliated schools; children who are home-schooled, and occasionally a student who attends one of the area's prestigious private secular schools. Approximately 75% of the children who attend our programs are white and 25% are African American. Although the program fee is minimal (currently \$50.00 for an 8-week program), approximately 30% of families request scholarship support for tuition remission. The endowed status of the Lab allows SU to grant every request.