

Professional Development Schools Handbook:
A Resource for School-based Practitioners, University Faculty and Interns



Professional Education Unit

College of Education website: <http://towson.edu/coe/>



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We hope you find this helpful in guiding your work within our partnerships. This should enhance the growth and development of our Towson and public school faculties, our interns and especially the students and families in the many schools and classrooms we are here to serve.

Towson University
Revised for Academic Year 2017-18

PDS Handbook Module I: Introduction and Overview of Professional Development Schools at Towson University

The purpose of the Professional Development Schools Handbook is to provide information and tools useful to school personnel and university faculty working in Professional Development School sites. The information in this handbook provides guidance for mentor teachers, interns, and University faculty and school administrators for the successful completion of the work in a Professional Development School (PDS). The handbook is organized into modules that reflect the various roles and work of the partners involved in PDS work. **This handbook is intended to complement, not replace, the specific internship handbooks and syllabi developed by each teacher preparation program.** Please refer to those documents for detailed program-specific expectations.

A Brief History of PDS at Towson University

In January 1994 Owings Mills Elementary School in Baltimore County was identified as the College of Education's first Professional Development School site. Joint planning for the PDS took place with Baltimore County Public Schools and Towson University throughout spring, summer and fall of 1993. The meetings were focused on the search for ways to fundamentally redesign the multiple clinical experiences within pre-service teacher education programs and to address needed changes in instruction in P-12 schools.

Owings Mills Elementary School PDS began with a cohort of 18 interns and 2.5 full-time faculty members taking/teaching classes at the school and engaging in classrooms with 659 student and 43 teachers/staff members. Based on the immediate success and positive response to this initial effort, joint planning between Towson's College of Education and Baltimore County Public Schools was begun for additional PDS sites and for the creation of the Towson PDS Network.

Incrementally, Towson was able to add PDS sites in all College of Education departments and in several counties. Growth of the Towson PDS Network continued, expanding to eleven school systems, including PDS sites affiliated with the Waldorf Center in Charles County, the Northeast Maryland Higher Education Center in Harford County, and The Universities at Shady Grove in Montgomery County. There are more than 125 schools in Towson's Professional Development Schools Network statewide.

Towson University PDS Highlights

Towson University's PDS Network is viewed as a national and state leader in professional development schools. Some of the Towson Network's accomplishments:

- Winner of the 1998 Association of Teacher Educators *Distinguished Program in Teacher Education*
- Pilot site for NCATE's PDS Standards Field Test Project
- Grant funding from organizations including Eisenhower, MHEC, NCATE, Goals 2000, MSDE and Title II
- Host of Maryland's 1998 *National PDS Conference*, "Staying the Course, an Anchor for P-16 Reform"
- Host of *Maryland State PDS Conferences* 1999 – 2000, 2002-2009, 2011, and 2012
- Winner of American Association of Colleges for Teacher Education, *Outstanding Contributions to Teacher Education*, Edward C. Pomery Award, 2008 for the development and promotion of outstanding practices in teacher education at the national level.
- Winner of the National Association of Professional Development Schools *Spirit of Partnership Award, 2008* for the quality of Towson's presentations, and supportive information that helped the association reach a high level of success.
- Accreditation by the National Council of Accreditation of Teacher and the Maryland State Department of Education, 2008
- Winner of Christa McAuliffe Award For Excellence in Teacher Education, 2009
- Recipient of 2010 *Exemplary PDS Award* from the National Association of Professional Development Schools for the implementation of a dual special education and elementary education program.
- Accreditation by the National Council of Accreditation of Teacher and the Maryland State Department of Education, 2015



The Professional Education Unit's Conceptual Framework

(See Appendix A.)

Mission

The mission of the Teacher Education Unit is to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced. (See Appendix A: Conceptual Framework)

Vision and Integrated Themes

- Ensuring Academic Mastery
- Reflecting Upon and Refining Best Practices
- Preparing Educators for Diverse and Inclusive Classrooms
- Utilizing Appropriate Technology
- Developing Professional Conscience
- Developing Collaborative Partnerships
- Providing Leadership Through Scholarly Endeavors

Professional Standards guide the ideas behind the Conceptual Framework. Specialty Professional Association (SPA) Standards are established for each content area. Please see department handbook for specifics related to each discipline.

Standards that Guide the Development of and Work in a PDS

National Association of Professional Development Schools

Professional Development School sites at Towson University are developed and implemented according to national and state standards for PDS sites. The National Association of Professional Development Schools encourages all institutions working in school and university partnerships to embrace the *Nine Essentials of Professional Development Schools*, which are:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools.
2. A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.
3. Ongoing and reciprocal professional development for all participants guided by need.
4. A shared commitment to innovation and reflective practice by all partners.
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved.
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration.

8. Work by college/university faculty and P-12 faculty in formal roles across institutional settings.
9. Dedicated and shared resources and formal rewards and recognition structures.

Source: <http://napds.org/nine-essentials/>

Standards for Maryland Professional Development Schools

In addition to the NAPDS nine essentials of a PDS, Towson University's Professional Development School sites adhere to and are assessed on the *Standards for Maryland Professional Development Schools*, as described in the MSDE document *Professional Development Schools: An Implementation Manual (MSDE, Spring 2003)*.

The five PDS Standards of Learning Community; Collaboration; Accountability; Organization, Roles and Resources; Diversity and Equity are presented in a matrix in which each PDS Standard is presented within the context of four components. (See Appendix B: PDS Matrix) The four components are: teacher preparation, continuing professional development; research and inquiry, and student achievement all of which are elements of the 1995 *Teacher Education Task Force*, (commonly referred to as the *Redesign of Teacher Education*) which was formally adopted by the Maryland Higher Education Commission in May 1995 and endorsed by the State Board of Education in June 1995.

The *Maryland Institutional Performance Criteria based on The Redesign of Teacher Education* can be found at:

<https://www.towson.edu/coe/about/accreditation2014/documents/standard2/S.2.2.pdf>

The five Maryland Standards for Professional Development Schools, as described in the *Professional Development Schools: An Implementation Manual (MSDE, Spring 2003)* are:

Learning Community

The PDS recognizes and supports the distinct learning needs of all stakeholders by integrating the development of students and adults. Interns complete extensive internships as a part of the learning community and share responsibility with school faculty for the academic performance of PreK-12 students. In turn, school-based pre-service mentors share responsibility with the teacher preparation program for the academic and clinical performance of interns. Throughout the process, PDS partners model reflective practice and self-initiated learning and assessment. Instruction and professional development at all levels is data-driven and focused on increasing student capabilities.

Collaboration

The mission of the PDS is jointly defined and mutually supported by the IHE and the school(s). Roles and structures are collaboratively designed to support the PDS work and to improve outcomes for PreK-12 students and interns. Arts and Sciences, school-based, teacher education, and clinical faculty plan and implement intern curriculum and professional development initiatives centered on student achievement. The partners set standards for participation and learning outcome together. Respect for the needs and goals of all stakeholders are central to the PDS.

Accountability

The PDS accepts the responsibility of and is held accountable for upholding professional standards for preparing and renewing teachers in accordance with the *Redesign*. Consequently, PDS partners jointly identify standards for interns and participate in evaluating intern performance. Accomplished PreK-12 faculty members are engaged in the mentoring and supervision of interns, and intern development is documented in a portfolio and evaluated against state or national standards for beginning teachers. All PDS stakeholders are held accountable for the achievement of PreK-12 students as measured by performance assessments.

Organization, Roles and Resources

PDS partners allocate resources to support the continuous improvement of teaching and learning. New roles are created and old roles are modified for PreK-16 students, interns, faculty and administrators to achieve the mission of the PDS. Effective communication about PDS plans and structures plays a key role in the linkage with school districts, IHEs, parents and others. Jointly funded positions are encouraged and supported. Partners provide PDS stakeholders with necessary resources to advance PDS work: vision, time, space, incentives, leadership, technology, and access.

Diversity and Equity

The PDS supports equitable involvement of PreK-16 faculty and interns, as well as equitable support of student outcomes. Teacher candidates have equitable access to the PDS internship, and all PreK-16 faculty members have opportunities to participate in PDS activities. The PDS is attentive to issues of equity related to student achievement and seeks to address them through research-based program improvements that enable interns to meet the needs of diverse learners.

The Role and Standards of the Teacher Education Executive Board (TEEB)

TEEB Role and Functions

- To provide University-wide coordination of undergraduate and graduate programs in Education at Towson University.
- To establish policies for admission to teacher education programs and internship/practical experiences with the approval of appropriate Senate committees.
- To establish policies for supervision of internship/practical experiences.
- To coordinate departmental policies for field experiences, relations with schools, research activities, advising and placement, and staff development activities associated with teacher education programs.
- To coordinate the development and modification of programs and their integration into the total setting of basic and advanced study for educators and education specialists at Towson.
- To serve as a review and referral board for departments, faculty, and students in matters regarding the improvement of the University setting for Education programs.
- To coordinate the collection and dissemination of information regarding relevant research, graduates in the field, results of program evaluations, and trends in basic and advanced programs for educators and education specialists.
- To make recommendations regarding facilities, equipment, and other resources necessary to maintain quality education programs.
- To maintain positive working relationships between the University and school systems and other education agencies.

The Role of the Center for Professional Practice in PDS sites

The Center for Professional Practice (CPP) is a resource and service office in the College of Education, working with all education programs at Towson University. The major purpose of the Center is to assist instructors and students in the placement of students in a variety of field settings for clinical experiences and to assist departments in developing, supporting and sustaining Professional Development Schools. More specific operations include:

- Overseeing all TU partnerships with Maryland public schools by supporting and monitoring the development of Memos of Understanding with participating school districts.
- Facilitating school system placements for pre-service clinical placements, internships, and Professional Development Schools
- Maintaining communication between schools and University education programs.
- Supporting University Admissions Open House events.
- Convening the Professional Development School Council
- Sharing of information with PDS Principals, Site Coordinators and University Liaisons and Supervisors through periodic meetings.
- Processing and monitoring expenditures related to PDS and field supervision

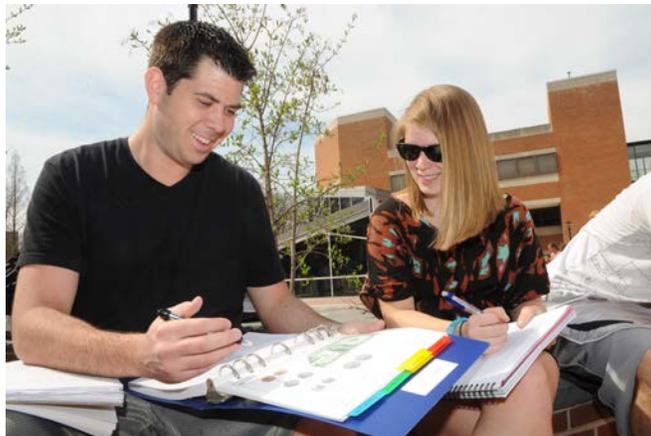
The Center for Professional Practice (CPP) is the official sole conduit for **all** school placements of Towson students. In that school systems require a single source of contact from each university, neither faculty nor interns should contact a school, a principal or a teacher to find placements. PDS Liaisons may work directly with their PDS school personnel for placement arrangements. All other faculty should inform CPP in a timely manner of placement needs to be facilitated.

Towson University Departments/Programs with PDS Sites

The following Departments or Programs place undergraduate or graduate (M.A.T.) interns in Professional Development School sites:

- **Early Childhood Education Department**
 - Early Childhood Education majors
- **Elementary Education Department**
 - Elementary Education majors
 - Elementary Education major with Early Childhood certification
- **Special Education Department**
 - Special Education majors: Elementary/Middle or Secondary/Adult
 - Integrated Early Childhood - Special Education major (ECSE)
 - Integrated Elementary Education - Special Education major (EASE)

- **Secondary Education Department**
 - Middle School majors
 - Biology Secondary Education students
 - Chemistry Secondary Education students
 - Earth-Space Science Secondary Education students
 - English Secondary Education Students
 - World Languages PreK-12 Education students: French or Spanish
 - History Secondary Education students
 - Mathematics Secondary Education students
 - Physics Secondary Education students
 - Social Sciences Secondary Education students
- **Master of Arts in Teaching Program**
 - Early Childhood Education
 - Elementary Education
 - Special Education
 - Secondary Education (see above listed areas for Secondary Department)



Counties/School Districts with Towson University PDS Partnerships

- Anne Arundel County
- Baltimore City
- Baltimore County
- Calvert County
- Carroll County
- Cecil County
- Charles County
- Harford County
- Howard County
- Montgomery County
- St. Mary's County

The MSDE Definition of a Professional Development School

In Professional Development Schools: An Implementation Manual (MSDE, Spring 2003) a Professional Development School is defined as a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous development of both school system and Institution of Higher Education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and preK-12 schools. In Maryland, interns completing a PDS experience spend a minimum of 100 days over two consecutive semesters engaged in the school community learning to teach and having experiences with students of diverse backgrounds and abilities. Interns are also expected to document mastery of professional standards for beginning teachers through the development of a portfolio.

Protocols and Structures within a Professional Development School

Site Selection

The overarching goal in the site selection process is to follow an intentional, equitable, fair and transparent process for choosing new school partners. Sites selected as Professional Development School sites can consist of a single school serving as the PDS site or multiple schools (called a cluster) serving as the PDS site. At Towson University, most PDS sites consist of more than one school. Selection of PDS sites can occur in several ways. For example:

- 1) One way is that a principal or his/her designee interested in serving as a PDS with Towson contacts the Center for Professional Practice (CPP) or a Department Chair, indicating interest in serving as a PDS. The Director of CPP and the Department Chair communicate about the school that is interested in becoming a PDS site. If the intended department has the need to develop

additional PDS sites at the time of contact, the process moves forward, as described below.

- 2) Alternatively, a Towson faculty member interested in developing a PDS partnership with a specific school or in a specific region contacts their Department Chair and/or the Director of CPP. If the department has the need to develop additional PDS sites at the time of contact, the process moves forward, as described below.

In all cases, the Director of CPP notifies the PDS contact for the given school system of the interest in exploring a partnership with the school and to coordinate next steps. Either the school system PDS contact or the Director of CPP and the Department Chair follow up with the school's principal to learn about the school community and offer to make a PDS presentation to the administration and then to the school's staff about the opportunities and requirements for becoming a PDS in the department. After meeting with the principal, the following are the ways in which the Director of CPP and the Department Chair and/or their designees facilitate school faculty involvement in the PDS:

- Make a presentation to the whole faculty at the potential site discussing the goals and objectives of the PDS and outlining the benefits for each member of the partnership
- Be sure the initial conversation sets a tone of cooperation and collaboration where each person has a voice that is heard.
- Stress that PDSs are not directed from the top down; emphasize the concept of a learning community where all stakeholders share in developing and implementing a collaborative plan.
- Present the range of opportunities for a variety of forms of engagement within the PDS: serving as mentor teachers, demonstration teachers; members of the steering committee, members of strategic planning groups, etc.

Both partners – the potential PDS School and Towson University's College of Education – must carefully consider and answer questions before a commitment can be made to become a PDS.

The questions for the school principal and his/her staff to answer before a commitment can be made to become a PDS are:

- What is the diversity of learners in the school?
- Is the site able to provide a sufficient number of experienced, accomplished pre-service mentors to support the cohort of interns (typically five or more)?
- Does the principal envision the partnership evolving into a new way of "doing business" at the school?
- Are the principal and school staff prepared to engage in the collaboration necessary for the strategic planning of the PDS and in working together to design and implement the school improvement plan / school progress plan?

- Will the principal commit to sharing data concerning student achievement and teacher success in an effort to make the PDS accountable?
- In the case of multiple-site partnerships, is the principal willing to work collaboratively with other schools to plan and engage in PDS activities?

PDS sites can only be successful with full cooperation and collaboration of the faculty at each prospective site. This does not mean that all members of the faculty will be equally engaged in PDS activities, but each will be equally supportive. The goal is to provide a collaborative experience for all faculty and staff and to provide an atmosphere where developing a community of learners is possible.

The College of Education faculty and staff must consider resources, TU staffing, diversity of the site, alignment with program priorities, intern enrollments, mentor capacity, network-wide capacity to sustain site, and logistics (such as geographic proximity to partner schools) when adding a new site. The questions for the College of Education faculty to answer before a potential PDS site is visited for further development are:

- Is the institution able to place a full cohort (typically five or more interns) in the PDS for an extensive internship (at least 100 days over two consecutive semesters)?
- Is the IHE willing and able to commit resources to the site to be able to support the partnership?
- Will the IHE hire and assign sufficient faculty to be present at the site to work with the interns, the pre-service mentors and the school faculty?
- Will the IHE ensure that each partner's voice has equal weight?
- Is the IHE willing to commit resources for the analysis of data leading to an accountability process for the PDS?
- Does the IHE aspire to create a community of learners at the school site; a community that engages all who work in the PDS, including school-based faculty, IHE faculty and Interns?

PDS Evaluation of Progress and Recommendations for Next Steps (this section applies to all TU PDS partners, and is adapted from the Baltimore County Public Schools PDS Implementation Protocol)

During annual Strategic Planning the prior year's PDS goals are reviewed and the participating partners determine next steps. If there has been sufficient progress, the partnership may decide to maintain the same goals, expand upon existing goals, or establish new goals. If there has been insufficient progress, the partnership should determine how to address the insufficiencies through data-based modifications.

One-Year Hiatus/Interim Status

PDS partners may decide to pause active involvement and go on a one-year hiatus (interim status) from accepting a cohort of interns. Ideally this is discussed collaboratively with University and school partners. In all cases, the Director of CPP and the PDS contact for the given LEA should be notified about this possibility. They will communicate with each other regarding next steps and convey these to key stakeholders for implementation. Interim status may occur for a variety of reasons which include but are not limited to needing time to re-build capacity to host a cohort of interns, or the University's need to rotate schools as enrollments shift from year to year. During this time the school may still participate in other PDS-related activities such as consortium meetings, hosting instructional rounds, hosting individual interns on an as-needed basis, university-sponsored courses, and/or strategic planning.

When on interim status the PDS is still part of the Towson PDS network.

- TU does not pay site coordinator while PDS is on interim status
- TU will pay for Professional Development to the extent funds are available
- TU PDS Liaison and/or Director of CPP will check in with school principal during the interim year to gauge the school's interest in returning to active status. This decision must be confirmed prior to the given cohort's registration for the upcoming internship so placements can be determined in a timely manner.

By the end of the year, a collaborative decision should be made by the school and University to return to full PDS status or to discontinue the partnership. Written communication stating such should be sent to the Director of the Center for Professional Practice and the manager of PDS partnerships in the school system.

Discontinuation of a PDS

Just as with the site selection process, the overarching goal when considering the discontinuation of a school partner is to follow an intentional, equitable, fair and transparent process.

Discontinuation of a PDS may be recommended by the principal, IHE representative, or LEA administration designee. Ideally this is a collaborative decision but any of these parties may initiate this process. Reasons for this discontinuation may include but are not limited to new and positive directions for one or both of the partners which would limit the capacity to function as a PDS. For example a school may be tapped for a new initiative that is not readily compatible with continuing the PDS collaboration. Likewise, TU may initiate a new focus that is not available at a given site. In this case releasing the school from a specific partnership allows for possibilities with other TU departments or another IHE. Alternatively, recommendation for discontinuation will be based on a determination that the PDS

either is not operating in alignment with LEA and/or Towson University expectations or is not meeting minimal standards according to the *Standards for Maryland Professional Development Schools* and *Developmental Guidelines for Maryland Professional Development Schools*

The College of Education faculty and staff must consider resources, TU staffing, diversity of the site, alignment with program priorities, intern enrollments, mentor capacity, network-wide capacity to sustain site, and logistics (such as geographic proximity to partner schools) when discontinuing an existing site. When discontinuation of the PDS is initially recommended, the following procedures will be implemented:

1. The partner(s) will contact LEA and CPP leaders to facilitate a review.
2. The key stakeholders will collaborate in exploring the available options.
3. If one or more of the partners determines that the partnership site will be discontinued, written notification of the partner's intent to discontinue the partnership will be sent to all partners, with a copy to the LEA designee and Director of CPP. (The LEA designee will forward the letter of notification to the appropriate LEA leadership members.)
4. If any remaining parties wish to restructure to continue as a reconfigured PDS, they will follow Towson's protocol for site selection and relevant district protocols.

Memorandum of Understanding

The individual commitments of the IHE and the PreK-12 education partners are defined within a Memorandum of Understanding (MOU) which clarifies the commitment, the expectations and the resources that each party brings to the partnership. The memorandum is endorsed at both the school system level and at the administrative level of the IHE.

Establishing a Coordinating Council

Once a PDS site is agreed upon by the school system and the Towson University College of Education department, the next step is to establish a collaborative governance process, usually called the Coordinating Council or Steering Committee. This body should be co-chaired by school and IHE personnel to demonstrate the collaborative nature of the PDS. The membership of the Coordinating Council/Steering Committee should include representatives from all stakeholder groups and reflect the diversity of the school and community. Membership might include:

- The principal(s) of the school site(s). The principal may designate another administrator to speak for the administrative team or to attend some meetings; however, the principal should attend this team whenever possible.
- The IHE liaison(s).
- Site Coordinator(s)
- Mentor teacher representative(s)

PDS Handbook Module II: Roles and Responsibilities of Partners in Towson University Professional Development Schools

Specific roles are essential for carrying out the work of a Professional Development School partnership. While all of these roles are required in a PDS partnership, some, but not all of these roles are also essential in early field experiences and non-PDS internship sites. Below are the roles and responsibilities of partners in Towson's PDS sites. An asterisk * indicates the subset of roles that are required in all supervised placements in PDS and non-PDS sites:

Towson University-based roles and responsibilities

- PDS Liaison – College of Education Faculty
- University Supervisor*
 - College of Arts and Sciences Faculty
 - College of Education Faculty

School-based roles and responsibilities

- School system representative
- Principal*
- School-based site coordinator
- Mentor teacher*

Intern* - accountable to both the IHE and PDS School

The Role of the Towson University PDS Liaison

The Towson Liaison is the point person from the College of Education (COE) faculty who facilitates, supports, and maintains the PDS partnership. The Liaison is responsible for approaching PDS work with sensitivity to the culture and needs of the school and with a spirit of true collaboration.

The Towson PDS Liaison or University supervisor may be present in the school on a regular basis. However, the liaison also works with several schools and may teach courses, conduct the seminars, and/or be involved with PDS planning. If the Towson PDS Liaison and University supervisor are the same person, he/she will supervise interns for the year-long internship as well. (If so, Liaisons should follow the guidelines in the supervisor's section of this handbook.) When they are separate positions, it is imperative that communication with each other occurs regularly.

The Towson PDS Liaison works as needed in the school and has the overall responsibility for providing support and co-leadership in all areas of the PDS, including but not limited to: quality teacher preparation, professional development, and inquiry and research. The Towson Liaison works closely with the PDS Site Coordinator in the school.

Other responsibilities include:

- Familiarize school personnel with MSDE PDS Standards and Towson PDS expectations
- Work with administrator and/or site coordinator to recruit mentor teachers
- Work with administrator and/or site coordinator to match interns with appropriate mentors
- Communicate program expectations and assignments to interns, mentor teachers, and other relevant school personnel prior to the interns' arrival and throughout the internship experience
- Provide orientation at school site for mentors and interns
- Present co-teaching as an important model for the interns' teaching experiences
- Co-plan and facilitate with the PDS site coordinator or administrator all PDS meetings, including summer strategic planning, governance meetings (such as coordinating council), and programs for interns
- Work with members of the School Improvement Team / School Leadership Team to integrate PDS goals and activities with the School Improvement Plan /School Progress Plan (i.e. Action Research linked to School Plan)
- Work with school leaders to determine the direction of professional development for in-service teachers as well as interns, including TLN courses.
- Attend PDS meetings at Towson
- Conduct seminars for interns, or coordinate with faculty seminar leaders to provide assistance with planning and reflection on instruction, use of assessment, and analyzing student work
- Plan or help support intern seminars to include discussion of the implementation of Maryland's College and Career-Ready Standards, Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments and the use of Student Learning Objectives (SLOs)
- Coordinate and provide support for action research and inquiry by interns with mentor teachers, and collect summaries of these for CPP
- Organize and facilitate formative and summative Portfolio Reviews
- Co-plan and conduct Annual Strategic planning with representatives from all schools in PDS cluster (See Appendix C)
- Assist with addressing concerns related to PDS matters in the schools as appropriate
- Provide additional supervision for interns experiencing difficulty, collect documentation, and participate in conferences to address intern needs
- Collaborate with other department faculty to assure smooth implementation of course requirements, such as exchanging information with methods instructors about field-based expectations
- Work closely with and keep Department chairperson and CPP informed of placements, placement changes and progress/concerns

- Inform and greet the office staff and principal or designee upon arrival at the school. Follow school protocols for signing in/out, wearing ID badges and parking.
- Work with mentors to submit mentor contracts, W-9 forms and related paperwork
- Encourage the timely submission of mentor teacher online evaluations of interns - prior to final conferences
- Collect, organize, and submit all required reporting and data to the school system and the University's CPP in a timely manner (placement requests, Strategic Planning, Action Research, Funding requests, and mileage reimbursement forms)

The Role of the Towson University Supervisor

(Items preceded by an * are relevant to all PDS and non-PDS settings)

If a separate University supervisor also works within the PDS site, some of the responsibilities overlap with the Towson PDS liaison, so faculty in both roles must communicate frequently. This role may vary in different settings or programs. As supervisors nurture and teach interns, they also support the PDS as needed. A focus on preparing interns and a desire to provide a positive experience for their mentor teachers and the administrator is part of this role.

Responsibilities include:

- *Communicate and/or reinforce program expectations and assignments to interns, mentor teachers, and other relevant school personnel prior to the interns' arrival
- *Provide on-going support to mentor teachers in regularly scheduled meetings
- *Maintain close contact with mentor and intern to achieve common goals
- *Conduct conferences with interns in which they can reflect and self-evaluate
- *Provide verbal and/or written feedback after each observation as specified by department.
- Read content of PDS liaison role to ensure consistency in important areas for team communication across roles.
- *Supervise interns regularly as per department guidelines, and hold conferences with teachers, administrators, and other school personnel as needed to promote the success of each intern and P-12 students.
- *Observe each intern based on department guidelines. If the intern is having difficulty, the number of visits and frequency of written feedback will increase.
- *Prepare a final evaluation of each intern and conduct a final three- way conference with each intern and mentor at the end of each rotation of the professional year
- *Complete online intern evaluation forms before final grades are submitted
- Attend liaison/supervisor meetings with CPP

- Attend meetings concerning the PDS as appropriate such as Annual Strategic Planning and special events that involve the interns
- Coordinate with the Towson PDS liaison to assure timely reporting to University and school system offices, such as giving placement information to CPP.
- Keep the liaison informed of any difficulties in the PDS.
- *Inform and greet the office staff and principal or designee upon arrival at the school. Follow school protocols for signing in/out, wearing ID badges and parking.
- *Collaborate with other department faculty to assure smooth implementation of course requirements, such as exchanging information with methods instructors about field-based expectations
- *Assist mentors with accessing interns' online evaluations and submitting them to CPP
- *Work closely with the Center for Professional Practice, submitting forms in a timely manner such as placement requests and mileage reimbursement.

The Role of the PDS Administrators

(Items preceded by an * are relevant to all PDS and non-PDS settings)

The school principal and assistant principal play an integral role in influencing the success of the PDS and all field placement experiences and internships in his/her school. It is important for the principal to be committed to the identity and culture of the school as a PDS teacher preparation site. The principal's enthusiasm, knowledge, and coaching establish and maintain the tone of the partnership. Time must be made within the PDS structure to promote thoughtful, uninterrupted dialogue, which may require alignment of school/Towson calendars. The design of the partnership is based on outcomes for the P-12 students in the school with collaborative staff development and pre-service teacher preparation centered on those outcomes. The missions of both the PDS and the school should be aligned as well as understanding the accountability structures for each institution.

Responsibilities include:

- Communicate the information about PDS to all stakeholders (families, business partners, community, school system, Towson and school staff)
- *Collaborate with Towson PDS liaison and school-based site coordinator (and/or university supervisor and CPP) to arrange logistics for intern placement, pre-service mentor selection, physical resources to accommodate interns, and supervision within the school building
- Work with site coordinator to recruit mentor teachers.
- Work with site coordinator and liaison to match interns with appropriate mentors
- *Make the School Improvement Plan / School Progress Plan available to TU PDS liaison and/or supervisor to use for Strategic Planning and intern assignments

- Provide input to and/or co-plan Annual Strategic Planning to address and align PDS Standards and the school improvement goals
- Discuss possible action research ideas with liaison
- Include PDS updates at faculty meetings as appropriate
- Serve on the PDS governing body, such as the coordinating council
- Attend PDS Principal's Dinner Meeting sponsored by CPP. Details are sent by email
- *Become familiar with the intern requirements, especially the data collection that illustrates how they document their students' progress and achievement

The Role of the PDS Site Coordinator

The PDS site coordinator is a PDS teacher or other school-based staff member selected collaboratively by the principal and the Towson liaison. The focus of the PDS site coordinator is to act as a facilitator between the University and the mentor teachers, which includes a variety of leadership functions that contribute to the smooth operation and success of the PDS partnership. The PDS site coordinator is a collaborator with the principal, Towson liaison and the University supervisor with respect to making necessary arrangements to accommodate the needs of the PDS.

Responsibilities include:

- Co-chair or co-plan all meetings with PDS liaison including governance meetings and Annual Strategic Planning
- Work with principal and liaison to recruit mentor teachers.
- Work with liaison/supervisor and principal to match interns with appropriate mentors
- Lead interns through a school-wide orientation to include general information regarding policies and procedures, sign-in policy, parking and lunchroom information, emergency procedures, community description, technology availability, meeting administrative assistants, and the organizational pattern of the school
- Work with University faculty and interns to facilitate action research/inquiry
- Work with principal and University personnel to arrange for professional development for teachers
- Hold mentor training with liaison and periodic mentor meetings.
- Attend site coordinator's meetings at Towson and LSS
- Assist in maintaining records and reports for purpose of reporting to University and school system offices
- Assist with logistical planning for Portfolio Reviews and / or edTPA implementation
- Arrange for meeting space, food and/or other logistics for PDS meetings in the school, when appropriate
- Encourage the timely submission of mentor teacher online evaluations of interns - prior to final conferences

- Assist administrators with any PDS-related administrative tasks
- Publicize PDS partnership activities within and beyond the school site, such as recruiting interns to help with a PDS bulletin board in the school for community members to learn about PDS

The Role of the Mentor Teacher

(Items preceded by an * are relevant to all PDS and non-PDS settings)

The mentor teacher is the person with whom interns will be most closely associated during the internship. It is important that a positive relationship be established and maintained between the intern and the mentor teacher. A system of communication, such as a communication log, may be established for days when time is limited. Establishing a cycle of continuous feedback to the intern and incrementally providing teaching responsibilities for the intern are central to this role. Careful monitoring of intern progress is essential. Each department at Towson may have different requirements for the number and length of observations and conferences with the intern, so familiarity with the specific department expectations is key.

The partnership among the intern, mentor, university supervisor, school system, and the University is one of mutual exchange of information, ideas and concerns. The mentor teacher should not hesitate to call upon the university liaison/supervisor for consultation whenever any concern arises.

The P-12 students are the mentor's primary and ultimate responsibility. Even when an intern is teaching, the mentor may be engaged in instructional activities as a co-teacher. For example, one instructor may provide large group instruction, while the other remediates or enriches another group.

Responsibilities include:

- *Participate in pre-service mentor training
- *Provide interns with appropriate school and school system introductions, information and materials: discipline policies, arrival and dismissal times, emergency procedures, curriculum guides, and information pertinent to the teaching process
- *Provide intern with varied teaching experiences including individual, small group, and whole class instruction
- *Model the use of appropriate teaching strategies, school system curricula and instructional technology
- *Coach the intern in implementing and reflecting on classroom management, instructional processes, and assessment techniques during post lesson conferences
- *Allow the intern to begin teaching gradually, adding responsibilities incrementally
- *Give intern timely written feedback on lesson plans presented two days

prior to teaching. Interns come with a lesson plan template; the school or school system may use a specific template; this may only be used by the intern if this is pre-approved by the university supervisor

- *Observe intern and provide frequent formative and summative feedback both verbally and in writing, according to department guidelines
- *Complete and submit a final online evaluation of the intern prior to the final conference
- Confer with site coordinator, PDS liaison, *university supervisor and *Towson personnel to maintain ongoing communication
- *Complete a mentor teacher contract for processing mentor stipend

The Role of the Towson University Intern

(Items preceded by an * are relevant to all PDS and non-PDS settings)

Overview

An intern is a teacher candidate in his/her professional year, the final year in a teacher preparation program. Most Towson interns participate in a PDS for the Professional Year, as per MSDE requirements. In some cases a non-PDS setting is appropriate for certain programs as per MSDE guidelines. Across all programs the expectations for mentors, interns and supervisors are comparable and are customized to reflect Towson's high standards for preparation of interns across varied sites. For interns to complete a PDS experience, they must spend a minimum of 100 days over two consecutive semesters engaged in the school community, developing their professional and teaching skills to meet the standards of a beginning educator.

PDS and non-PDS interns are immersed in the full range of teacher duties to become proficient in teaching responsibilities and knowledgeable about the school culture, the P-12 students and faculty, the instructional program and non-instructional activities such as classroom set-up, committee meetings, faculty meetings, duties, and parent conferences. Principals who have hired Towson graduates report that they perform more like a second year teacher in their schools because of all the valuable experiences the internship has provided for them.

In addition to the planning and teaching an intern must do for the classroom, there are additional requirements in the professional year above and beyond the school day. **Since this is such a demanding time for interns, we strongly suggest that interns do not work an additional job, especially during the fulltime internship semester.** The intern's performance during the internship is most important for the impact on the achievement of P-12 students and for the thorough preparation of (and future job prospects for) the interns.

Intern's responsibility to the school

An intern is essentially a part of the team in a school. They are at the school to learn, to observe, and to practice the school-based instructional part of their program. The

following expectations for professional conduct and behavior should be adhered to at all times. Because an intern is a guest in the school by invitation, interns are expected to:

- *Respect the policies of the school and be conscientious in observing school rules and regulations
- *Develop a cooperative, respectful spirit with the mentor teacher, who has a wealth of experience, information and insight
- *Work with all school based personnel in a manner that will make the experience productive and successful; professionally asking questions is a good thing
- *Adhere to strict confidentiality about classroom matters, individual students, school business, and all persons in the school. If topics are addressed in follow up classroom or seminar meetings, names should not be used and confidentiality should be paramount.
- *Attend all meetings, conferences, back-to-school nights and professional development activities required for teachers
- *Remember the internship is a full-time responsibility; give it precedence over all other commitments.
- *Dress appropriately at all times.
- *Arrive at school early enough to prepare for the day but no later than the scheduled arrival time for teachers. Leave school when prepared for the next day but no earlier than the scheduled dismissal time for teachers.
- *Establish good interpersonal relationships with all school personnel. Interns should learn the names of the administrative assistants and other school personnel, become a team member and learn how the school works as a community.
- *Respond to constructive criticism in a positive manner. Learning to deal with constructive criticism now will help the intern use it later in a positive manner.



Intern Rights and Responsibilities:

While interns are always under the direction and guidance of mentor teachers and university supervisors, legislation in Maryland has clarified the status of interns, as documented in §6-107 of the Education Article, Annotated Code of Maryland:

Liability Insurance and Workers' Compensation:

Student teachers and student interns are considered agents of the county board for the limited purposes of:

- 1) Comprehensive liability insurance coverage; and
- 2) Workers' compensation coverage under the Maryland Workers' Compensation Act, but this coverage is not to exceed the salary of a first year teacher in the county school system.

Authority of student teachers

- 1) While the student teacher is assigned as a student teacher, he shall be given the same authority as if he were a certificated employee of the county board to which he is assigned.
- 2) The authority of the student teacher extends to:
 - (i) Every aspect of student management or discipline;
 - (ii) The handling of records of students; and
 - (iii) Any other aspect of authority granted to a certificated employee of a county board.

It should be noted that this legislation does not apply to private and parochial schools.



PDS Handbook Module III: Intern Evaluation

Evaluation of Intern Progress

The evaluation of intern progress is a shared responsibility of the mentor and the Towson supervisor. The mentor provides significant professional feedback, both verbally and in writing, about the intern's performance, based on regular observations of teaching, review of lesson plans and overall professional conduct. The Towson supervisor observes the intern at the intervals determined by the department and consults regularly with the mentor and intern (in person, by email and/or phone) about intern progress. The intern should confer frequently with the mentor and the university supervisor, invite constructive criticism, and implement any suggestions. Continuous feedback is intended to ensure that all parties are aware of the intern's progress and the intern has opportunities to improve. The Towson supervisor assigns the final grade after review of the intern's cumulative performance across the semester.

During the final semester, the mentor and the university supervisor each complete an online final intern evaluation form electronically before the final grade is submitted. The final assessment of the intern is an official document. This is based on the Interstate Teacher Assessment and Support Consortium Standards: (See Appendix E: InTASC Standards) and each program's content/discipline-specific SPA standards (see Department handbook). See also the below link for more information about the InTASC Standards:

[http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)

The mentor teacher and university supervisor conduct a three-way conference with the intern to discuss the final evaluation. A written/electronic copy of the final evaluation will be provided to each intern.

Addressing Concerns with an Intern

If progress is not satisfactory, the mentor and university supervisor must discuss the specifics of the concern with the intern as the situation becomes apparent and document all discussions. One or more of the following actions should be taken when addressing concerns:

- Refer to the *Towson University Education Program Professional Behavior Policy* if needed and discuss specific concerns with intern.
- Work together to identify and implement strategies to overcome the problem.
- Mentor notifies the university supervisor and schedules a three-way conference.
- In consultation with the intern, mentor and university supervisor, decide upon a course of action.

- Invite the assistance of a school or university administrator, if it would be helpful and/or necessary.
- Develop an Assistance Plan if formative feedback does not result in sufficient positive change.

Procedure for Removing Candidates from Field Experiences and Concurrent Courses

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching if that is warranted. The university supervisor is responsible for observing the intern and providing both verbal and written feedback for each lesson observed. The mentor teacher should give additional written feedback to any candidate who is having difficulty after formative discussions with the candidate have occurred.
2. When an intern encounters difficulty in the school/classroom, it is the university supervisor's responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the intern is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor and intern, finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the candidate will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director to alert them that the candidate is experiencing difficulty. Should the candidate refuse to sign or fail to implement the Assistance Plan, the candidate will be removed from the placement and will proceed to step five of this policy.
3. At the end of the time frame set forth in the Assistance Plan, the intern is either: (a) allowed to proceed in the field experience if he/she has maintained all of the responsibilities expected of the experience, or (b) he/she is removed from the field experience due to lack of progress on the Assistance Plan. The decision will be made by the university supervisor in collaboration with the department chair based on all available data and documentation. The Director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.
4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the Internship course. If the withdrawal occurs before the deadline for

officially withdrawing from courses, the candidate may be allowed to withdraw from the internship and receive a grade of W for the course. Candidates taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement.

Candidates may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.

5. Candidates may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based on University policy stated in the appropriate catalog. If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.
6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.

PDS Handbook Module IV: Internship Policies

Towson University Education Program Professional Behavior Policy

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department and program-specific professional expectations. Successful completion of all field experiences requires professional behavior including, but not limited to, punctuality; attendance; professional attire; effective, appropriate, and discreet communication with the University and school-based students and personnel; and acceptance of a diverse and inclusive community of learners.

All teacher education students must exhibit behavior that is consistent with the University’s Code of Conduct and established professional practice in educational and clinical settings.

<http://www.towson.edu/studentaffairs/policies/documents/codeofconduct615.pdf>

Successful completion of all field experiences is a requirement for continuation in the education program.

Candidates receive the Professional Behavior Policy (See Appendix F: Professional behavior policy) and sign a Professional Behavior Policy Acknowledgment Form prior to the entry to the clinical experiences and again before the professional year.

Interns' Attendance and Absences

Attendance at all scheduled school placement days is required. On placement days, there is one primary objective: to fulfill all responsibilities in the classroom. This objective takes precedence over all other activities or commitments. The intern should arrive at school early enough to prepare for the day but no later than the scheduled arrival time for teachers. The intern should leave school when prepared for the next day but no earlier than the scheduled dismissal time for teachers.

Towson University Policy on Class Attendance / Absence:

<http://catalog.towson.edu/undergraduate/academic-policies/class-attendance-absence-policy/>

If an intern will be absent or late due to illness or emergency he/she will contact both the mentor teacher and University supervisor. Absences should only occur as a result of illness or emergency. Missed time will be made up. (See also Appendix F: Bereavement Policy) The University supervisor, in consultation with the Department Chair and Director of CPP, will make decisions regarding excessive absences and the extension of the field placement. Any changes in placement must have prior approval of the University supervisor and/or the Towson PDS liaison.

Permission to leave early or arrive late due to extenuating circumstances must be pre-approved by the University supervisor and mentor teacher.

If an intern must be late or absent, it is his/her responsibility to call the school (or mentor as pre-arranged), inform them of the anticipated arrival time or absence, and provide the lesson plans for which the intern is responsible. The intern should also notify the University supervisor as soon as possible after contacting the mentor. Failure to provide timely notification of lateness or absence is a serious breach of professional conduct. A pattern of lateness or absence that is not communicated in a timely manner may result in removal from placement and will be reflected in intern evaluations.

Child Abuse and Neglect

It is the legal obligation of anyone working in a school to know and observe the policy for reporting suspected child abuse or neglect. If an intern observes suspected abuse while working in a school, or a student reports possible abuse or neglect to an intern, it is imperative to follow the appropriate procedure. An intern should immediately report any suspected abuse to the mentor and principal, with follow-up information to the University supervisor about the steps taken as soon as

possible. The intern must follow the protocols and requirements of the public school system in which he or she is placed.

Video / Digital Recording Policy

Some teacher preparation programs at Towson University include a video recording assignment during a field experience or internship. In order to ensure that parents/guardians give informed consent for such recordings, and to protect the privacy of the individuals involved and the confidentiality of the materials, **it is imperative that teacher candidates, interns and faculty comply with all expectations in the preparation for and handling of the video / digital recordings.**

Two sets of video permission / release forms have been developed for Parent/Guardians and for Teacher Candidates/Interns. One set of templates is designed to be customized for use with the edTPA and the other set is designed to be customized for other field experiences across the Education Unit. (See also Appendix H: Video/Digital Recording Release Forms – edTPA and Education Unit Parent and Intern Release)

Copies of the signed parent/guardian forms and the signed teacher candidate/intern forms must be collected by supervisors and stored by Departments. It is recommended that they be scanned and filed electronically.

edTPA: In the final semester of the Elementary Education and Early Childhood Education programs at Towson University, interns complete the Educational Teacher Performance Assessment (edTPA). This assessment, developed at Stanford University, is being implemented nationally with more than 30 states participating. The specifics of this requirement will be reviewed with interns in depth by University Supervisors and PDS Liaisons. One component of this project is the completion of video/digital recordings in the internship classroom. (See Appendix H: Video/Digital Recording Release Forms - edTPA Parent and Intern Release)

Education Unit: Some teacher preparation programs at Towson University include a video recording assignment during a field experience. The requirements for any video recording assignment should be clearly specified in writing in the course syllabus and/or handbook. Portions of the parent permission form (See Appendix H: Video/Digital Recording Release Forms – Education Unit Parent and Intern Release) must be completed by the instructor **before making copies to distribute to teacher candidates:**

- name of Chair/Supervisor and/or Director
- Department name
- One of the below must be circled “Yes” and one circled “No” on the form
- (a) **Yes No** The video will be viewed individually by my instructor. OR
- (b) **Yes No** The video will be viewed by my instructor and my seminar classmates of teacher education candidates.
- The above categories are the **only** approved uses of the video recordings

Dress and Appearance

Although school and school system norms for dress vary widely, interns are expected to dress professionally at all times. Consult with your University supervisor and mentor teacher concerning appropriate dress and appearance.

Substitute Teaching by Interns

In the event that one's mentor teacher is absent, **a qualified substitute teacher must be assigned to the teacher's duties. The intern may not serve as the substitute teacher during the internship experience.** However, the intern should assist the substitute when requested to do so and implement any of their own planned lessons that the mentor has pre-approved.

Successful Completion of Professional Year

All interns are expected to fulfill all requirements of the professional year. Occasionally a school district seeks clearance to offer a teaching position to an intern prior to the end of the internship. In these situations, a written request must be submitted by the intern in writing to the department chair with a copy to the Director of the CPP, accompanied by written documentation of the offer from the school principal and supporting documentation from the University supervisor. At a minimum, the 100 day Internship requirement must be met and all other requirements of the Internship must be satisfactorily fulfilled before an early release will be considered.

Receiving compensation as a substitute while in the internship role during the professional year is prohibited.

Appendices

A. Conceptual Framework

B. PDS Matrix

C. Strategic Planning Action Plan

D. InTASC Standards

E. Professional Behavior Policy – includes Assistance Plan Template

F. Bereavement Policy

G. Video/Digital Recording Release Forms

- **edTPA Parent and Intern Release**
- **Education Unit Parent and Teacher Candidate Release**

Appendix A. Conceptual Framework



Appendix B. PDS Matrix

STANDARDS FOR MARYLAND PROFESSIONAL DEVELOPMENT SCHOOLS

Components		Teacher Preparation	Continuing Professional Development	Research and Inquiry	Student Achievement
<p>I. Learning Community</p> <p><i>The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.</i></p>	<p>a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences;</p> <p>b. Interns engage in the full range of teacher activities in the school community;</p> <p>c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.</p>	<p>a. PDS partners collaboratively create, conduct and participate in needs-based professional development and positively impact student achievement;</p> <p>b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns;</p> <p>c. School and campus-based instructional activities are informed by PDS experiences;</p>	<p>a. PDS partners collaboratively engage in inquiry and/or action research;</p> <p>b. PDS partners disseminate results of research/inquiry activities.</p>	<p>a. IHE and school faculty model the use of state/local learning outcomes and field experiences;</p> <p>b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.</p>	
<p>II. Collaboration</p> <p><i>PDS partners work together to carry out the collaboratively defined mission of the PDS.</i></p>	<p>a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences;</p> <p>b. PDS partners share responsibility for evaluating interns;</p> <p>c. PDS partners collaboratively meet the needs of pre-service mentors;</p> <p>d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.</p>	<p>a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions;</p> <p>b. IHE and school faculty engage in cross-institutional staffing;</p> <p>c. PDS partners identify and address professional development needs of faculty and interns;</p> <p>d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.</p>	<p>a. PDS partners collaboratively examine the action research/inquiry process;</p> <p>b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.</p>	<p>a. PDS partners use demographic and performance data to modify instruction to improve student achievement;</p> <p>b. Representatives of PDS stakeholder groups participate on the school improvement team;</p> <p>c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.</p>	
<p>III. Accountability</p> <p><i>The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education.</i></p>	<p>a. IHE and school faculty collaborate on the development of intern performance assessments;</p> <p>b. The teacher education program requires that interns be assessed through a standards-based portfolio;</p> <p>c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns;</p> <p>d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.</p>	<p>a. PDS partners assess the collaborative professional development provided in the PDS;</p> <p>b. IHE and school faculty collaboratively prepare to mentor and supervise interns;</p> <p>c. PDS partners work together to meet one another's professional development needs;</p> <p>d. PDS partners recognize one another's accomplishments.</p>	<p>a. PDS partners collect, analyze and use data for program planning and implementation;</p> <p>b. PDS partners use results of research and inquiry to inform future practice within the PDS.</p>	<p>a. PDS stakeholders assume responsibility for improving PreK-12 student achievement;</p> <p>b. PDS partners collaborate to determine the impact of PDS on student achievement.</p>	
<p>IV. Organization, Roles and Resources</p> <p><i>Partner institutions allocate resources to support the continuous improvement of teaching and learning.</i></p>	<p>a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS;</p> <p>b. PDS partners share resources to support the learning of PreK-12 students and PDS partners;</p> <p>c. PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed.</p>	<p>a. IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program;</p> <p>b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors;</p> <p>c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers;</p> <p>d. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.</p>	<p>a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice;</p> <p>b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.</p>	<p>a. PDS stakeholders examine the impact of PDS on student achievement;</p> <p>b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources;</p> <p>c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.</p>	
<p>V. Diversity and Equity</p> <p><i>The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.</i></p>	<p>a. The IHE provides all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS;</p> <p>b. Interns demonstrate skill in working with diverse student, parent and staff populations;</p> <p>c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.</p>	<p>a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities;</p> <p>b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues;</p> <p>c. PDS partners represent diverse backgrounds.</p>	<p>a. PDS partners plan and conduct action research/inquiry with attention to issues of equity;</p> <p>b. PDS partners disseminate research findings related to student equity and use these for program improvement.</p>	<p>a. PDS partners work with parents and community members in support of student learning;</p> <p>b. PDS partners collaborate to ensure that all education is multicultural;</p> <p>c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.</p>	

Appendix C. Strategic Planning Action Plan

<p>PDS Strategic Planning ACTION PLAN</p>
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Under Revision – Contact Center for Professional Practice

mlbrown@towson.edu

Appendix D. InTASC Standards

Interstate Teacher Assessment and Support Consortium Standards

	2011 Interstate Teacher Assessment and Support Consortium (InTASC) <i>Model Core Teaching Standards</i>
1	Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	Learning Environments The teacher works with others (learners, families, colleagues) to create effective learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	Assessment to Prove and Improve Student Learning The teacher understands and uses multiple methods of formative and summative assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals (including

	2011 Interstate Teacher Assessment and Support Consortium (InTASC) <i>Model Core Teaching Standards</i>
	resource personnel), and community members to ensure learner growth, and to advance the profession.

Appendix E. Professional Behavior Policy - includes Assistance Plan Template

Student Copy

TOWSON UNIVERSITY EDUCATION PROGRAM PROFESSIONAL BEHAVIOR POLICY¹

Introduction and Rationale

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. The teaching profession requires strong academic preparation, mastery of pedagogy, and other professional competencies. The profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help candidates demonstrate professional behaviors in a school environment. This document sets forth those essential professional behaviors for the entire education unit.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering teaching careers that will help such students in their career decision-making; (b) serving as the basis for feedback provided to students throughout their teaching program regarding their progress toward mastery of all program objectives; and (c) serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All candidates in education programs are expected to demonstrate they are prepared to work with students and adults in educational settings. This preparation results from the combination of successful completion of Towson University coursework, field/internship experiences, and the demonstration of professional behavior that all educators should possess. These professional behaviors are outlined below.

EDUCATION PROFESSIONAL BEHAVIOR STATEMENT

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed behavior is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behaviors consistent with the University's Code of Behavior and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.

¹Adapted from the University of Maryland, College Park (2005) *College of Education Technical Standards Policy*.
Used with permission

Program Expectations of Behavior

The Education Program's Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

Candidates enrolled in an education program must:

Communication/Interpersonal Skills

- **express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff**
 - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written Standard English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
 - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
 - Candidates demonstrate sufficient skills in spoken Standard English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.
- **have communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments**
 - Candidates appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
 - Candidates demonstrate their awareness of appropriate social boundaries between students and educators and their readiness to observe those boundaries.
- **have the necessary interpersonal competencies to function effectively with students and parents/guardians, and to function collaboratively as part of a professional team**
 - Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents/guardians, and students.
 - Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.

Emotional and Physical Abilities

- **be able to work appropriately with time constraints and deadlines, to concentrate in distracting situations, to make subjective judgments to best serve the needs of students, and to ensure safety in the classroom and in emergency situations**
 - Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
 - Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
 - Candidates possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.
 - Candidates maintain composure and continue to function well in a myriad of situations.

- **have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties**
 - Candidates exhibit motor and sensory abilities to attend and participate in class and practicum placements.
 - Candidates tolerate physically demanding workloads and to function effectively under stress.

Personal and Professional Behavior

- **arrive on time for professional commitments, including classes and field experiences**
 - Candidates meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.
- **seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive reviews of their work from supervisors**
 - Candidates reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
 - Candidates are flexible, open to new ideas and willing to modify their beliefs and practices to best serve the needs of their students.
- **demonstrate attitudes of integrity, responsibility, and tolerance**
 - Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
 - Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
 - Candidates must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
 - Candidates demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.
 - Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.
 - Candidates protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.
- **show respect for self and others**
 - Candidates exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.
 - Candidates know cell phone use is prohibited during class hours (inc.texting).
 - Candidates are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements. They are expected to abide by the Towson University Code of Student Behavior.
 - Candidates demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
 - Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.

- Candidates realize their representations on the internet will be considered within the scope of their professional demeanor.
- **project an image of professionalism**
 - Candidates demonstrate appropriate personal hygiene.
 - Candidates dress appropriately for their professional contexts.
 - Candidates possess maturity, self-discipline, and appropriate professional judgment.
 - Candidates attend and assist as needed in lessons being observed.
 - Candidates demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.
- **social media policy**
 - The same principles and guidelines that apply to students' activities in general also apply to their activities online. This includes all forms of online publishing and discussion, including blogs, user-generated video and audio, social networks and other social media applications. The Internet is neither anonymous nor forgetful, and there is no clear line between one's professional life and personal life on a social media site. Teacher candidates need to weigh every posting for how it affects their effectiveness as teachers.

Implementation and Review Procedures

Each program of education will introduce this policy, and candidates will receive a copy of the *Program's Professional Behavior Policy* and sign a *Professional Behavior Policy Acknowledgement Form* prior to the entry of the clinical experiences. Candidates in the programs will be required to submit an updated *Professional Behavior Policy Acknowledgment Form* prior to entry into the Professional Year.

At various points (e.g., field experiences) candidates will be notified of *Professional Behavior* inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from Towson University or other sources. If the problem seems to be beyond remediation, the candidate's continuation in professional programs, graduation, or recommendation for certification may be denied.

Assistance for Individuals with Disabilities

Professional behavior may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, Towson University will endeavor to make reasonable accommodations with respect to its behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Disability Support Services (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.

**TOWSON UNIVERSITY
PROFESSIONAL BEHAVIOR POLICY
EDUCATION STUDENT ACKNOWLEDGEMENT FORM**

Within the professional context to which each candidate aspires, all candidates must:

Communication/Interpersonal Skills

- be able to express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments
- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team

Emotional and Physical Abilities

- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies
- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties

Personal and Professional Requirements

- arrive (and be on time) for professional commitments, including classes and field experiences
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
- demonstrate attitudes of integrity, responsibility, and tolerance
- show respect for self and others
- project an image of professionalism
- adhere to social media policy

I have read and acknowledge receipt of the Professional Behavior Policy. I understand that if the criteria listed above are not met satisfactorily, I may be recommended for dismissal from the Teaching Program and/or denied the opportunity to **complete the field experience and capstone internship component of the curriculum.**

Candidate Signature

PRINTED Name

Date

This document should be given to the **Department Chair.**

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Documented disability students seeking accommodations, should register with the University's Office of Disability Support Services and notify your course instructor, and/or academic advisor prior to the start of classes and/or field experience.

POLICY REGARDING CONTINUANCE OR REMOVAL FROM FIELD PLACEMENTS

As well as academic preparation and teaching skills, the teaching profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The “Education Professional Behavior Policy” (part 2 of this document) describes the professional behavior expected of teacher candidates in all placements. Candidates who fail to demonstrate appropriate professional behavior pedagogical skills, or mastery of content may be removed from the field placement after other options may be explored.

Should a school leader request the removal of an intern from a school placement, the placement at that school shall be ended immediately. The intern will proceed to step five of this policy if the school requests that the intern be removed from the setting. If a candidate’s actions are considered illegal activities, there is an automatic referral to step five of this policy. If a candidate fails to demonstrate competence in one or more expectations in the school placement, the following policy shall be implemented.

Procedure for Removing Candidates from Field Experiences and Concurrent Courses:

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching if that is warranted. The University supervisor is responsible for observing the intern and providing both oral and written feedback for each lesson observed. The mentor teacher should give written feedback to any candidate that is having difficulty after formative discussions with the candidate have occurred.

2. When an intern encounters difficulty in the school/classroom, it is the university supervisor’s responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the candidate is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor teacher and the intern, will finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the candidate will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director as a way to alert them that the candidate is experiencing difficulty. Should the candidate refuse to sign or fail to implement the Assistance Plan, the candidate will be removed from the placement and will proceed to step five of this policy.

3. At the end of the time frame set forth in the Assistance Plan, the intern is either allowed to proceed in the field experience as long as he/she is able to maintain all of the responsibilities expected of the experience, or he/she is removed from the field experience due to lack of progress on the Assistance Plan. This decision will be made by the university supervisor in collaboration with the department chair; the director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.

4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the internship course. If the withdrawal occurs before the deadline for officially withdrawing from courses, the candidate may be allowed to withdraw from the internship and receive a grade of W for the course. Candidates taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement. Candidates may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.

5. Candidates may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based on university policy as stated in the appropriate catalog. If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.

6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.

Towson University

Professional Year Assistance Plan

Towson University Assistance Plan for use in Field Experience and Internship Placements

Teacher Candidate: _____ **Program:** _____ **Placement Site:** _____

Based on information provided by the PDS Liaison, university supervisor, mentor teacher, and intern the following assistance plan has been developed.

Please note: Failure to complete this plan satisfactorily by _____ (date) may result in removal from the field experience or internship.

Statement of Concerns: (Relate to Standards: TU Professional Behavior Policy, INTASC, and/or Program Standards)	The teacher candidate will: (include observable performance and timeline of dates to be accomplished)	Supervisor and /or mentor (note which) will provide the following supports:	Documentation of Progress (include dates) Is progress satisfactory? Use text box at end of this plan if needed for additional documentation.

**Towson University
Assistance Plan
for use in
Field Experience and Internship Placements**

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Signatures

Intern*: _____

Date: _____

Mentor Teacher*: _____

Date: _____

University Supervisor*: _____

Date: _____

University PDS Liaison (when in PDS Cohort): _____

Date: _____

Copy to: Department Chair and Program Coordinator

Record of Feedback and Progress Monitoring
Include dates. Is progress satisfactory?

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Appendix F. Bereavement Policy

Towson University

Student Bereavement Procedure

Purpose:

To promote the general mental health of Towson University students by allowing them the opportunity to grieve and be available for their families during times of death and grief.

Excused Academic Days:

All students who opt to use the Bereavement Procedure should be given **five (5)** academic days off to mourn the loss of an individual with a significant relationship. Unexcused absences already prescribed in the course syllabus should not be used in congruence with the Bereavement Procedure. Significant relationship can include, but is not limited to, individuals with the following legal titles:

- Uncle(s) or Aunt(s)
- Cousin(s)
- Niece(s) or Nephew(s)
- Legal In-Law(s)
- Grandparent(s)
- Step-Relation Individual(s)
- Child(ren) or Individual(s) in which the Mourner has Legal Guardianship Over
- Parent(s) or Legal Guardian(s)
- Sibling(s)
- Spouse or Legal Civil Union Partner

Traveling Day(s) System:

- Students should be allotted two days, in addition to the five mourning days, to travel to and from their respective locations. These locations include the home of the deceased, the home of the student grieving or the location of the funeral/services.
- Travel days will be calendar days, not academic days. Students opting to use the Bereavement Procedure can appeal to the professor and/or Division of Student Affairs if more travel days are needed. These requests will be handled on a case-by-case basis.

Missed Academic Work:

The Towson University Student Government Association and Graduate Student Association suggest that the student who is mourning be given a reasonable amount of days to make up any academic work that will not be completed as they mourn and/or travel.

- The allowance of days given for missed academic work should be equal to the number of days excused from class.

The assignments missed should not be subject to deduction in scoring, as long as they are completed in the reasonable extended period of allotted time. The student is responsible for working with the professor to make up these assignments.

- Per the Towson University Class Attendance/Absence Policy, under Section II; Article IV, if compelling verifiable circumstances are beyond the control of the student, and the nature of the assignment makes it impossible for missed work to be completed, faculty members should attempt to make a reasonable adjustment of the assignment.

Proof of Death:

Any students who wish to use the Bereavement Procedure should have proof of the death of the individual(s) who is/are being mourned. Proof of the individual(s) death(s) should be submitted to Towson University's Division of Student Affairs by the end of the allotted days. Documentation of the death or funeral service attended should suffice as evidence of the death.

- This could include, but is not limited to: an obituary, copy of death certificate, program from the funeral service, or a signed letter of funeral service from the funeral home.

Final Suggestions:

The Towson University Student Government Association and Graduate Student Association have developed the aforementioned guidelines to serve as a foundation, not a barrier, for students to mourn a loss.

It is encouraged that students who opt to use this procedure be in constant communication with their professor(s) about the missed assignments and potential for extra excused, missed days.

If students opt to use the procedure, the information submitted by the student will be sent to the Division of Student Affairs' Counseling Center. The student will then have the voluntary option to continue with counseling services, if so desired.

As of: December 11, 2013

Appendix G. Video / Digital Recording Release Forms

Educational Teacher Performance Assessment (edTPA) Release Form - Parent

To: Parents & Guardians Date: _____
Topic: Student Release Form –
From: _____, Intern, Towson University
_____, Classroom Teacher, _____ Class
_____, Building Principal, _____ School
Dr. Robert Blake, Chair, Department of Elementary Education, Towson University
Dr. Janese Daniels, Chair, Department of Early Childhood Education, Towson University

As part of the Professional Development School (PDS) partnership between _____ Elementary School and Towson University, I am participating in a national performance assessment called the Educational Teacher Performance Assessment (edTPA) for evaluating teacher candidates (interns). This is an initiative of a national consortium overseen by Stanford University and the American Association of Colleges of Teacher Education, with more than 30 participating states. The purposes of this project are: (1) to help interns grow and develop as teachers; and (2) to improve teacher preparation through faculty development and program improvement. As such, the video will be viewed individually by Towson University Education faculty, who will score my project. The video may also be viewed by appropriate Elementary Education faculty or Early Childhood faculty to make adjustments in courses to address best teaching practices, and/or by one or more Towson University teacher candidates to reflect on positive classroom teaching practices.

This project requires me to submit a 15 minute video/digital recording of my teaching in your child's class. The video/digital recording will include me and classroom students, however the primary focus is upon my instruction, not on the students in the class. In the process of recording, your child may appear on the video/digital recording if you provide permission by signing the consent form below. Such recordings will be viewed only by the persons identified in the preceding paragraph.

I am also required to submit samples of student work as evidence of my teaching practice, and that work may include some of your child's work if you provide permission by signing the consent form below. No student's name will appear on any materials that are submitted. If the video recording or student work samples are to be used for any purpose other than assessment and professional development purposes, separate permission will be specifically requested by me or by Towson University.

- There will be no consequences to a student's instruction if a parent chooses not to provide permission for the child to participate.
- To protect the privacy of all parties in the video, parents will not have the ability to inspect, amend or correct the video recording or written materials provided.
- The video/digital recording will not be available for public inspection, and will not be shared on any public site including but not limited to Facebook, YouTube, TeacherTube, email, etc.
- All video/digital data will be erased/deleted from public or personal video cameras, computers, or any other public or personal data storage device after the assignment is completed and evaluated.

The form below will be used to document your permission for these activities.

Sincerely, _____ (Intern Signature)

PERMISSION SLIP

Student Name: _____ School/Teacher _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher performance assessment being conducted by the Towson University Departments of Elementary Education and Early Childhood Education, and agree to the following: *(Please check the appropriate box below.)*

IDO give permission to you to include my child's image on video/digital recordings as he or she participates in a class

conducted at _____ and/or to reproduce materials that my child may produce as part of
(Name of School)

classroom activities. No student names will appear on any materials submitted by the intern.

IDO NOT give permission to video or digitally record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

Educational Teacher Performance Assessment (edTPA) Release Form - Intern

Towson University College of Education

Educational Teacher Performance Assessment (edTPA)

In this final semester of the Elementary Education program and the Early Childhood Education program at Towson University, you will complete the Educational Teacher Performance Assessment. This assessment, developed at Stanford University, is being implemented nationally with more than 30 states participating. The primary purpose of this project is to develop a nationally available assessment of teaching that can measure the performance of teacher candidates as well as support teacher candidates' growth. Here at Towson University, we will use the result of this assessment for program improvement, faculty development, and improved intern support.

This assessment requires you to submit a short video recording of your teaching and to submit samples of student work as evidence of your teaching practice. It is of the utmost importance that we maintain confidentiality to protect the identities of the students in your classroom. The video clips you submit for this assessment may not be used for any purpose other than that for which parental permission is given. You may NOT post this video on any public site (e.g., Facebook, YouTube, TeacherTube, email etc.) nor may you use this video for any personal or professional purpose beyond the scope of the permissions granted. You must remove student names from all student work you submit, and you should not refer to students by name in your written commentaries.

- I have read the above statement regarding student confidentiality.
- I agree that I will not use the video recorded for the edTPA for any personal or professional purpose for which I do not have parent permission.
- I agree to erase/delete the video/digital data from public or personal video cameras, computers, or any other public or personal data storage device after submitting my edTPA.

Intern Name (printed) _____

Intern Signature _____

Here at Towson University, we use the Educational Teacher Performance Assessment as a means of improved intern support, program evaluation and improvement, and faculty development. The best way for us to do this is to closely examine the assessments you as interns turn in, just as you use your students' assessments as a source of information to help you improve your teaching. Your edTPA commentaries and supporting materials may be used for faculty professional development and intern support. Your name would be removed from all written work. Your video would never be shown to interns as a poor example.

- If you do not provide the video/digital recording, your edTPA will be incomplete when submitted, and cannot be scored.
- Once your video learning segment is submitted, you may not inspect, amend or correct it.
- The video/digital recording will not be available for public inspection.
- The video/digital recording is made available to assigned edTPA scorers (who may come from COE departments or the Dean's office) but otherwise will not be transferred to or shared with any entity other than the TU Departments of Elementary Education and Early Childhood Education.

- I have read the above statement regarding the use of the Educational Teacher Performance Assessment for program improvement, faculty development, and intern support.
- I give permission for the Department of Elementary Education or the Department of Early Childhood Education to use my edTPA video, commentaries, support documents for intern support, program improvement, and faculty development.

Intern Name (printed) _____

Intern Signature _____

Education Unit Parent Release Form:

To: Parents & Guardians

Topic: Student Release Form – Video / Digital Recording and Student Work Sample Assignment

From: _____
_____ Teacher Candidate, Towson University
_____ Classroom Teacher _____ Class

_____ Building Principal _____ School
_____ Chair, Supervisor and/or Director (circle appropriate title)

Department of _____, Towson University Date: _____

I am a teacher candidate from Towson University assigned to work in your child's classroom this semester. As part of my professional preparation I am required to make video/digital recordings of lessons taught in your child's class. The purposes of this project are: (1) to analyze my teaching strategies as observed on the video and (2) to support my growth as a teacher in the process. To fulfill these instructional purposes, the video will only be viewed as indicated below with "Yes":

- (a) Yes No The video will be viewed individually by my instructor. OR
- (b) Yes No The video will be viewed by my instructor and my seminar classmates of teacher education candidates.

Although the video recording will include me and classroom students, the primary focus is upon my instruction, not on the students in the class. In the process of recording, your child may appear on the video.

I also may be required to submit samples of student work as evidence of my teaching practice, and that work may include some of your child's work. No student's name will appear on any materials that are submitted.

- There will be no consequences to a student's instruction if a parent/guardian chooses not to provide permission for the child to participate.
- To protect the privacy of all parties in the video, parents/guardians will not have the ability to inspect, amend or correct the video/digital recording or written materials provided.
- The video/digital recording will not be available for public inspection, and will not be shared on any public site including but not limited to Facebook, YouTube, TeacherTube, email, etc.
- The video/digital recording will only be viewed by the individual or group indicated with "Yes" in item (a) or (b) above.
- All video/digital data will be erased/deleted from public or personal video cameras, computers, or any other public or personal data storage device after the assignment is completed and evaluated.

The form below will be used to document your permission for these activities.

Sincerely, _____ (Teacher Candidate)

PERMISSION SLIP

Student Name: _____ School/Teacher: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a video and work sample assignment for the Department of _____ at Towson University, and agree to the following: *(Please check the appropriate box below.)*

I DO give permission to you to include my child's image on video /digital recordings as he or she participates in a class

conducted at _____ and/or to reproduce materials that my child may produce as part of

(Name of School)

classroom activities. No student names will appear on any materials submitted by the teacher candidate.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

Teacher Candidate Release Form

Towson University Department of _____ Video / Digital Recording and Student Work Sample Assignment

This semester you are required to make video/digital recordings of a lesson or lessons taught in your field experience classroom. The purposes of this project are: (1) to analyze your teaching strategies as observed on the video and (2) to support your growth as a reflective teacher in the process.

This assignment requires you to submit a short video recording of your teaching and may also require you to submit samples of student work as evidence of your teaching practice. It is of the utmost importance that we maintain confidentiality to protect the identities of the students in your classroom. The video clips you submit for this assignment may not be used for any purpose other than that for which parental permission is given. You may NOT post this video on any public site (e.g., Facebook, YouTube, TeacherTube, email, etc.) nor may you use this video for any personal or professional purpose beyond the scope of the permissions granted. You must remove student names from all student work you submit, and you should not refer to students by name in your written commentaries.

- I have read the above statement regarding student confidentiality.
- I agree that I will not use the video recorded for this assignment for any personal or professional purpose for which I do not have parent permission.
- I agree to erase/delete video data from public or personal video cameras, computers, or any other public or personal data storage device after my assignment is completed and evaluated.

Teacher Candidate Name (printed)

Teacher Candidate Signature

-
- If you do not provide the video/digital recording, your assignment will be incomplete when submitted.
 - Once your video learning segment is submitted, you may not inspect, amend or correct it.
 - The video/digital recording will not be available for public inspection.
 - The video/digital recording will not be made available, transferred to or shared with any entity.

I have read the above statements regarding the use of the video / digital recording of my instruction.

Teacher Candidate Name (printed)

Teacher Candidate Signature
