Department of Early and Elementary Education
Clinical Experience Handbook

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Introduction

Congratulations on reaching a milestone on your journey to becoming an educator! Whether you are beginning as a teacher candidate in foundations or professional program courses or stepping into your role as an intern in the professional teaching program, you are entering a phase that will shape your future in profound ways.

As a teacher candidate, you are starting to connect content knowledge and theory with practice— observing classrooms, assisting with instruction, and building the habits and dispositions that define effective educators. These early experiences allow you to explore what teaching looks like in real-world settings and prepare for the responsibilities ahead.

As an intern, you are taking on a vital role in the educational process. Your contributions will directly impact students' learning, and through this immersive experience, you will refine your teaching skills, deepen your understanding of classroom dynamics, and grow into a reflective, professional educator.

This handbook is designed to support you at every stage of your preparation. Inside, you will find essential information about expectations, professional dispositions, clinical hours and attendance policies, certification assessments, and resources to help you succeed. We encourage you to approach each experience with professionalism, curiosity, and a commitment to continuous learning.

Teaching is both challenging and rewarding. It requires adaptability, collaboration, and dedication to student success. The Salisbury University faculty, mentor teachers, school administrators, university liaisons, and supervisors will support your ability to plan, implement, and evaluate instructional practices through student learning outcomes, ensuring you are prepared for the demands of the classroom. We are excited to support and celebrate your professional growth throughout this journey. Go Gulls!

– The Department of Early and Elementary Education and the Clinical Placement Committee

Clinical Practice Terminology

Professional Development School (PDS)/Partner School - a P-12 school that has an official partnership with Salisbury University for teacher preparation.

Teacher Candidate - any Salisbury University student enrolled in a teacher preparation program that leads to initial state licensure.

Clinical Practice - a teacher candidate's authentic experience in P-12 school settings, which is closely integrated with teacher preparation coursework and supported by a formal school-university partnership.

Intern I - a teacher candidate in their first semester/phase of their year-long internship, which is the capstone experience of their teacher preparation program.

Intern II - a teacher candidate in their final semester/phase of their year-long internship, which is the capstone experience of their teacher preparation program.

Mentor Teacher - school-based teacher educator willing to co-teach with, serve as a model for, and guide teacher candidates in their clinical practice experiences.

Internship Supervisor - university-based teacher educator who supports Intern IIs and their mentor teachers through weekly visits during the full-time internship experience.

Site Coordinator - school-based teacher educator who serves as a point person for the school-university partnership at their site in collaboration with the liaison.

Liaison - university-based teacher educator who serves as the link between the university and the P-12 school in collaboration with the site coordinator.

Dispositions - values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.

Repository of Artifacts for Teaching (RAFT) - required professional ePortfolio for all teacher education candidates/interns at Salisbury University. The RAFT serves as a collection of evidence documenting the knowledge, skills, and experiences acquired throughout the teacher preparation program.

Being a Teacher Candidate and Intern

All teacher candidates and interns serve as representatives of Salisbury University and our early and elementary education programs. The expectation of conducting oneself with professionalism, dignity, and respect is especially important for teacher candidates and interns, as they serve as visible extensions of our educational preparation programs in real school and community settings. Professionalism, integrity, and respectful interactions with students, families, and colleagues reflect not only the individual teacher candidates and interns' personal character but also the quality and values of the university that prepared them. By demonstrating respect, responsibility, and a strong commitment to ethical practice, teacher candidates and interns help build trust with partner schools and contribute to a positive, collaborative learning environment. Ultimately, this reinforces the university's and educational preparation programs' reputations, strengthens school–university partnerships, and sets a standard of excellence for future educators.

What is a Clinical Placement?

A clinical placement in teacher education is a supervised experience where teacher candidates and interns gain hands-on teaching practice in local classrooms with experienced, dedicated mentor teachers. The clinical experience will most likely take place at a [Professional Development School](). Within Salisbury University's professional development network, we, the Department of Early and Elementary Education and the Clinical Placement Office, collaborate and team with [school administrators, school site coordinators, and University Liaisons](). This team approach is designed to make your experience meaningful and seamless as we all come together to support you through your journey to become a professional educator.

ALL students, candidates, and interns should know the following before going to their Clinical Placement:
- The name of the principal
- The name and email of the mentor teacher
- The name and email of the University Liaison

Placement Forms, Background Checks, and Liability Forms

All teacher candidates and interns are required to request a placement from the Clinical Practice Office for each semester they are enrolled in education courses (pre-professional and professional program). Clinical practice placement request forms will be shared with teacher candidates and interns during their advising appointments. Teacher candidates and interns will receive an email from the Clinical Placement Office regarding their placement and the necessary steps required to complete a background check for the experience. It is the teacher candidates' and interns' responsibility to complete the background check in a timely manner before attending the internship. Prior to the teacher candidates' first clinical placement, they must complete an assumption of risk liability form in order to be placed in a school.

The [Educators Employment Liability (EEL) Program](#) is available as a benefit to membership in the [Maryland State Education Agency](#). This program provides coverage for incidents that may occur while fulfilling the requirements of the education program (e.g., observation hours, clinical placements, methods courses, etc.). This coverage is extended only if the clinical experiences are required by your degree program.

Required Clinical Experience Hours

Teacher candidates and interns are required to complete hours in their clinical placement as indicated below.

Pre-program course and clinical experience requirements.
- EDFN 210 – 30 hours
- ECED 251 – 20 hours

Program Courses and Clinical Experience Requirements
(Weekly Consistent Hours)

Elementary Education	Early Childhood Education	Elementary Education with a Dual Certification in Early Childhood
ELED 202/318 - 33 hours	ELED 202/318 - 33 hours	ELED 202/318 - 33 hours
ELED 302 - 22 hours	ELED 302 - 22 hours	ELED 302 - 22 hours
ELED 317 - 22 hours	ELED 317 - 22 hours	ELED 317 - 22 hours
ELED 305 - 22 hours	ELED 305 - 22 hours	ELED 305 - 22 hours
ELED 320 - 16.5 hours	ELED 320 - 16.5 hours	ELED 320 - 16.5 hours
ELED 330 - 16.5 hours	ECED 352 - 22 hours	ELED 330 - 16.5 hours
ELED 340 - 16.5 hours	ECED 356 - 16.5 hours	ELED 340 - 16.5 hours
		ECED 352 - 22 hours
		ECED 356 - 16.5 hours
		ECED 366 - 16.5 hours

Internship I Courses and Clinical Experience Requirements
(Weekly Consistent Hours)

Elementary Education	Early Childhood Education	Elementary Education with a Dual Certification in Early Childhood
ELED 403 - 37.5 hours	ECED 451 - 37.5 hours	ELED 403 - 37.5 hours
ELED 405 - 37.5 hours	ECED 452 - 37.5 hours	ELED 405 - 37.5 hours
ELED 406 - 37.5 hours	ECED 453 - 37.5 hours	ELED 406 - 37.5 hours
ELED 410 - 10 hours	ELED 410 - 10 hours	ELED 410 - 10 hours

Internship II Courses and Clinical Experience Requirements.
(Full-Time Consecutive Week Placement)

Elementary Education	Early Childhood Education	Elementary Education with a Dual Certification in Early Childhood
ELED 421- 240 hours	ECED 455 - 240 hours	ECED 455 - 240 hours
ELED 422 - 240 hours	ECED 456 - 240 hours	ELED 422 - 240 hours
ELED 411- 30 hours	ELED 411 - 30 hours	ELED 411 - 30 hours

Initial Contact with Your Mentor Teacher

Once you have received your clinical practice placement information from the Clinical Placement Office at Salisbury University, it is the teacher candidate and intern's responsibility to contact the mentor teacher and arrange the first visit. Please consider the following guidelines for the initial email and face-to-face conversation, as these interactions: 1) allow the mentor teacher to get to know the teacher candidate or intern, 2) empower the teacher candidate and intern to positively to communicate about themselves, and 3) set a positive tone for the experience. An example can be found here: Introducing Yourself to Your Mentor Teacher.

Use the following guidelines for the first email to a mentor teacher:

1. Start with a professional greeting, such as "Good Morning, Good Afternoon, or Good Evening."
2. Provide an introduction with full name, nickname, and pronouns.
3. Thank the mentor teacher for being willing to collaborate.
4. Share information such as major, status in the program, and clinical practice requirements (e.g. hours and assignments).

5. Identify possible days and times for a first visit and ask what time to arrive to speak to the mentor teacher before students arrive.
6. End the email with a closure and signature.

Planning for your Clinical Experience Hours

When creating a schedule, teacher candidates and interns are expected to:
- Inform the mentor teacher of the required number of clinical experience hours.
- With the mentor teacher develop a consistent, semester-long schedule to be in the clinical placement each week of the semester on the same days and at the same time which does not interrupt the classroom or teacher (keeping in mind courses, sports schedules, etc.).
- Plan to be at the clinical placement from the time the Clinical Placement Office emails the placement until the end of the semester.
- Schedule times throughout the semester to plan and collaborate with the mentor teacher.
- Consider the RAFT requirements, due dates, and course assignments when developing the semester schedule.
- Ask the mentor teacher how far in advance to submit lessons prior to teaching.
- Determine the mode of communication that will be used to inform the mentor teacher in case of an absence.
- Consult with mentor teacher, site coordinators, and school liaison to determine what to do when a substitute teacher is present.

Intern I's must also:
- Develop a schedule that provides experience in math, science, and social studies content weekly and a full-time consecutive week experience in mid-semester. This may require collaboration with the mentor teacher's partner teachers.
- Teach math, science, and social studies lessons during the full-time consecutive weeks placement.
- Understand that during the full-time consecutive weeks, math, science, and social studies methods courses will not meet.

Intern II's must also:
- Develop a schedule to attend every day of the semester which follows the district calendar.
- Follow mentor teacher's schedule: arrive when they arrive and leave when they leave.
- Discuss with mentor teacher the requirements for edTPA and the due dates for ELED 411 assignments. This may require collaboration with the mentor teacher's partner teachers.
- Discuss with the mentor teacher and supervisor when to move into "lead teacher" duties and responsibilities.
- Attend professional development days, meetings, parent teacher conferences, sporting events, IEP meetings, STEM nights, etc. and collaborate with other teachers and specialists when opportunities arise.
- Work closely with supervisors to plan visits and schedule times to debrief observed lessons.

Documenting Clinical Experience Time

- Teacher candidates and interns are responsible for knowing the total number of hours they are required to be in their placement and communicate this with mentor teacher.
- Teacher candidates in pre-program and methods course will document hours on a paper time-log found in the DEEE suite and the Clinical Practice Office.
- Interns in Internship I and Internship II must document attendance in their field placement using a log found on Watermark Student Learning & Licensure (SL&L).
- Days and hours should be documented in chronological order based on attendance.
- Hours must be approved by the mentor teacher weekly, rather than asking the mentor teacher to approve all hours at the end of the semester.
- Paper time logs and SL&L time logs will be uploaded to MyClasses at the end of the semester and used to determine grades related to the clinical experience.

Clinical Experience Expectations for ALL

Teacher candidates and interns are expected to:
- Communicate a schedule with mentor teacher, site coordinators, and school liaisons.
- Dress appropriately and professionally and behave in a way that honors the SU Professional Dispositions Policy and Expectations.
- Be aware that the mentor teacher, liaisons, site coordinators, and/or supervisors can file a Professional Dispositions Clinical Practice Report for concerns regarding professionalism or behavior.
- Respect Family Educational Rights and Privacy Act (FERPA) laws and student/teacher confidentiality.
- Avoid the use of ALL personal electronic devices (e.g., laptop, ear buds, cell phones, smart watches) while attending clinical placement unless approved for teaching, planning, or instruction.

Mentor teachers want teacher candidates and interns to take the initiative. Here are examples of ways to demonstrate professionalism and proactive engagement in clinical placement.

Before Each Day
- ❑ Review the lesson plans and ask: *"Where can I assist or lead?"*
- ❑ Prepare at least one question for your mentor teacher about instructional strategies or classroom management.
- ❑ Bring necessary materials (notebook, pen, device) for active participation.

During Instruction
- ❑ Offer to:
  - o Lead a warm-up or review activity.
  - o Facilitate a small group or station.

- o   Assist with technology setup or troubleshooting.
- ❑ Circulate during independent work to support students.
- ❑ Take notes on teaching strategies and student engagement for later reflection.

Outside Instruction
- ❑ Volunteer to:
    - o   Help organize classroom materials or displays.
    - o   Grade or review student work (with mentor teacher's approval).
    - o   Prepare resources for upcoming lessons.
- ❑ Ask: *"Is there anything I can take off your plate today?"*

Professional Growth
- ❑ Request feedback after teaching or assisting.
- ❑ Reflect daily: *What did I learn? What can I do tomorrow to contribute more?*
- ❑ Share ideas for activities or resources that align with the current unit.

Communication
- ❑ Check in with your mentor teacher about expectations and opportunities.
- ❑ Express willingness: *"I'd love to try leading this part if you're comfortable."*

Attendance Policy

Please read the following Attendance Policy carefully. Teacher candidates and interns are responsible for adhering to the attendance policies and completing your required clinical placement hours throughout the professional teaching program.

- Begin clinical hours as soon as placement information from the Office of Clinical Practice is received.
- Teacher candidates must create a schedule of visits with their mentor teacher that follows a consistent pattern and maintain that schedule as closely as possible throughout the semester. These hours can be completed as full days or partial days in the placement; however, arrival and departure times should always be communicated clearly with the mentor teacher and followed by the teacher candidate.
- Planned absences for doctor's appointments, job interviews, etc. should be pre-approved by the mentor teacher, mentor teacher's partner teacher, supervisor, professor, site coordinator, and liaison (as appropriate) with a plan to make-up the hours.
- Unplanned or emergency absences (illness, emergency) must be clearly communicated to the mentor teacher, mentor teacher's partner teacher, supervisor, professors, site coordinator, and/or liaison (as appropriate) as soon as possible.
- Students are depending on teacher candidates and interns to be present as a teacher in their classroom. Therefore, frequent absences, either planned or unplanned, will result in a dispositions report filed and a meeting held with your mentor teacher, supervisor, site coordinator, liaison, and/or university professors to discuss the issues causing absences in internship.

Internship I and Internship II
- Hours may be logged in SL&L in three categories: **Instruction/Planning, Extracurricular, and Professional Development**. A maximum of 8 hours of Instruction/Planning hours may be recorded for a single calendar day. Additional hours may be added for Extracurricular or Professional Development activities. Extracurricular activities include but are not limited to the following: sports events or music/theatre performances, after-school clubs or tutoring, and dances or other school events. Professional Development activities include but are not limited to the following: parent-teacher conferences or PTA events, professional development sessions (school or county level), webinars from professional organizations, school board meetings, or conferences or education-related lectures or workshops. If questions arise regarding whether an activity counts as Extracurricular or Professional Development, please contact an SU professor or advisor for clarification.
- All hours logged in SL&L must be approved by the intern's mentor teacher or supervisor.
- If any issues/changes/deviations regarding an intern's attendance schedule in clinical placement occurs, it is the intern's responsibility to communicate, seek approval, and explain the changes to their mentor teacher, supervisor, site coordinator, and/or liaison.
- Interns must ensure that all teaching responsibilities are covered, and lesson plans are provided to the mentor teacher for any day of absence.
- Hours for planned absences, illness, or other emergencies cannot be logged in SL&L.

Internship II
- The start and end dates for the 8-week internship placements will follow the SU Intern Calendar sent by the Office of Clinical Practice.
- During the 8-week placements, the interns will follow their county's school calendar for holidays, teacher PD days, and other days off.
- During the spring semester, interns are to take Spring Break based on their county's school calendar, NOT SU's.
- Each 8-week, five credit course during Internship II requires a minimum of 240 hours of supervised clinical internship (COMAR), and 30 hours for ELED 411. Therefore, interns are **required to attend every school day that the county is in session** for student contact, professional development, or instructional planning, regardless of hours completed. The attendance dates of each 8-week placement are the start and end dates for Internship II.
- During **Internship II (only)**, if your county school system cancels school or calls for a delayed start or early release due to **weather or other unforeseen circumstances**, you **may log those missed** hours in SL&L.
- At the end of the first 8-week placement in Internship II, if the minimum required number of clinical hours (210) have not been completed, logged in SL&L, and approved, the intern will receive a grade of "incomplete" for the first 8-week placement until the requisite number of hours is completed.

- If the intern has not logged a minimum of 510 hours (across the two placements) at the end of the second 8-week placement, they will receive a grade of "incomplete" and will need to continue in their placement beyond the last date of the semester at SU to complete their hours. Once the hours have been completed, the grade will be changed.

Working with Your Mentor Teacher and Their Partner Teacher

Placements may be in a departmentalized classroom requiring collaboration with multiple mentor teachers. For example, the assigned mentor teacher teaches literacy (ELA) and social studies, and their partner teacher teaches science and mathematics. When **collaborating** with a mentor teacher and their partner teacher it is important to:

- Realize that it is teacher candidate's and intern's responsibility to communicate assignments and due dates with the assigned mentor teacher and their partner teacher.
- Set a time with both the mentor teacher and their partner teachers to discuss a schedule to spend time in their classrooms to complete assignment(s) and course requirements aligned with the content they teach.

Salisbury University is grounded in the co-plan and co-teach model. When co-planning and co-teaching lessons:

- Consider using Co-Teaching Strategies with your mentor teacher as well as planning what paraprofessionals, specialists, parents, etc. will do to enhance instructional effectiveness.
- Communicate with your mentor teacher and their partner teachers, if applicable, about your lesson plans and provide adequate time for the mentor teacher to review and provide feedback before the lesson is taught.
- Schedule times to meet with the mentor teacher and their partner teachers, if applicable, to debrief after the lesson to discuss strengths and areas for growth.

Final Internship Supervisor, Mentor Teacher, and Intern II - Roles and Responsibilities

Supervisors. A supervisor has agreed to take on certain roles and responsibilities to support the professional development of an Intern II. Supervisors are assigned through the Clinical Placement Office. Intern IIs will receive an email notification with the supervisor's contact information. Supervisors are expected to:

- Communicate regularly with the Interns II and the mentor teacher throughout the internship experience.
- Set up an initial meeting with the Intern II and mentor teacher to establish the triad relationship.
- Discuss their role and approach to supervision.
- Establish agreed-upon expectations for providing evidence of lesson planning.
- Provide a syllabus for internship II and review how you will be assessed and evaluated.

- Establish a schedule of weekly visits to the classroom (min. 1 hour per week). These visits may include classroom teaching observations and/or check-in meetings with the Intern II and mentor teacher.
- Observe, document their notes, and share written feedback.
- When possible, set up time immediately before and/or after an observation to talk about the Intern II's teaching and provide verbal feedback.
- Offer additional support, as needed, for lesson planning, classroom management challenges, instructional resources, etc.
- Utilize the **Intern Evaluation Rubric (see Appendix A)** to provide ongoing formative feedback and summative feedback regarding performance.
- Address any issues that arise in regard to professional dispositions.
- Work and communicate with the school site coordinator and university liaison.
- Facilitate a midterm and final evaluation triad meeting with the Intern II and mentor teacher.

Mentor Teacher. A mentor teacher has agreed to take on certain roles and responsibilities regarding the professional development of an Intern II. These expectations will help the mentor teacher build and sustain a positive relationship during this process. Mentor teachers are expected to:
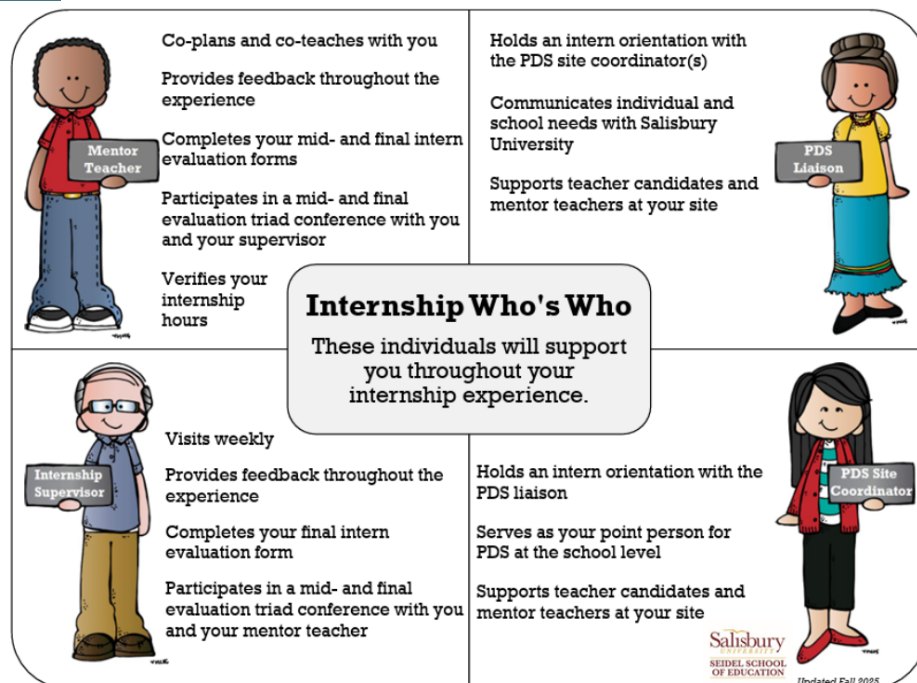- Remain engaged in instruction throughout Internship II experience.
- Model teaching practices that are research-based, culturally responsive, and effective for their learners.
- Take an active role in planning with the Intern II.
- Provide school and district mandated information to the Intern II.
- Offer guidance on format and timing for evidence of lesson planning.
- Provide access to resources such as curriculum guides, available materials, technology, manipulatives, workspace, etc.
- Encourage you to take initiative and try new things.
- Assist the Intern II in being an active part of the school and community culture.
- Provide immediate and useful feedback to the Intern II. Utilize the **Intern Evaluation Rubric (see Appendix A)** to provide summative feedback on performance.
- Address any issues that arise regarding professional dispositions.
- Communicate openly and be supportive.
- Become acquainted with the Intern II's background (for guidance & support).
- Orient the Intern II to all policies/procedures for both classroom and school.
- Work and communicate with the supervisor, site coordinator, and university liaison.
- Schedule times for the Intern II to observe other classrooms or meet with other educators as appropriate.
- Conduct a formal midterm and final evaluation with the Intern II and the university supervisor.

Intern IIs. Intern IIs are expected to participate in the relationship with an assigned mentor teacher, the mentor's partner teacher, if applicable, and supervisor and be committed to the following roles and responsibilities in the school and classroom. Intern IIs are expected to:

- Arrive on time, be prepared, and accept daily challenges.
- Become an active part of the school and community culture.
- Communicate openly with the mentor teacher and supervisor, including asking questions if for clarification or requesting support.
- Share classroom responsibilities.
- Request feedback and make changes accordingly.
- Take an active role in planning.
- Provide evidence of planning according to school and county mandates, as established with the mentor teacher and supervisor.
- Demonstrate a willingness to try new things and be creative.
- Become acquainted with the mentor teacher's background (to build connections).
- Work and communicate with the university supervisor, site coordinator, and liaison.
- Participate in school functions and assigned duties.
- Conduct self-assessment in a formal midterm and final evaluation process with the mentor teacher and supervisor.

Liaison and Site Coordinator

Contact information for each school's PDS Liaison and Site Coordinator can be found on the PDS Network Directory.

Mentor Teacher
Co-plans and co-teaches with you

Provides feedback throughout the experience

Completes your mid- and final intern evaluation forms

Participates in a mid- and final evaluation triad conference with you and your supervisor

Verifies your internship hours

PDS Liaison
Holds an intern orientation with the PDS site coordinator(s)

Communicates individual and school needs with Salisbury University

Supports teacher candidates and mentor teachers at your site

Internship Who's Who
These individuals will support you throughout your internship experience.

Internship Supervisor
Visits weekly

Provides feedback throughout the experience

Completes your final intern evaluation form

Participates in a mid- and final evaluation triad conference with you and your mentor teacher

PDS Site Coordinator
Holds an intern orientation with the PDS liaison

Serves as your point person for PDS at the school level

Supports teacher candidates and mentor teachers at your site

Salisbury SEIDEL SCHOOL OF EDUCATION

Updated Fall 2025

Lesson Plan Expectations

The following statement reflects the minimum requirement for intern planning. Mentor teachers and university supervisors can request additional evidence of planning at their discretion.

The Intern II will engage in discussions with their mentor teacher centered around lesson planning at the beginning of the internship experience. The intern will follow the expectations of the district or school in a manner that works best for the mentor teacher, university supervisor, and Intern II as they prepare to co-teach. The Intern II will promptly share this mutual planning agreement with their supervisor.

The supervisor will ask the Intern II to provide evidence of planning when they visit the learning environment. This practice is to provide the supervisor with context regarding the lesson. It also allows the supervisor and mentor teacher to give appropriate feedback throughout the experience, and to complete the intern evaluation. The lesson plan may take a variety of forms - from a traditional written plan to a slide deck with corresponding notes - as long as it reflects the mentor teacher/Intern II agreement. When utilizing a scripted curriculum, the Intern II will share a lesson plan to include instructional decisions made to benefit student learning.

Teacher Candidate and Intern Support & Assistance

As a teacher candidate and intern, you can request support and assistance if there is a problem/issue regarding your clinical placement. Please use the following guidelines:
1. If you are able, hold a conversation with your mentor teacher and/or supervisor at an appropriate time and place. Positive mentor teacher-intern-supervisor relationships include the ability to discuss difficult or uncomfortable topics.
   a. Best practices for difficult conversations include framing them with "I" statements rather than "You" statements. For example: "I felt confused today when XXX happened" rather than "Why did you do XXX today?"
   b. Find time to talk without students present and when full attention can be given to the matter at hand.
   c. Address issues that arise in the classroom with a spirit of curiosity and learning rather than judgment or accusation.
   d. Self-Advocate and articulate needs or support requested from the mentor teacher and supervisor. For example, ask for more verbal feedback or written feedback or request more support with some aspects of teaching.
2. If you feel unable or apprehensive to speak with your mentor teacher or supervisor about an issue in the clinical placement, you should reach out to another trusted person in the PDS support network, such as an SU professor, site coordinator, or liaison. **Do NOT start this conversation with another intern or teacher at the clinical placement site.**
3. The Clinical Placement Office is available to help answer questions about clinical placement, clarify expectations, and discuss issues that may arise. They will communicate with your SU professors about issues, to provide a network of support in your clinical placement. When

the Clinical Placement Office hears concerns about teacher candidates or interns from mentor teachers, their protocol is to communicate those concerns to SU faculty, so faculty can meet with teacher candidates or interns to discuss these concerns and provide support or intervention.

4. A meeting with the teacher candidate or intern, the mentor teacher, supervisor, and/or other SU faculty can be scheduled to discuss issues and work toward resolution. SU faculty members reserve the right to make changes to an intern's clinical placement (i.e. mentor teacher assigned, site assignment, etc.) if needed.

General support for SU students, including teacher candidates and interns, are available through a variety of university offices and programs. Please see this list of Policies and Student Success Resources for more information. If the resources needed cannot be found, please contact the Office of Student Affairs or an academic advisor for assistance.

Dispositions

Professional dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. All teacher candidates complete a self-assessment of their individual dispositions prior to acceptance in a Seidel program. Candidate dispositions may also be assessed by instructors during course work or by mentor teachers and university supervisors during a school placement. Disposition Expectations are governed by Seidel School Dispositional Expectations Policy.

Professionalism is a principle that permeates all activities of the Seidel School and guides the behavior of faculty, students, and staff. All students enrolled in a Seidel School course, and/or pursuing a program through or with the Seidel School, are expected to read, understand, and agree to adhere to the Seidel School Dispositional Expectations Policy (SSDEP). The policy lays out the guidelines that cover behavioral and dispositional expectations in all formal learning environments and settings, clinical placements, and all informal occasions connected in any way with the Seidel School of Education and/or the university. All students taking coursework through the Seidel School, and/or pursuing a program through or with the Seidel School, are expected to model the ethical behaviors and principles outlined in Salisbury University's Code of Community Standards and all associated policies.

While in a clinical placement site, students are expected to abide by any and all relevant rules, policies, or laws associated with the site that would be reasonably understood. These policies might include unlawful or unethical behavior that occurs off-site and outside the hours of the site's operation. Seidel students, teacher candidates, and/or interns are expected to discuss with their

mentors, supervisors, PDS site coordinators, or school liaisons at clinical sites if they have questions about specific rules, policies, or laws.

Failure to abide by the SSDEP and/or Salisbury University's Code of Community Standards and/or specific clinical or field site policies may result in punitive actions outlined in the Seidel School Dispositional Expectations Policy, up to and including immediate dismissal from a course and/or program in the Seidel School of Education and/or failure of current coursework and/or placement credits. A student's continued enrollment in a Seidel course and/or program indicates their agreement to adhere to the SSDEP.

Important Dispositions Links:
- SSDEP: This link provides the full Seidel School Dispositional Expectations Policy.
- SSDEP Violation Flowchart: This document outlines the procedures for SSDEP violation reporting, hearings, and appeals.
- SSDEP Violation Report Form: Instructors, Preceptors, or Chairs, use this link to report a violation of dispositions.
- Hearing Advisor Form: Students found in violation of the SSDEP may request an advisor present at their hearing. This form must be completed and submitted prior to the hearing.
- Student Appeal Request Form: Students issued a SSDEP violation have the right to file an appeal. This form must be completed and submitted within the timeframe outlined in the SSDEP.
- SU Code of Community Standards: Use this link to review the campus policy for all SU students. Violations of the SU Code of Community Standards are also likely violations of the SSDEP.

SU Grievance Policy

Students are encouraged to attempt to resolve differences between themselves and others in an informal manner prior to initiating a formal grievance under this policy. This may entail only a conversation in which the views of both parties are aired in a mutually satisfactory manner or a conversation using a neutral third party for mediation. In the cases in which the differences involve a faculty member, and the differences are not resolved informally between the faculty member and the student, the student is encouraged to consult with the department Chair prior to filing a formal grievance. If an informal resolution cannot be achieved, the grievant may elect to begin the formal grievance procedure.

Student Behavior Supports

While teaching and supporting students in school settings, teacher candidates and interns may encounter challenging behaviors. These may include aggression, noncompliance, throwing items, hitting, biting, or refusing to follow directions. In these situations, it is essential to follow

established procedures to ensure personal safety, the safety of students, and the safety of school staff.

Establish a positive classroom environment.

Teacher candidates and interns are encouraged to work with their mentor teacher to develop a welcoming, predictable environment that reduces the likelihood of challenging behaviors. This includes implementing class-wide positive behavior supports, teaching expectations clearly, reinforcing appropriate behaviors, and providing fair and consistent consequences.

Review student-specific plans.

It is critical to review any relevant IEPs (Individualized Education Programs) and FBA/BIPs (Functional Behavioral Assessments and Behavior Intervention Plans). These documents outline specific behaviors and provide instructions for responding appropriately. It is the teacher candidate and intern's responsibility to request and review these materials with the mentor teacher.

Know the classroom and school procedures.

Discuss behavior procedures with the mentor teacher **before** a situation occurs. Teacher candidates and interns should know how to request additional assistance, whether that involves calling the front office, using a classroom call button, or sending a student to retrieve help.

Seek immediate help during escalation.

If a situation begins to escalate, obtain additional adult support right away. Teacher candidates and interns should never manage an escalating situation alone. While waiting for help, they may use strategies such as moving other students to a safe area, using a calm voice to de-escalate, or using a loud, attention-grabbing directive to interrupt unsafe behaviors of multiple students.

Do not use restraint or seclusion.

Physical restraint and seclusion procedures are **only** to be carried out by trained district personnel. A teacher candidate or intern must never physically intervene with a student who is aggressive or noncompliant, except in rare cases where immediate action is necessary to prevent physical injury.

Report incidents promptly.

Any behavioral incident should be reported immediately to the mentor teacher or an appropriate school administrator and the university supervisor or faculty.

Document the incident.

Document all incident details as soon as possible. This documentation may be needed for future reference or follow-up.

Clinical Experience Evaluation

Professional dispositions of all teacher candidates and interns will be evaluated regarding their (1) relationship with students; (2) relationship to the school and community; and (3) relationship with the profession on the following scale:
- Exemplary: The teacher candidate or intern demonstrates consistently excellent performance in this area. The mentor teacher notes proficient performance in this skill or disposition immediately with minimal support and mentoring
- Acceptable: The teacher candidate or intern demonstrates competent performance in this area. The mentor teacher notes satisfactory performance in this skill or disposition with normal mentoring and support.
- Unacceptable: The teacher candidate or intern's performance or disposition in this area falls short of that required for satisfactory performance. The mentor teacher notes that the teacher candidate or intern needs substantial mentoring or support

Internship I will also receive feedback on the lessons they teach in the areas of:
- Science
- Social Studies
- Mathematics

Internship II evaluations will also include:
- The mentor teacher will complete a midterm and Final Intern Evaluation (see Appendix A) for each placement.
- The supervisor will complete a Final Intern Evaluation (see Appendix A) for each placement.

RAFT ePortfolio Requirements

The **Repository of Artifacts for Teaching (RAFT)** is a required professional ePortfolio for all teacher candidates and interns. The RAFT serves as a collection of evidence (often placement oriented) documenting the knowledge, skills, and experiences acquired throughout the teacher preparation program. Each artifact uploaded to the RAFT must include a justification that explains what the evidence is and how it demonstrates achievement of the required experience.

Completion of all required RAFT artifacts is mandatory for program completion and graduation. There are specific requirements for Elementary Education majors, Early Childhood Majors, and Elementary Education with Dual Certification in Early Childhood Majors.

The [RAFT student handbook](#) includes step-by-step instructions for setting up the ePortfolio, uploading artifacts, writing justification statements, and sharing the RAFT with instructors or potential employers. Your SU professors will provide you with checklists to help guide your completion of the RAFT ePortfolio.

Licensure Assessments, Exams, and Final Internship Assessment Tools

Various assessments, including exams and performance assessments, and college GPA requirements are outlined by the state of Maryland (COMAR) for teacher certification. It is the intern's responsibility to know what current assessments, scores, and GPA criteria will qualify an individual for a teaching certificate in Maryland, as these requirements and assessment can change.

Exams, Assessments, & GPA
To ensure that you take the appropriate exams/assessments for your certification area, check with the Maryland State Department of Education office of accountability: Licensure Assessments. Information about GPA requirements for teacher certification can also be found here.

Applying for Certification
Once an intern's final degree/transcript has been posted at SU, they should create an account in the MSDE Teacher Certification Portal to apply for a teaching certificate. Follow all instructions from MSDE to obtain the certification.

Final Intern Assessment Tools
Intern Evaluation of Mentor Teacher and School Placement: The intern evaluation of their mentor teachers and the school sites allow us to determine how well our programs are preparing interns for a career in teaching. Please complete this form by the end of Internship II.

Intern Evaluation of University Supervisor : The intern evaluation of their supervisor/supervisors allows us to determine how well our interns are being supported by their supervisors. Please complete this form by the end of Internship II.

Intern Program Evaluation : The intern program evaluation provides interns with the opportunity to provide feedback about their professional program preparation. Please complete this form at the end of Internship II.

All assessment tools can be found under the **SU Candidate Tools** link on the Salisbury University RPDS webpage. Please bookmark this page: Regional Professional Development Schools (RPDS). Contact the Clinical Placement Office if you need help.

Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision making, setting the groundwork for self-regulation & self-accountability. The

establishment of this professional code of ethics, by educators and educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession
The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence
The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students
The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

Principle IV: Responsibility to the School Community
The professional educator promotes positive relationships and effective interactions with members of the school community while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology
The professional educator considers the impact of consuming, creating, distributing, and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place, and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.

Additional Resources

- Salisbury University Student Handbook Code of Conduct
- NEA Code of Ethics for Educators
- Social Media in Education | NEA
- Seidel School of Education Professional Dispositions
- Career Services for Salisbury University Seniors

Appendix A: Internship II Mid-Term and Final Evaluation

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
1. Learner Development: The Intern demonstrates and uses knowledge of the learner's development (social, emotional, physical, and cognitive) to create developmentally appropriate instruction.	The Intern demonstrates an understanding of the learner's development (social, emotional, physical, and cognitive) and uses this information to personalize instruction for individual learners.	The Intern demonstrates an understanding of how the learner's social, emotional, physical, and cognitive development influences learning, and uses this information to create developmentally appropriate classroom instruction.	The Intern demonstrates knowledge of how the learner's social, emotional, physical, and cognitive development influences learning, but does not use this information to create developmentally appropriate instruction.	The Intern's instructional approach does not take into account what is known about the learner's social, emotional, physical, and cognitive development.	No opportunity to assess.
2. Learner Differences: The Intern effectively differentiates instruction based on the learner's diverse strengths and needs, including giftedness, disabilities, and second language acquisition, as well as lived experiences and interests.	The Intern designs, adapts, and delivers instruction that incorporates knowledge of individual learners' strengths and needs, including giftedness, disabilities, second language acquisition, lived experiences, and interests, and creates opportunities for them to demonstrate learning in different ways.	The Intern identifies and understands the learner's strengths, including giftedness, disabilities, second language acquisition, lived experiences, and interests, and designs classroom instruction to effectively address them.	The Intern identifies and attempts to respond to the learner's strengths and needs related to giftedness, disabilities, second language acquisition, lived experiences, and interests, but does so less effectively than learners require.	The Intern's instructional approach does not take into account the learner's strengths and needs related to giftedness, disabilities, second language acquisition, lived experiences, and interests.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
3. Learner Motivation: The Intern demonstrates discipline-specific practices that motivate learners.	The Intern demonstrates discipline-specific practices that promote self-motivation and interests in activities beyond the classroom for individual learners.	The Intern demonstrates discipline-specific practices that promote high levels of intrinsic motivation among all learners.	The Intern demonstrates discipline-specific practices that extrinsically motivate learners.	The Intern's instructional approach does not take into account the need for learner motivation.	No opportunity to assess.
4. Learning Environments: The Intern builds and maintains a safe, positive climate of openness, mutual respect, and support for learning.	The Intern builds a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect for individual learners.	The Intern demonstrates rapport with learners that fosters mutual respect and a safe, positive climate of openness and support for classroom learning.	The Intern builds a learning environment that serves primarily to control the learner's behaviors. Greater positive support for learning should be evident.	The Intern does not build a positive learning environment.	No opportunity to assess.
5. Managing Classroom Procedures: The Intern establishes classroom routines and procedures that maximize use of instructional time.	The Intern teaches individual students to take initiative in routines and procedures with minimal guidance and prompting in order to maximize instructional time.	The Intern maximizes instructional time through implementation of efficient classroom routines and procedures that are prompted and guided.	The Intern establishes classroom routines and procedures that need to be more efficient and that function smoothly to avoid the loss of instructional time.	The Intern demonstrates an inability to establish classroom routines and procedures, resulting in loss of instructional time.	No opportunity to assess.
6. Content Knowledge: The Intern understands essential concepts of the discipline and makes them accessible and meaningful to all learners.	The Intern understands essential concepts of the discipline, and creates learning experiences that help individual learners to recognize and self-correct their own misconceptions.	The Intern understands essential concepts of the discipline and creates learning experiences that make them accessible and meaningful to all learners.	The Intern understands essential concepts of the discipline, but creates learning experiences that make them accessible and meaningful only to some learners.	The Intern demonstrates inaccuracies in understanding of essential concepts of the discipline and creates learning experiences that perpetuate misconceptions among learners.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
7. Content Application: The Intern implements instructional approaches that maximize learning of content through learner engagement in critical thinking, creativity, and collaborative problem solving.	The Intern demonstrates instructional approaches that apply content to real- world problems through interdisciplinary projects that engage individual learners in critical thinking, creativity, and collaborative problem solving.	The Intern demonstrates instructional approaches that successfully engage classroom learners in content through critical thinking, creativity, and collaborative problem solving.	The Intern demonstrates an instructional approach that attempts to engage learners in content through critical thinking, creativity, and collaborative problem solving, but with limited success.	The Intern demonstrates an instructional approach that promotes passive learning of content and does not engage learners in critical thinking, creativity, and collaborative problem solving.	No opportunity to assess.
8. Flexibility and Responsiveness: The Intern demonstrates the ability to make spontaneous, effective adjustments in response to changes in instructional routines and external events.	The Intern encourages learners to be flexible and responsive to changes in instructional routines and classroom, school, and community conditions and events.	The Intern seeks and accommodates questions stemming from the learner's personal interests and makes instructional adjustments as necessary.	The Intern makes attempts to respond to questions stemming from the learner's personal interests, which result in few instructional adjustments.	The Intern's instructional approach is rigid and not sufficiently flexible to provide impromptu responses to questions stemming from the learner's personal interests.	No opportunity to assess.
9. Learner Assessment: The Intern utilizes multiple methods of assessment and detailed records to verify and document learning and guide instructional decisions.	The Intern encourages individual learners to use multiple methods of assessment and their own records to verify their learning and monitor personal growth.	The Intern successfully uses multiple methods of assessment and detailed records to verify and document learning and uses the information to guide classroom instruction.	The Intern uses multiple methods of assessment and detailed records to verify and document learning, but does not effectively use the information to guide instructional decisions.	The Intern does not use multiple methods of assessment and detailed records to verify and document learning and make instructional decisions.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
10. Learner Feedback: The Intern provides learners with feedback that is accurate, actionable, specific, and helps to advance learning.	The Intern provides feedback that addresses individual misunderstandings and/or ideas and takes steps to expand learning.	The Intern provides, to the class, learner feedback that is accurate, actionable, and specific to identified need(s) to advance learning.	The Intern provides feedback that is general (not specific to the need) and does not yet advance learning effectively.	The Intern provides no or poor quality (not actionable) feedback to learners.	No opportunity to assess.
11. Impact on P-12 Learning: The Intern effectively uses research and assessment data to evaluate impact on P-12 learning.	The Intern encourages individual learners to regularly self-assess and monitor their own P-12 learning.	The Intern effectively monitors impact on P-12 learning by using research and assessment results to make instructional decisions.	The Intern accesses research and collects assessment data, but does not effectively use the information to monitor impact on P-12 learning.	The Intern does not access research or collect assessment data as a means to monitor impact on P-12 learning.	No opportunity to assess.
12. Reflection on Teaching: The Intern engages in reflective practices that accurately assess teaching effectiveness and seeks out and incorporates suggestions for improvement.	The Intern encourages individual learners to reflect on their own learning, to utilize feedback given to them, and to think about other ways to maximize learning for themselves.	The Intern engages in reflective practices that accurately assess teaching effectiveness and seeks out and incorporates suggestions for improvement by adjusting identified instructional approaches or behaviors/dispositions.	The Intern engages in reflective practices, but draws incorrect conclusions about teaching effectiveness and does not yet show evidence of understanding how to incorporate suggestions for improvement.	The Intern does not engage in reflective practices that accurately assess teaching effectiveness and ignores suggestions for improvement when given.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
13. Instructional Resources: The Intern utilizes and models the use of instructional resources to support instructional planning and student learning.	The Intern encourages individual learners to seek out and utilize instructional resources outside of school, including those available through community, professional organizations, and the Internet, to assist their learning.	The Intern seeks out and utilizes instructional resources beyond those provided by the school or district, including those available through community, professional organizations, and the Internet.	The Intern makes use of instructional resources provided by the school or district, but does not go beyond to find others that are available and useful.	The Intern appears to be unaware of instructional resources provided by the school or district.	No opportunity to assess.
14. Planning for Instruction: The Intern collaboratively plans learning experiences that align with relevant national, state, and local standards.	The Intern collaboratively plans and encourages individual learners to set and monitor their own personal learning goals.	The Intern collaboratively plans learning experiences for classroom instruction that are aligned with relevant national, state, and local standards.	The Intern plans learning experiences that are mostly aligned with relevant national, state, and local standards, but generally not through a collaborative process.	The Intern plans learning experiences that are not aligned with relevant national, state, and local standards.	No opportunity to assess.
15. Instructional Strategies: The Intern uses appropriate instructional strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The Intern encourages individual learners to develop and adapt strategies in ways that are unique to their own learning strengths and needs.	The Intern uses appropriate strategies and resources to successfully adapt instruction to the needs of groups of learners.	The Intern identifies appropriate strategies and resources, but does not consistently use them to adapt instruction to meet the needs of individuals and groups of learners.	The Intern uses inappropriate instructional strategies and resources that do not meet the instructional needs of individuals and groups of learners.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
16. Instructional Technology: The Intern uses digital information and technology appropriately and effectively to enhance learning experiences.	The Intern teaches and models for individual learners how to use digital information and technology (including social media) in safe, legal, and ethical ways to enhance their own learning experiences.	The Intern selects, uses, and evaluates for instructional effectiveness digital information and technology (including social media) in safe, legal, and ethical ways to effectively enhance learning experiences.	The Intern adheres to guidelines for using digital information and technology (including social media) safely, legally, and ethically, but not consistently in ways to effectively enhance learning experiences.	The Intern ignores guidelines for using digital information and technology (including social media) in safe, legal, and ethical ways to effectively enhance learning experiences.	No opportunity to assess.
17. International Perspectives: The intern uses pedagogical knowledge and resources to deepen learners' understanding of global and international perspectives.	The intern facilitates engaging instruction about international issues, problems, or viewpoints that allows learners to understand how events around the world are interrelated and/or to act on or propose appropriate solutions to address international problems.	The intern engages learners in conversations about international issues, problems, or viewpoints that promote empathizing with, valuing, or deepening knowledge about relevant international content or communities.	The intern provides resources to learners about international issues, problems, or viewpoints relevant to the lesson(s).	The intern's instructional approach does not engage learners with or provide resources about international issues, problems, or viewpoints relevant to the lesson(s).	No opportunity to assess.
18. Communication with Families: The Intern communicates positively with families in an effort to engage them in the learning process.	The Intern communicates positively with families and creates opportunities for families to engage in the learning process.	The Intern communicates positively with families in an effort to engage them in the learning process.	The Intern attempts to communicate with families when required by specific circumstances, but does little to invite their engagement in the learning process.	The Intern does not attempt to communicate with families and does not seek their engagement in the learning process.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
19. Ethical Practice: The Intern demonstrates, evaluates, and adapts ethical practices, including maintaining student confidentiality.	The Intern demonstrates, evaluates, and adapts ethical practices, including maintaining student confidentiality, and teaches individual learners to consider the impact of their own behaviors.	The Intern demonstrates and evaluates ethical practices, including maintaining student confidentiality, and adapts these practices as appropriate to the class.	The Intern demonstrates ethical practices, including maintaining student confidentiality, but does not evaluate and adapt these practices when appropriate.	The Intern engages in unethical practices that are detrimental to the teaching profession.	No opportunity to assess.
20. Professional Development: The Intern engages in opportunities to develop professionally.	The Intern seeks out and engages in ongoing professional learning opportunities and uses information gained to examine the effects of choices and actions on others, including families and the community.	The Intern seeks out and engages in ongoing professional learning opportunities and uses information gained to examine the effects of choices and actions on learners.	The Intern engages in required professional learning opportunities but does not show evidence of using the information to grow professionally.	The Intern does not participate in professional learning opportunities even when they are made available.	No opportunity to assess.
21. Leadership and Collaboration: The Intern collaborates with other professionals and takes on leadership roles.	The Intern collaborates with other professionals and engages in advocating for the interests of individual learners, the school, the community, and the profession.	The Intern seeks out appropriate leadership roles and opportunities to collaborate in the interest of learners.	The Intern takes on leadership roles and but needs to embrace opportunities to collaborate in the interest of learners more consistently.	The Intern does not take on leadership roles and ignores opportunities to collaborate in the interest of learners.	No opportunity to assess.