

# Department of Secondary & Physical Education CLINICAL EXPERIENCE HANDBOOK

Undergraduate and MAT Programs

Salisbury University

Seidel School of Education



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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 theory with practice—observing classrooms, actively 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. Your ability to plan, implement, and assess instruction will be supported by mentors and supervisors throughout your journey, ensuring you are prepared for the demands of the classroom. We look forward to seeing the impact you will make as you grow into the teaching profession. Go Gulls!

– The Department of Secondary & Physical Education and the Clinical Placement Committee

## Salisbury University Clinical Internship Glossary

**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.

**Dispositions.** 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.

**Intern I.** A teacher candidate (undergraduate or MAT) in their first semester/phase of a two-semester internship, which is the capstone experience of their teacher preparation program.

**Intern II.** A teacher candidate (undergraduate or MAT) in their final semester/phase of a two-semester internship, which is the capstone experience of their teacher preparation program.

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

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

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

**Repository of Artifacts for Teaching (RAFT).** A 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.

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

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

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

## 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 teachers. Your clinical experience will most likely take place at a [Professional Development School](#). Within Salisbury University's professional development schools (PDS) network, our Clinical Placement Office team collaborates with [school administrators, site coordinators, supervisors, mentor teachers, and 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.

## 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 or professional program). Clinical practice placement request forms will be shared with teacher candidates and interns during their advising appointments. Candidates and Interns will receive an email from the Clinical Placement Office regarding their placement and any necessary steps to complete a background check for the experience. It is the intern's responsibility to complete the background check in a timely manner before attending the internship.

Prior to the 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 to you as a benefit to membership in the [Maryland State Education Agency](#). This program provides coverage for incidents that may occur while you are fulfilling the requirements of my education program (e.g., observation hours, clinical placements, methods courses, etc.).

## Communication with Your Mentor Teacher

Once you have received your clinical practice placement information from the Office of Clinical Practice at Salisbury University, it is your responsibility to contact your mentor teacher and arrange your first visit. Please consider these guidelines for your initial contact with your mentor teacher, as these interactions: 1) allow your mentor teacher to get to know you, 2) empower you to communicate about who you are, and 3) set a positive tone for your experience together.

1. Start with a professional greeting, such as “Good morning, Good afternoon, or Good evening”
2. Introduce yourself with your full name and identify what you would like to be called
3. Identify the pronouns that you use if you feel comfortable doing so
4. Thank your mentor teacher for being willing to collaborate with you
5. Share your major, your status in the program and clinical practice days/hours requirements
6. Include any interests or special skills that you bring to the learning environment
7. Identify possible days and times for your first visit, and ask what time you should arrive so that you are able to speak to your mentor teacher for a few minutes without students present
8. Share your cell phone number if you are willing to do so
9. End your email with a closure and your signature

For any communication with your mentor teacher, whether via email, text message, phone calls, or in person, please adhere to professional standards of communication. Consider the appropriate tone, use of language, and timing of contact. Be sure to address your mentor as they would like to be addressed and express gratitude for their time and energy spent working with you.

## Documenting Clinical Experience Time

- Teacher Candidates and Interns are responsible for knowing the total number of hours/days they are required to be in the field and communicating this information with their mentor teachers.
- Teacher Candidates (pre-professional courses and Methods I) must document attendance in their clinical placement using a paper log. Copies of this log and SU lanyards are available in the Seidel School Dean’s Office Suite (Conway Hall, 3<sup>rd</sup> Floor)
- Intern I’s and II’s must document attendance in their clinical placement using an electronic log found on [Watermark Student Learning & Licensure](#) (SL&L).
- Clinical placement times should be documented in chronological order based on attendance.
- Field hours must be approved by mentor teachers. This should be done weekly or biweekly rather than asking the mentor to approve all hours for the semester.
- All logs must be completed by the end of the semester and submitted as per the instructor’s request (i.e. paper copies turned in, documentation submitted via MyClasses, etc.).
- Evidence of completed clinical hours will also be uploaded to the RAFT ePortfolio.

# Being A Teacher Candidate

Being a teacher candidate is a crucial step toward becoming an educator, offering opportunities to apply coursework in real classrooms, observe and participate in activities, and develop your teaching identity. During clinical placements, you'll work with experienced educators, implement strategies from your courses, and reflect on effective teaching practices. You are expected to follow school policies, engage in routines, assist with instruction, and build professional relationships, while actively seeking to learn and grow. Each placement includes feedback from your mentor teacher on your presence, dispositions, participation, and teaching skills.

This list outlines the main areas of focus and responsibilities you will take on during your clinical placement. These expectations build on what is described in your course syllabi and are designed to help you gain confidence, strengthen your teaching skills, and prepare for the year-long internship ahead. Note that you will be collecting evidence of these experiences and competencies to submit to your RAFT ePortfolio (see ***RAFT ePortfolio Requirements*** section below).

## Getting Started in the Classroom

- ☐ **Observe lessons:** Watch your mentor and other teachers. Ask yourself: What was the goal? How was it accomplished? Why was it important?
- ☐ **Learn student names** and start building positive relationships.
- ☐ **Help with classroom routines:**
  - ☐ Take attendance.
  - ☐ Pass out and collect materials.
  - ☐ Work with individuals or small groups.
  - ☐ Keep the classroom neat and welcoming.

## Know Your School

- ☐ Learn the layout of the building.
- ☐ Meet various faculty and staff.
- ☐ Understand basic policies, safety rules, and schedules.
- ☐ Explore available teaching materials and technology.

## Planning Basics

- ☐ If you teach a short activity or lesson, create a written plan for your instruction.
- ☐ Share your plan with your mentor before teaching.
- ☐ Reflect afterward: What worked? What could improve?

## Instruction & Feedback

- ☐ Try different ways to engage students (whole-class, discussion, group work, stations, labs, peer support, etc.).
- ☐ Give positive feedback when helping students.
- ☐ Ask your mentor for tips and feedback often.

## Professional Habits

- ☐ Arrive on time and follow your mentor's schedule.
- ☐ Wear your SU lanyard with your school ID to your placement.
- ☐ Check in at the front office each day.
- ☐ Communicate clearly and respectfully with your mentor and all school faculty and staff.
- ☐ Dress professionally according to the school's dress code policy for teachers.
- ☐ When possible, attend any meetings or events your mentor recommends.
- ☐ Put phones and other electronic devices away while at your placement.

## Ethics & Dispositions

- ☐ Be respectful and responsible at all times.
- ☐ Review the [Model Code of Ethics for Educators](#) and the [Seidel School Dispositions Policy](#).
- ☐ Follow all school and university policies.
- ☐ Report any issues or concerns to your mentor teacher, other school staff, or SU professors.

## Attendance Policy - Teacher Candidate Clinical Placement Hours

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

- All required clinical placement hours in pre-professional courses (EDFN 210 and SCED 300) or Methods I courses (45 hours) should be planned for and scheduled in advance.
- You should begin your clinical hours as soon as you receive your placement information from the Office of Clinical Practice.
- 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.



- If changes to this schedule need to be made, the teacher candidate must contact their mentor teacher prior to the visit in order to communicate the change. Minimize changes to the schedule to avoid classroom disruptions and maintain consistency.
- Your students are depending on you to be present 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.

## Applying to the Professional Teaching Program

When you are ready to apply to the professional teaching program, your advisor will assist you with the application process. Refer to the [Salisbury University course catalog](#) to ensure that you meet the requirements for entrance into your chosen program (secondary or physical education professional teaching program). Teacher candidates will submit their application in a Fall semester to begin the professional teaching program the following Spring. You will continue to be a teacher candidate in the first semester of the program and then transition to being an intern for the final two semesters of the program.

## Being An Intern

In this phase, the time you spend in classrooms will increase as you apply your coursework, collaborate with experienced educators, and refine your teaching style. During Internship I (Fall) your clinical hours and internship expectations will be connected to your Methods course. During Internship II (Spring), you will receive a common syllabus from your supervisor detailing requirements, along with a seminar syllabus that complements your internship. As an intern, you are expected to follow school policies while actively learning and growing, gradually increasing your involvement in classroom routines, instruction, and professional duties as you assume responsibilities equivalent to a full-time educator.

The sections that follow highlight the main areas of focus and the kinds of responsibilities you'll take on throughout your internship placements. These expectations are meant to help you develop confidence, strengthen your teaching skills, and grow into a thoughtful, reflective educator. For details on how your progress will be evaluated, be sure to review the ***Intern Evaluation Rubrics (see Appendix A)***. Note that you will be collecting evidence of these experiences and competencies to submit to your RAFT ePortfolio (see ***RAFT ePortfolio Requirements*** section below).

### Acclimation to the School and Teaching (Initial Visits)

#### Observe and Assist with Lessons

- ☐ Watch your mentor and other teachers in action.
- ☐ Ask yourself: What was the goal? How was it accomplished? Why was it important?
- ☐ Observe a variety of teaching techniques to understand effective strategies for working with students.

#### Get to Know Students

- ☐ Learn student names and begin building positive relationships.
- ☐ Understand individual differences and personal experiences—good teaching starts with knowing your learners.

#### Assist with Classroom Routines and Instruction

- ☐ Take attendance.
- ☐ Distribute and collect materials.
- ☐ Work with individuals or small groups.
- ☐ Grade assignments, provide feedback, and record progress.
- ☐ Help maintain a clean, inviting classroom (including displays) and regulate the environment (lighting, temperature).

## Know Your School

- ☐ Learn the physical layout of the building.
- ☐ Meet faculty and staff.
- ☐ Understand policies, safety procedures, and schedules.
- ☐ Explore available teaching materials, technology, and instructional resources.

## Planning

- ☐ Submit evidence of planning for all teaching activities (see *Lesson Plan Expectations*).
- ☐ Decide on the format for lesson plans with your mentor and supervisor; all plans should include components taught in methods courses.
- ☐ Share plans with your mentor before teaching.
- ☐ Set aside regular time to review lessons planned and taught and plan the next steps.
- ☐ Engage in both daily and long-range planning, including whole-class, small-group, and individualized instruction.

## Instructional Techniques

### Effective Instruction

- ☐ Select activities that align with objectives and student needs.
- ☐ Organize materials and plan for smooth distribution.
- ☐ Use varied instructional formats (e.g., discussion, group work, direct instruction, role play, etc).
- ☐ Ask different types of questions to promote recall and critical thinking.
- ☐ Differentiate instruction for individual needs.
- ☐ Incorporate technology and literacy strategies when appropriate.

### Effective Assessment

- ☐ Use multiple assessment methods to provide feedback
- ☐ Record progress systematically (e.g., grade book).
- ☐ Communicate grades to students and guardians (phone calls, conferences, report cards).
- ☐ Use assessment data to guide instructional decisions and next steps.

## Reflection on Teaching

- ☐ Set goals for yourself based on instructional skills you'd like to improve.
- ☐ After each lesson, ask: What was I trying to do? Was it relevant to students' needs? Was this the best approach? What did students learn?
- ☐ Seek feedback from your mentor and others and use it to improve.
- ☐ Participate in mid-point and end-of-experience triad conferences with your mentor and supervisor for further reflection.

## Classroom Climate & Leadership

- ☐ Learn student names and personalities and use data to understand individual differences.
- ☐ Show interest in and understand the personal experiences of students.
- ☐ Use clear, effective, and appropriate speech and communication (volume, rate, tone, and language) with students.
- ☐ Maintain pacing during instruction to avoid downtime.
- ☐ Develop and maintain consistent classroom routines to provide structure.
- ☐ Communicate the daily agenda and learning goals with students.
- ☐ Be adaptable and adjust to schedule changes.
- ☐ Use classroom space effectively.
- ☐ Create a motivating atmosphere:
  - ☐ Design bulletin boards and displays with student involvement.
  - ☐ Arrange furniture and seating to support learning.
  - ☐ Use behavioral and community-building strategies to cultivate a positive climate.

## Professional Demeanor and Development

- ☐ Follow your mentor's arrival and departure times.
- ☐ Complete required internship hours/days. (**see *Attendance Policy* for more information**)
- ☐ Notify your mentor and supervisor promptly about absences and provide plans/materials.
- ☐ Communicate weekly with your supervisor to schedule visits.
- ☐ Be available before and after school for conferences, required meetings, and other duties.
- ☐ Attend faculty meetings, in-service days, parent-teacher conferences, and school events.
- ☐ Arrive on time for Internship Seminar class sessions.
- ☐ Dress professionally. Know your school's faculty dress code and follow it.

## Career Development

- ☐ Invite administrators to observe your teaching.
- ☐ Continue collecting materials for your RAFT ePortfolio.
- ☐ Prepare a resume and request recommendations from faculty, mentors, and supervisors.
- ☐ Create an account in the [MSDE Teacher Certification Portal](#) to apply for your teaching certificate after your degree is posted.
- ☐ Take [required licensure exams](#) (see *Licensure Exams/Assessments*).

## Ethical Behavior

- ☐ Review the [Model Code of Ethics for Educators](#)
- ☐ Understand the [Seidel School Dispositions Policy](#).
- ☐ Read [Salisbury University's Code of Community Standards](#).

## Supervisor, Mentor, & Intern - Roles and Responsibilities

**Supervisors.** Your supervisor has agreed to take on certain roles and responsibilities in regard to your professional development as an intern. These expectations will help your supervisor build and sustain a positive relationship with you. You can expect your supervisor to:

- Communicate regularly with you and your mentor teacher throughout your internship experience.
- Set up an initial meeting with you and your mentor teacher to establish the triad relationship.
- Discuss with you their role and approach to supervision.
- Establish agreed-upon expectations for you providing evidence of lesson planning.
- Provide you with a syllabus for internship and review how you will be assessed and evaluated.
- Establish a schedule of weekly visits to your classroom (min. 1 hour per week). These visits may include classroom teaching observations and/or check-in meetings with you and your mentor teacher.
- When observing, document their notes and share written feedback with you.
- When possible, set up time immediately before and/or after an observation to talk with you about your 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 to you on your performance.
- Address any issues that arise in regard to your professional dispositions.
- Work and communicate with the school site coordinator and university liaison.
- Facilitate a midterm and final evaluation triad meeting with you and your mentor teacher.

**Mentors.** Your mentor teacher has agreed to take on certain roles and responsibilities in regard to your professional development as an intern. These expectations will help your mentor build and sustain a positive relationship with you. You can expect your mentor to:

- Remain engaged in instruction throughout your experience.
- Model teaching practices that are research-based, culturally responsive, and effective for their learners.
- Take an active role in planning with you.
- Provide school and district mandated information to you.
- 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 you in being an active part of the school and community culture.
- Provide immediate and useful feedback to you. Utilize the **Intern Evaluation Rubric (see Appendix A)** to provide summative feedback to you on your performance.
- Address any issues that arise in regard to your professional dispositions.

- Communicate openly and be supportive.
- Become acquainted with your background (for guidance & support).
- Orient you to all policies/procedures for both classroom and school.
- Work and communicate with the supervisor, site coordinator, and university liaison.
- Schedule times for you to observe other classrooms or meet with other educators as appropriate.
- Conduct a formal midterm and final evaluation with you and the university supervisor.

**Interns.** As the intern you are expected to participate in the relationship with your mentor teacher and supervisor and commit to your own roles and responsibilities in the school and classroom, such as:

- Arrive on time, be prepared, and accept daily challenges.
- Become an active part of the school and community culture.
- Communicate openly with your mentor and supervisor, including asking questions if you need clarification or 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 your mentor and supervisor.
- Demonstrate a willingness to try new things and be creative.
- Become acquainted with mentor'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 as you engage in a formal midterm and final evaluation process with your mentor and supervisor.

# Who's Who? Liaison, Site Coordinator, and Supervisor Roles

Contact information for each school's PDS Liaison and Site Coordinator can be found on the [PDS Network Directory](#). Your University Supervisor will be assigned through the Clinical Placement Office, and you will receive an email notification with your supervisor's contact information.



## Lesson Plan Expectations

*This statement reflects the minimum requirement for intern planning. Mentors and university supervisors can request additional evidence of planning at their discretion.*

The Salisbury University intern 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 as they prepare to co-teach. The intern will promptly share this mutual planning agreement with their supervisor.

The internship supervisor will ask the intern 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 at the end of the internship. 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 agreement. When utilizing a scripted curriculum, the intern will share a lesson plan to include instructional decisions made to benefit student learning.



# 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 SU 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. Candidate disposition assessments 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, field sites, 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 field, school, or other 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, candidates, and/or interns are expected to discuss with their supervisors 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 takes you to 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.

## RAFT ePortfolio Requirements

The **Repository of Artifacts for Teaching (RAFT)** is a required professional ePortfolio for all teacher education candidates at Salisbury University. 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 a specific program outcome.

Completion of all required RAFT artifacts is mandatory for program completion and graduation. There are specific requirements for Secondary/P-12 and Physical Education program students.

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.

## Internship I and II - Secondary/P-12 and Physical Education

All Salisbury University undergraduate teacher candidates must complete a two-semester internship under the supervision of mentor teachers who are certified in the intern's content area. This experience is defined by 1) the number of hours of clinical placement, 2) completion of the RAFT ePortfolio (demonstrating teaching and professional competencies), and 3) satisfactory evaluations from mentor teachers and supervisors.

The internship is preceded by a semester of 45 hours of clinical placement (Methods I), resulting in three semesters of clinical placement totaling over 700 hours. Secondary/P-12 and Physical Education candidates spend approximately 1-2 days each week in the classroom during Internship I, for a total of 130 (SCED) or 225 (PE) hours of internship. In Internship II, 16 weeks in clinical placements will equal or exceed 525 hours. Candidates are responsible for determining how they will attain their required hours and will submit a plan in Methods I, indicating their intentions for achieving the clinical hours required for each semester. The plans may be revised as needed.

All interns will use the [Watermark Student Learning & Licensure](#) Platform for logging clinical placement hours in Internship I and II.

Clinical Placement Hours – SCED/P12 Professional Programs			
Spring Semester 1 Methods I	45 hours	Placement #1 (Middle/High)	Paper Logs
Fall Semester 2 Methods II/Internship I	130 hours	Placement #2 (Middle/High)	SL&L Log
Spring Semester 3 Internship II	525 hours	8 Weeks – Placement #2 8 Weeks – Placement #1	SL&L Log
Total	700 hours		

Clinical Placement Hours – Physical Education Professional Program			
Spring Semester 1 – Methods I	45 hours	Homeschool Practicum & Program Courses	Recorded in Courses
Fall Semester 2 – Methods II/Internship I	225 hours	Elementary/Secondary Placements Mondays (Placement #1) & Wednesdays (Placement #2)	SL&L Log
Spring Semester 3 - Internship II	525 hours	8 Weeks – Placement #1 8 Weeks – Placement #2	SL&L Log
Total	795 hours		

## Attendance Policy for Internship I & II

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

- 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: 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: 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 you have any questions regarding whether an activity counts as Extracurricular or Professional Development, please ask your 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.
- Planned absences for doctor's appointments, job interviews, etc. should be pre-approved by the mentor teacher, supervisor, professor, site coordinator, and/or liaison (as appropriate) with a plan to make-up the hours. The intern must ensure that all teaching responsibilities are covered, and lesson plans are provided to the mentor teacher for the day of absence. Hours for planned absences cannot be logged in SL&L.
- Unplanned or emergency absences (illness, emergency) must be clearly communicated to the mentor teacher, supervisor, professor, site coordinator, and/or liaison (as appropriate) as soon as possible. Missed hours for illness or other emergencies cannot be logged in SL&L.
- If your mentor teacher is absent, you should **NOT** be in the classroom alone without a teacher of record (substitute or certified teacher). You are welcome to attend your clinical placement alongside another teacher of record or arrange to observe in another classroom that day. If your mentor teacher is on leave for an extended period of time, please reach out to your supervisor, site coordinator, liaison, or methods instructor for support.
- Your students are depending on you 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

- The **required hours in Internship I** should be planned for and scheduled in advance. Interns 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.
- If changes to this schedule need to be made, please contact your mentor teacher prior to your visit in order to communicate the change.
- 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 NOT log those missed** hours in SL&L during Internship I. Instead, you must reschedule those hours for another day.

## Internship II

- Each 8-week, six credit course during Internship II requires a minimum of 270 hours of supervised clinical internship. Interns are **required to attend every school day that the county is in session** for student contact, professional development, or instructional planning, regardless of prior hours completed.
- The start and end dates for the 8-week internship placements will follow the SU Intern Calendar sent by the Office of Clinical Placement.
- During the 8-week placements, interns will follow their county's school calendar for holidays, teacher Inservice/PD days, and other days off. ***Interns are to take Spring Break based on their county's school calendar, NOT SU's.***
- During **Internship II**, 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 a minimum of 210 clinical hours have not been completed, logged in SL&L, and approved, the intern will receive a grade of "incomplete" for the placement until the requisite number of hours is completed in the second placement.
- If an intern has not logged a total of 525 hours 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.

## The 100 Day MAT Internship

All Salisbury University MAT Interns must complete a 100 Day MAT Internship under the supervision of a mentor teacher who is certified in the intern's content area. This 100 Day MAT Internship is defined by attendance of 100 Days of clinical placement, completion of the RAFT ePortfolio demonstrating teaching and professional competencies, and satisfactory assessment/evaluations from mentor teachers and supervisors.

The 100 Day MAT internship is preceded by a semester of 45 hours of clinical placement in the first semester (Spring 1) of the program. Next, MAT interns spend approximately 1-2 days each week in the classroom during the second semester (Fall) of the program, for a total of 20-25 Days of internship. In the final semester of the program (Spring 2), 16 weeks in clinical internship placements will equate to 75-80 Days. MAT interns are responsible for determining how they will attain their required 100 Days and will submit a plan at the start of Internship 1 (Fall) indicating their intentions for achieving 100 Days in two semesters. The plans may be revised as needed.

All MAT interns will use the [Watermark Student Learning & Licensure](#) Platform for logging hours in Internship I and II.

MAT Clinical Placements		
Winter Term EMAT 501	10 Hours	Paper Log
Spring Semester 1 Methods 1	45 Hours – Placement #1 (Middle/High)	Paper Log
Fall Semester: Methods II/Internship I	20-25 Days - Placement #2 (Middle/High)	SL&L Log
Spring Semester 2: Internship II	75-80 Days 8 Weeks – Placement #2 8 Weeks – Placement #1	SL&L Log
Total	100 Days + 45 Hours	

## Attendance Policy for 100 Day MAT Internship

*Please read the Attendance Policy carefully. You are responsible for adhering to the attendance policies and completing your required clinical placement hours/days throughout the MAT program.*

- One day of internship is earned when an intern attends the placement according to the school's scheduled contract day for teachers. For the purposes of recording in SL&L, the total number of hours recorded in a semester will be divided by seven (7) to determine an MAT Intern's Days.

- In Internship I, MAT students are required to earn 20-25 days of clinical placement toward the 100 Day Internship. If an intern has earned fewer than 25 days in Internship I, they should plan to return to the placement in early January to complete the additional needed days.
- During Internship I, 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 NOT log those missed** days in SL&L. Instead, you must reschedule those days.
- All clinical placement days should be planned for and scheduled in advance. Interns 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. Attending full days (7+ hours) or half days (3.5+ hours) in the placement is allowed; however, arrival and departure times should always be communicated clearly with the mentor teacher and followed. If changes to this schedule need to be made, the intern must contact their mentor teacher prior to the visit in order to communicate the change. Minimize changes to the schedule to avoid classroom disruptions and maintain consistency.
- Each 8-week, six credit course during Internship II includes a minimum of 36 days of supervised clinical internship (COMAR). 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 days already completed. The dates of each 8-week placement are the start and end dates of attendance for Internship II.
- Interns in Internship II will follow the county's school calendar in which they are interning, NOT the Salisbury University calendar for days off and holidays. This includes Spring Break. ***Interns are to take Spring Break based on their county's school calendar, NOT SU's.***
- Planned absences for doctor's appointments, job interviews, etc. should be pre-approved by the mentor teacher, supervisor, professor, site coordinator, and/or liaison (as appropriate) with a plan to make-up the hours. The intern must ensure that all teaching responsibilities are covered, and lesson plans are provided to the mentor teacher for the day of absence. Days of planned absences cannot be logged in SL&L.
- Unplanned or emergency absences (illness, emergency) must be clearly communicated to the mentor teacher, supervisor, professor, site coordinator, and/or liaison (as appropriate) as soon as possible. Missed days for illness or other emergencies cannot be logged in SL&L.
- 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 still log those days** in SL&L.
- 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: sports events or music/theatre performances, after-school clubs or tutoring, and/or dances or



other school events. Professional Development activities include but are not limited to: parent-teacher conferences or PTA events, professional development sessions (school or county level), webinars from professional organizations, school board meetings, and/or conferences or education-related lectures or workshops at SU. If you have any questions regarding whether an activity would count as Extracurricular or Professional Development, please ask your SU professor or advisor for clarification.

- All hours logged in SL&L must be approved by the intern's mentor teacher or supervisor.
- At the end of the first 8-week placement in Internship II, if the minimum required number of days (30) have not been completed, logged in SL&L, and approved, the intern will receive a grade of "incomplete" for the placement until the requisite number of days is completed. If the intern has not logged a minimum of 100 Days (across three semesters) 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 days. Once the days have been completed, the grade will be changed.
- 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 liaison.
- If your mentor teacher is absent, you should **NOT** be in the classroom alone without a teacher of record (substitute or certified teacher). You are welcome to attend your clinical placement alongside another teacher of record or arrange to observe in another classroom that day. If your mentor teacher is on leave for an extended period of time, please reach out to your supervisor, site coordinator, liaison, or methods instructor for support.
- Your students are depending on you to be present as a teacher in their classroom. Therefore, frequent absences, either planned or unplanned, will result in a dispositions report being 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.

## Teacher Candidate and Intern Support & Assistance

As a Salisbury University Teacher Candidate or Intern, you can request support and assistance if there is a problem/issue regarding your clinical placement. Please use these guidelines:

1. If you are able, hold a conversation with your mentor or supervisor at an appropriate time and place. Positive mentor-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. Advocate for yourself and what you need from your mentor and supervisor. If you’d like more feedback or written feedback, ask! If you feel that you need more support with some aspect of teaching, request it.
2. If you do not feel able to speak with your mentor or supervisor about an issue in your clinical placement, reach out to another trusted person in your PDS support network, such as an SU professor, your site coordinator, or liaison. **Do NOT start this conversation with another intern or teacher at your clinical placement site.**
3. Ms. Patton and Ms. Elburn are also available in the clinical placement office at SU to help answer your questions about clinical placement, clarify expectations, and discuss issues that arise. They will communicate with your SU professors about issues that you have, so that we can create a network of support for you in your clinical placement. When they hear concerns about interns from mentor teachers, their protocol is to communicate those concerns to SU faculty, so we can meet with you to discuss these concerns and provide support or intervention.
4. A meeting with you, your mentor teacher, supervisor, and/or other SU faculty can be scheduled to discuss the issues and work toward resolution. SU faculty members reserve the right to make changes to an intern’s clinical placement (i.e. mentor assigned, site assignment, etc.) if needed.

General support for SU students, including interns, is available through a variety of university offices and programs. Please see this list of [Policies and Student Success Resources](#) for more information. If you cannot find the resources you need, please contact the [Office of Student Affairs](#) or your academic advisor for assistance.

## 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, you 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 your safety, the safety of students, and the safety of school staff.

### Establish a positive classroom environment.

Work with your 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 your responsibility to request and review these materials with your mentor teacher.

### Know the classroom and school procedures.

Discuss behavior procedures with your mentor teacher **before** a situation occurs. You 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. You should never manage an escalating situation alone. While waiting for help, you may use strategies from your coursework—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. As an intern, you 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 to yourself or another person.

### Report incidents promptly.

Any behavioral incident should be reported immediately to your cooperating teacher or an appropriate school administrator. You must also inform your university supervisor.

### Document the incident.

For your own records, document all incident details as soon as possible. This documentation may be needed for future reference or follow-up.

## Licensure Assessments & Exams

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](#). Here you will also find information about GPA requirements for teacher certification.

### Applying for Certification

After your final degree/transcript has been posted at SU, create an account in the [MSDE Teacher Certification Portal](#) to apply for your teaching certificate. Follow all instructions from MSDE to obtain your certification.

## Intern Assessment Tools

**Intern Evaluation of Mentor Teacher and School Placement:** The intern evaluation of their mentors 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 candidates 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 in your browser: [Regional Professional Development Schools \(RPDS\)](#). Contact Jessica Patton, [jgpatton@salisbury.edu](mailto:jgpatton@salisbury.edu) or 410-543-6277 if you need assistance.

## The 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.

### **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.*



## Appendix A

### Intern Evaluation Rubric

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
<b>1. Learner Development: The Intern demonstrates and uses knowledge of the learner's development (social, emotional, physical, and cognitive) to create developmentally appropriate instruction.</b>	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.
<b>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.</b>	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	
<b>3. Learner Motivation: The Intern demonstrates discipline-specific practices that motivate learners.</b>	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.
<b>4. Learning Environments: The Intern builds and maintains a safe, positive climate of openness, mutual respect, and support for learning.</b>	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.
<b>5. Managing Classroom Procedures: The Intern establishes classroom routines and procedures that maximize use of instructional time.</b>	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.
<b>6. Content Knowledge: The Intern understands essential concepts of the discipline and makes them accessible and meaningful to all learners.</b>	The Intern understands essential concepts of the discipline, and creates learning experiences that help individual learners to recognize	The Intern understands essential concepts of the discipline and creates learning experiences that make them accessible and	The Intern understands essential concepts of the discipline, but creates learning experiences that make them accessible and	The Intern demonstrates inaccuracies in understanding of essential concepts of the discipline and creates learning	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
	and self-correct their own misconceptions.	meaningful to all learners.	meaningful only to some learners.	experiences that perpetuate misconceptions among learners.	
<b>7. Content Application: The Intern implements instructional approaches that maximize learning of content through learner engagement in critical thinking, creativity, and collaborative problem solving.</b>	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.
<b>8. Flexibility and Responsiveness: The Intern demonstrates the ability to make spontaneous, effective adjustments in response to changes in instructional routines and external events.</b>	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.
<b>9. Learner Assessment: The Intern utilizes multiple methods of assessment and detailed records to verify and document learning and guide instructional decisions.</b>	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	
<b>10. Learner Feedback: The Intern provides learners with feedback that is accurate, actionable, specific, and helps to advance learning.</b>	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.
<b>11. Impact on P-12 Learning: The Intern effectively uses research and assessment data to evaluate impact on P-12 learning.</b>	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.
<b>12. Reflection on Teaching: The Intern engages in reflective practices that accurately assess teaching effectiveness and seeks out and incorporates suggestions for improvement.</b>	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.
<b>13. Instructional Resources: The Intern utilizes and models the use of instructional resources to support</b>	The Intern encourages individual learners to seek out and utilize instructional resources outside of school,	The Intern seeks out and utilizes instructional resources beyond those provided by the school or	The Intern makes use of instructional resources provided by the school or district, but does not go beyond to find	The Intern appears to be unaware of instructional resources provided by the school or district.	No opportunity to assess.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
<b>instructional planning and student learning.</b>	including those available through community, professional organizations, and the Internet, to assist their learning.	district, including those available through community, professional organizations, and the Internet.	others that are available and useful.		
<b>14. Planning for Instruction: The Intern collaboratively plans learning experiences that align with relevant national, state, and local standards.</b>	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.
<b>15. Instructional Strategies: The Intern uses appropriate instructional strategies and resources to adapt instruction to the needs of individuals and groups of learners.</b>	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.
<b>16. Instructional Technology: The Intern uses digital information and technology appropriately and effectively to enhance learning experiences.</b>	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.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
<b>17. International Perspectives: The intern uses pedagogical knowledge and resources to deepen learners' understanding of global and international perspectives.</b>	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.
<b>18. Communication with Families: The Intern communicates positively with families in an effort to engage them in the learning process.</b>	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.
<b>19. Ethical Practice: The Intern demonstrates, evaluates, and adapts ethical practices, including maintaining student confidentiality.</b>	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.

Elements	Exemplary	Proficient	Developing	Unsatisfactory	
<b>20. Professional Development: The Intern engages in opportunities to develop professionally.</b>	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.
<b>21. Leadership and Collaboration: The Intern collaborates with other professionals and takes on leadership roles.</b>	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.