Overview
The undergraduate internship is an intense experience that immerses interns into the life of their assigned school. The internship experience is designed to provide our pre-service teachers with a rich opportunity to learn the craft of teaching through close observation of experts as well as practice in the planning, delivery and assessment of instruction.

Goals: Teacher candidates will...

• demonstrate their ability to plan effective learning opportunities based upon an understanding of learners and learning, content, and instructional practice (InTASC 1-8, EC1 – Equity and Diversity, EC5 – Innovation and Creativity, EC7 – Specialist Competence, K: All, NCSS: varies by placement)

• demonstrate the ability to deliver instruction that engages students in meaningful learning that assures mastery of content, encourages interaction and active engagement, and utilizes a variety of instructional strategies to meet the needs of diverse learners. (InTASC 1, 2, 4, 5, 8, EC1 – Equity and Diversity, EC5 - Innovation and Creativity, EC7 – Specialist Competence, K: Pedagogy, K: Learners, K: Curriculum, NCSS: varies by placement)

• demonstrate their ability to use multiple methods of assessment to engage diverse learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making (InTASC #6, EC1 – Equity and Diversity, EC4 – Reflection, EC5 – Innovation and Creativity, K: Educational Goals and Assessment)

• demonstrate their ability to create an environment that supports individual and collaborative learning, and to manage and organize classrooms addressing issue of time, space, materials, student behavior, and procedures. (InTASC 2, 3, EC1 – Equity and Diversity, EC5 – Innovation and Creativity, K: Pedagogy, K: Learners, K: Social and Cultural Contexts)

• demonstrate their understanding of the use of technology to enhance student learning and support effective teaching practices. (InTASC 8, EC5-Innovation and Creativity, K: Technology)

• demonstrate their commitment to effectively act in a professional manner in meeting school responsibilities and developing as a reflective practitioner and continuous learner. (InTASC 9, EC2 – Advocacy, EC4 – Reflection, EC6 – Responsible and Ethical Action, EC7 – Specialist Competence)
Expectations
Expectations related to the internship placement are detailed in the Secondary Handbook.

Major Assignments
Performance Based Assessment
Teacher candidates will complete a self-assessment, and receive evaluations from the supervisor and mentor at the mid-point and end of the semester. The assessment measures 7 standards: Planning, Delivery, Assessment of student learning, Classroom Environment, Knowledge of Content, Student-Teacher Interactions and Interpersonal Skills, and Professionalism. Ratings of “Needs Improvement” and/or “Unsatisfactory” trigger a range of interventions and may prevent satisfactory completion of the internship – see Handbook for details. (InTASC 1-10, EC 1-7, K: All, NCSS: varies by placement)

Foundational Competencies
Teacher candidates will complete a self-assessment and receive an evaluation from the teacher of record one time each semester. The assessment measures English Language Competence, Interpersonal Competence, Work and Task Management, Analytic and Reasoning Competencies, Professional Conduct, Physical Abilities, and Professional Dispositions. Ratings below “frequently” may trigger a range of interventions and may prevent satisfactory completion of the internship – see COE Foundational Competencies Policy for details. (InTASC 9 & 10, EC 1-7)

Grading
This course is pass/fail. Successful completion of all major assignments is required in order to pass the course. In addition, students must successfully complete the Program Portfolio and MTTS Portfolio (both detailed in the seminar syllabus). Further, students will be required to submit written lesson plans, to participate in a minimum of four formal observations by their supervisor, and to provide written reflections at intervals throughout the semester.

Excused Absences:
The attendance policy for your internship placement is detailed in the Handbook.

Religious Observances:
You will not be penalized in any way for participation in religious observances. However, it is your responsibility as a student to notify your mentor, your supervisor and me of the projected absence in writing within two weeks of the start of the semester.

Accommodations:
If you are a student with a disability, please let me know as soon as possible so that we can make the appropriate academic accommodations in consultation with Disability Support Services (301-314-7682).
**Academic Integrity:**
The University of Maryland’s Academic Integrity Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Please write the following signed statement on each major assignment:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.*

**Course Evaluation:**
Your participation in the evaluation of courses through *CourseEvalUM* is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. *CourseEvalUM* will be open for you to complete your evaluations for fall semester courses in early December. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.