



Master of Arts in Teaching Program Guide

Updated: December, 2014



JOHNS HOPKINS
UNIVERSITY

School of Education

You Are a Marvel

Pablo Casals

Each second we live is a new and unique moment of the universe, a moment that will never be again. And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there has never been another child like you. Your legs, your arms, your clever fingers, and the way you move. You may become a Shakespeare, a Michelangelo, or a Beethoven. You have the capacity for anything. You, you are a marvel. And when you grow up, can you harm another who is, like you, a marvel? We must all work and help to make the world worthy of its children.

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Welcome

The Teaching and Learning faculty is pleased to welcome you to the Master of Arts in Teaching program. (options include Full Time, Part Time, the Baltimore Fellows, and the Montgomery ProMAT). The program guide identifies policies, responsibilities, recommendations, and expectations that foster a high standard of excellence for these program options.

The guide is intended to be informative about the program specifics, the academic and student conduct policies, key expectations of the School of Education in general, and of the MAT programs, in particular. Information contained in this guide is subject to change due to federal, state, or university mandates. Announcements concerning the program are posted on the MAT Program Site <http://cte.jhu.edu/matprogramsite>.

The Master of Arts in Teaching Program

VISION

Classroom teachers and teacher leaders committed to the service of students, schools, families, and the profession.

MAT MISSION STATEMENT

The mission of the Master of Arts in Teaching (MAT) program at the Johns Hopkins University School of Education is to support and advance the quality of initial teacher preparation through teaching, research, program development, leadership, and service by preparing teacher candidates to be highly effective teachers, leaders, and change agents; by building and sustaining vibrant, mutually supportive partnerships with schools; and by participating in policy formation, research, and dissemination activities that contribute to regional and national educational reforms.

The MAT program options accomplish this mission by preparing candidates with an earned bachelor's or advanced degree to teach with exceptional effectiveness at the elementary or secondary level. All program options equip candidates to synthesize knowledge of content, curriculum, and methodology and to implement research-supported best practices in teaching, including the effective integration of applied technology. Each provides an opportunity for experimentation, analysis of technique, and practice of teaching skills at the highest possible level, using evidence about student progress to make instructional decisions. Participation in fieldwork, as interns, promotes understanding of the personal, interpersonal, academic, and ethical requirements of the profession. The internship is designed to foster reflective habits, responsibility, high standards, and positive expectations for students. The program is designed to encourage commitment to and enthusiasm for teaching diverse learners.

THE SCHOOL OF EDUCATION CORE VALUES

The faculty and staff of the School of Education and the graduate students in the MAT program uphold and promote the following core values:

- **Community:** We are a community of teaching professionals who engage beyond the university with members of regional and national communities to improve the quality of life in our region and beyond. We are focused on the common goal of advancing the School of Education's academic programs, research initiatives, and student achievement.
- **Learning:** We are a learning organization that promotes the achievement of the educational goals of all members of our community through our instruction, scholarship, support services, technology infrastructure, and administrative processes.
- **Scholarship:** The discovery of new knowledge is at the heart of the university. We support and encourage all faculty, staff, and students to contribute to the expansion of knowledge through scholarship and research, both theoretical and applied.
- **Creativity and innovation:** In response to change, we encourage and support creativity and innovation in all academic and administrative endeavors. This spirit of entrepreneurship that has been a hallmark of the School of Education since 1909

positions us not only to respond to change, but to be agents for positive change in our School, University and the schools and communities with which we engage.

- **Diversity and civility:** To cultivate and sustain a civil community that values all its members, we demonstrate active respect and appreciation for the perspectives and contributions of others. We also strive to recruit a diverse mix of students, faculty, and staff and to honor the various ethnic, racial, and cultural histories they bring to our School. We strive always to maintain an environment that will serve as a model for respect and civility in the workplace.
- **Collaboration:** We encourage interdisciplinary partnerships and support meaningful working relationships with public schools and school systems as well as with corporate, governmental, educational, and non-profit organizations.
- **Continuous improvement:** We work toward high standards of quality and excellence in our academic programs as well as in academic support services and administrative systems. To demonstrate this excellence, we maintain rigorous internal review processes for all new and revised programs, benchmark against national programs, and align core programs with professional standards.

THE MAT PROGRAM'S RELATIONSHIP TO THE SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The MAT program provides teacher candidates with the best possible professional preparation to enable them to become highly effective classroom teachers and instructional leaders at the elementary or secondary levels. The program prepares candidates who are:

Knowledgeable in their respective content area/discipline, addressing appropriate national, state, and local standards in their teaching and professional/academic work.

To demonstrate this, candidates will:

-
- Demonstrate knowledge and understanding of their discipline(s).
 - Demonstrate competence in developing literacy skills of all students.
 - Use academic English in all written and oral communication, in all materials used in the classroom, and with K-12 students' families.

- Develop, implement, and analyze the results of formal and informal, formative and summative assessments which evaluate student attainment of stated lesson objectives.

Ethical, reflective professionals committed to lifelong learning able to modify, differentiate, personalize, and analyze effectiveness of instruction within the context of a particular classroom or school; able to engage in and benefit from research that leads to improved student outcomes.

To demonstrate this, candidates will:

-
- Show by their actions that they understand and abide by the highest professional standards of conduct.
 - Participate in department, grade level, and faculty meetings, duties, and extracurricular activities assigned to the mentor teacher and expected of faculty.
 - Fully prepare for and participate in all MAT classes, meetings, seminars, and activities.
 - Engage in reflection on and evaluation of their own teaching through annotated lessons, conferences, progress reports, and student feedback.

Committed to diversity, demonstrating respect for the differences among learners (including but not limited to cultural, ethnic, racial, gender, sexual orientation, ability, and socio-economic differences) in their classrooms and schools; a commitment to the development of all students and belief in their capacity to learn; a commitment to working in schools characterized by diversity of students; and an understanding of different learning needs and an ability to differentiate and personalize instruction appropriately to support effective learning.

To demonstrate this, candidates will:

-
- Display fairness and equal treatment of gender and culturally diverse groups with regard to language choices, material selection, and general interaction with students and their families.
 - Differentiate instruction for students with different learning preferences, varying abilities, different cultures, and special needs.

- Maintain a classroom atmosphere which is inviting, caring, and conducive to learning both with and without the mentor teacher present.
- Analyze causes of unacceptable student behavior and implement appropriate preventive and corrective action, including parent contact.
- Develop and maintain effective relationships and rapport with students, parents, colleagues, administrators, and supervisors.
- Participate appropriately and effectively in parent conferences.

Data-based decision makers with an understanding of the formal and informal assessments by which progress can be measured at the individual student, classroom, and school levels and with the ability to use data to plan for and evaluate the impact of instruction.

To demonstrate this, candidates will:

- Demonstrate a thorough working knowledge of all national and Maryland K-12 assessment mandates.
- Plan independently: create long-term, unit, and daily lesson plans.
- Plan, implement, and critique a variety of lesson types: introductory, review, inductive, synthesizing, directed reading, etc.
- Plan and implement lessons which encourage the development of higher order thinking skills.
- Construct and administer formal and informal, formative and summative assessments which evaluate student attainment of stated lesson objectives and longer-term learning goals.
- Use results from assessments to plan for remediation, extension, re-teaching, and individualization.
- Evaluate and report student progress in appropriate ways.

Integrators of applied technology with the ability to enhance instruction through the appropriate integration of technology and the ability to use varied technology tools and resources in school-based instruction to support all learners.

To do this, candidates will:

-
- Use appropriate audio, visual, computer, and other technological components in lessons to support learners' needs.
 - Use technology to access, evaluate, process, and apply information effectively.
 - Demonstrate an understanding of legal, social, and ethical issues related to uses of technology.
 - Demonstrate an understanding of appropriate uses of assistive technology to enhance student learning.
 - Develop professional practices that support continual learning and professional growth in appropriate uses of technology.
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THE MASTER OF ARTS IN TEACHING PROGRAM OUTCOMES AND OBJECTIVES

At the completion of the MAT program, the successful candidate will have passed appropriate standardized tests; will have completed the coursework and internship required for certification in Maryland to teach at his/her chosen level; will have compiled and presented a standards-based reflective portfolio of relevant work experiences; and will be awarded a master's degree from the University.

The MAT Program addresses the following objectives:

-
- Provide each candidate with the instructional, assessment and classroom management skills needed to teach successfully at the appropriate grade and/or subject level.
 - Integrate practical experience in actual classrooms with concepts taught in the university classroom.

- Utilize the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards as well as certification-specific national standards and teacher technology standards as the bases for structuring university coursework, intern performance and evaluation, and portfolio development.
 - Utilize the digital portfolio to demonstrate the candidate's understanding of and adherence to the InTASC Standards, certification-specific standards, and teacher technology standards.
 - Provide an integration of theory and practice that will meet and exceed all the Maryland certification requirements.
-

MAT PROGRAM STANDARDS

The MAT Program is framed by three sets of standards which are addressed in coursework and throughout the internship. The digital portfolio documents the culminating evidence of the candidate's successful attainment of all standards.

In addition, the MAT faculty and candidates collaborate with public school partners in meeting requirements of the **Maryland PDS Standards** to a high level of quality. Each of the content disciplines adheres to standards set by the Specialized Professional Associations.

The Interstate Teacher Assessment and Support Consortium (InTASC) 2011 Standards

Full description at:

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

The Interstate Teacher Assessment and Support Consortium (**InTASC**), commissioned by the nation's chief state school officers, developed ten standards which have become widely accepted as describing the expected knowledge, dispositions, and performances of teachers. These standards are used extensively by teacher preparation programs.

The Johns Hopkins University School of Education MAT program utilizes these standards in several important ways:

- All preliminary or integrated coursework has been coordinated to include attention to selected InTASC Standards; at the completion of the required sequences, candidates will have been exposed to the focus area of each InTASC Standard several times and from a variety of viewpoints.
- Interns are evaluated against each InTASC Standard several times during the internship.

- The digital portfolio, required of each master's candidate for the MAT degree, is structured around the 10 InTASC Standards.
- Continuous program evaluation is based on these standards.

Standard #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.

Standard #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.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #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 the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #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.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #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.

Standard #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.

Standard #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, and community members to ensure learner growth, and to advance the profession.

The Maryland Teacher Technology Standards (MTTS)

The Maryland State Department of Education has defined the following standards for teachers' effective use of technology, to be demonstrated during coursework and internship activities and in the digital portfolio. (Full description at <http://mttsonline.org/standards>)

Standard I: Technology Information Access, Evaluation, Processing and Application-
Access, evaluate, and process information efficiently and effectively

Standard II: Communication

- A. Use technology effectively and appropriately to interact electronically.
- B. Use technology to communicate information in a variety of formats.

Standard III: Legal, Social and Ethical Issues

Demonstrate an understanding of the legal, social, and ethical issues related to technology use.

Standard IV: Assessment for Administration and Instruction

Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

Standard V: Integrating Technology into the Curriculum and Instruction

Design, implement and assess learning experiences that incorporate use of technology in the curriculum-related instructional activity to support understanding, inquiry, problem-solving, communication or collaboration.

Standard VI: Assistive Technologies:

Understand human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

Standard VII: Professional Growth:

Develop professional practices that support continual learning and professional growth in technology use.

Specialized Professional Associations (SPAs)

MAT candidates demonstrate their understanding of and ability to meet the standards of professional associations that have been recognized nationally for their expertise in the different areas of teacher certification. The following specialized professional association standards used by the MAT program, by certification area, provide an additional framework of expectations to evaluate candidates' proficiency in graduate coursework and in their internship activities. The standards can be downloaded from <http://www.ncate.org/public/programStandards.asp?ch=4>).

- (a) Elementary: Association for Childhood Education International (ACEI)
- (b) Secondary English: National Council of Teachers of English (NCTE)
- (c) Secondary Mathematics: National Council of Teachers of Mathematics (NCTM)
- (d) Secondary Science (Biology, Chemistry, Earth/Space, Physics): National Science Teachers Association (NSTA)
- (e) Secondary Social Studies: National Council for the Social Studies (NCSS)

Maryland Professional Development School (PDS) Standards

All PDS partnerships in Maryland meet the following standards, addressing in each standard the components of **teacher preparation, continuing professional development, research and inquiry, and student achievement**:

Standard I: Learning Community

The PDS recognizes and supports the distinct learning needs of faculty/staff, interns, students, parents, and community members.

Standard II: Collaboration

PDS partners work together to carry out the collaboratively defined mission of the PDS.

Standard III: Accountability

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.

Standard IV: Organization, Roles and Resources

Partner institutions allocate resources to support the continuous improvement of teaching and learning.

Standard V: Diversity and Equity

The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.

ELEMENTS OF THE MAT PROGRAM

University Support for the MAT Program

The SOE provides the following supports for the MAT candidates:

- A faculty adviser to assist the candidate with academic course planning and portfolio support
- An internship coordinator to provide support and resources to interns related to internships
- A mentor teacher, recommended by the school principal, and paid a stipend by the university to assist, advise and provide feedback to the intern on a daily basis with any tasks and/or issues related to teaching
- A university supervisor (often a retired principal, supervisor, resource and/or master teacher) who works with the intern, providing feedback and support approximately multiple times during the internship

- Electronic support and mentoring through the proprietary Electronic Learning Community (ELC)

MAT Candidates Agree:

- To use the JHU email account for all MAT Program electronic communication, as well as the Electronic Learning Community (ELC) and other forms of regular, frequent communication to maintain contact with adviser/coordinator, university supervisor, mentor teacher, and course instructors.
- To complete all required administrative paperwork in a timely manner throughout the program and to maintain accurate information in the SOE records (current address, contact information, official supplemental transcripts, PRAXIS scores, etc.).
- To register for coursework and pay tuition at specified intervals throughout the program
- To complete course work in the sequence recommended by adviser along with **the timely completion of all course assignments to a high level of academic quality**
- To pass all PRAXIS exams required by the State of Maryland for the candidate's area of certification **by or before the March testing date** established by the Educational Testing Service each year. (This timing is essential for scores to confirm qualification for May graduation in any given year.)
- To adhere to all expectations for professionalism and ethical conduct - *Failure to adhere to these expectations may be cause for dismissal from the program and from the University*
- To terminate all other employment once the internship begins except for candidates in their own classrooms approved by the Field Experience Office and the MAT Program advisers.
- To accept placement in a partnership school/PDS as assigned by the internship coordinator, and **under no circumstances arrange own placement or contact school or school system staff regarding an internship placement until authorized to do so by SOE personnel**
- To meet all program requirements, including the collection of appropriate artifacts for the digital portfolio over the course of the program and the submission of a portfolio meeting all standards to at least a "Proficient" level

MAT Courses

Courses are offered at either/both Hopkins campuses: Columbia (the JHU Columbia Center) or Homewood (the Education Building). In addition, specifically designated courses are offered online.

Course sequences are posted on the MAT Program ELC. The full-time MAT program option requires that candidates take courses in the prescribed sequence because of the intense one-year timeline of the program. Part-time MAT candidates use the full-time MAT course sequence to guide their course planning; some MAT courses are offered at additional times, as available in the JHU course scheduling system, ISIS (accessible at <http://isis.jhu.edu/classes>).

QUALIFYING for GRADUATION and TEACHER CERTIFICATION

MAT Graduation Requirements

All MAT candidates must meet the following requirements to be eligible for graduation:

1. Completion of all pre-requisite content coursework specified in the candidate's Academic Program Plan, confirmed by official transcript(s).
2. **Successful completion of the supervised internship with a grade of B or better.**
3. Successful completion of a standards-based digital portfolio aligned with the InTASC Standards, the Maryland Teacher Technology Standards, and certification-specific content and pedagogy standards.
4. Completion of the 39 graduate credits specified in the candidate's Academic Program Plan with an overall GPA of at least 3.0 and no more than one grade of C+/C/C-.
5. Passing scores on specified PRAXIS II exams.
6. Candidate submission of all forms and fees as required by the University by designated due dates.

NOTE: The MAT degree is not awarded if Maryland certification requirements are not also met in full, even if all other MAT program requirements have been fully satisfied.

The Certification Stamp is not placed on a candidate's transcript if the MAT degree requirements are not met in full, even if all other Maryland certification requirements have been fully satisfied.

Graduation application deadlines can be found on the SOE website: <http://education.jhu.edu>. MAT candidates who have submitted the Application for Graduation (see "Forms" under "Current Students") receive a confirming letter from the SOE graduation coordinator in approximately one month. Their names are placed on the tentative graduation list for the semester in which they anticipate completing their degree requirements.

A Program Completion Statement is placed on the candidates' transcript after adviser review of the "Recommendation for Graduation and Certification or Final Program Plan" form signed by the Adviser and after the candidate has submitted a current Academic Year Graduation Application. **It is important that Candidates understand that a current Academic Year Graduation Application must be on file at the Registrar's Office in order to have the Program Completion Statement placed on their transcript.**

The Program Completion Statement date is the same date that the Candidate's Adviser signs the "Recommendation for Graduation and Certification or Final Program Plan" form.

The School of Education Academic Council meets three times a year to review candidates for graduation and make recommendations to the university president for commencement. After the Academic Council meets, candidates on the graduation list receive a letter confirming the Council's actions. If for some reason a candidate does not complete all requirements for the May graduation, the degree will be conferred at one of the other conferral dates, after all requirements are verified and a graduation form completed.

NOTE: Candidates are not permitted to participate in the May diploma ceremony if they have not satisfied all program requirements to qualify for graduation by the required date.

Conferral of the MAT Degree

Conferral of the degree at the university occurs three times each Academic Year (in late August, December and May). Candidates completing all graduation requirements prior

to that time may request a letter from the MAT office verifying anticipated conferral of the master's degree at the next commencement ceremony. In order for the transcript to indicate "degree conferred," candidates must submit the required forms and fee by the specified deadline. This is true regardless of whether the candidate intends to actually participate in graduation exercises or not. Remember, in order to attend commencement and receive a diploma, candidates must submit the required forms and fee by the specified deadline. Diplomas are only awarded in May.

A Certification Stamp (Notification) is placed on the candidates' transcript after adviser review and signature of the "Recommendation for Graduation and Certification or Final Program Plan" form. This notification, as part of an official academic transcript, is presented to the Maryland State Department of Education in order for a candidate to receive a teaching license. **Individual candidates are responsible for applying for their own teaching license.**

The Certification Stamp reads:

This student has completed a Maryland Approved
Certification Program using recognized state
or national standards.

"The unit is accredited by the National Council
for the Accreditation of Teacher Education"

PROGRAM: Graduate

CERTIFICATE: MAT- ELEMENTARY or SECONDARY SUBJECT AREA

This student has completed the Maryland State
Reading Courses.

For more information on Maryland Certification please visit:

<http://certification.msde.state.md.us/>

Requirements for Certification in Other States

Maryland has teacher certification reciprocity with many states and the District of Columbia. Teacher candidates interested in certification outside of Maryland should contact the particular state certification office for information, application, procedures, forms, and possible additional requirements. **This is the exclusive responsibility of the candidate.**

The MAT Internship

INTRODUCTION

The internship is the most important part of the MAT program. Knowledge learned from coursework is applied to planning, instruction, assessment and other professional situations allowing interns the opportunity to analyze, synthesize, and reflect on their practice. The collaborative work of interns, mentor teachers, university supervisors, university faculty, is integral to the process.

This portion of the handbook provides initial information and guidance for interns, mentor teachers, and university supervisors involved with both the part-time and full-time MAT options at the Johns Hopkins University SOE. Guidelines and procedures for internships and suggestions for effective supervision of interns are also included. More details are provided during the internship seminar that is conducted each semester.

Involvement in the internship is designed to foster responsibility and the demonstration of high standards and expectations for teacher candidates' professionalism, as well as to encourage commitment and enthusiasm for teaching.

The supervised internship requires a full-time commitment; **holding of additional employment during the entire period of the internship is not permitted.** The sole exception applies only to those interns who are fulfilling this requirement in their own classrooms in the part-time option only.

GENERAL INTERNSHIP PROCEDURES

Internship Placements

Internship placements are arranged by SOE faculty and the Field Experience Office with designated Professional Development and Partnership Schools. Internship coordinators, in cooperation with the appropriate school system, are responsible for most internship placements. Interns are grouped within PDSs to provide additional support. Although efforts will be made to accommodate geographical considerations, **interns cannot be guaranteed placement in a particular school or school system.**

Placement decisions are at the **sole** discretion of the internship coordinators and school system personnel.

NOTE: Under no circumstances may prospective interns contact schools or school system staff to inquire about or attempt to arrange for a placement; to do so may result in disciplinary action, up to and including removal from the program.

Should problems develop in an internship placement, the intern or mentor teacher must first contact the university supervisor. **It is essential that problems be identified early and addressed expeditiously with a problem-solving disposition.** The university supervisor may, in turn, contact the internship coordinator to discuss the situation and develop an appropriate strategy for resolution. In rare circumstances it may be necessary for the internship coordinator to change the intern's placement or to remove the intern from the internship entirely. Every effort will be made to take such extreme action in a way which is least disruptive to the school and its students and least embarrassing to the intern.

Should problems arise in an internship in which the school asks that the intern be removed, the school usually contacts the internship coordinator to discuss the removal. The internship coordinator takes the lead on the removal procedures. Interns who are facing removal or who have been removed must cease all communication with their mentor teacher and other members of the school community in which they were interning (including students, parents, and other staff members).

When a candidate is removed from an internship placement, the internship coordinator reviews the circumstances that led to removal and makes a determination as to whether

the candidate should be placed in another internship experience. A decision and rationale will be provided in writing to the intern. **The internship coordinator's decision concerning the removal will be sent to the Vice Dean for Academic Affairs for final disposition.**

Interns are required to **inform themselves about all local school and school system rules and procedures** with their mentor teacher. **Areas of concern should include, but are not limited to:**

- Hiring a substitute teacher in the absence of the mentor teacher
- Use of the intern's car to transport students (*never permitted by JHU*)
- Physical contact of any kind with a student (apart from normal public greetings), spending time alone with any student, or entertaining any student in the intern's home (*never permitted by JHU*)
- Procedures for handling and reporting illegal student activity, e.g., possession of weapons, drugs, alcohol, etc.
- Disciplining students
- Student suicide threats or expressions of suicidal thoughts
- Procedures for handling: suspected child abuse or neglect, bullying and exposure to bodily fluids

General Requirements of the Internship

- Preparation for, punctual attendance at, and full participation in all internship seminars, meetings, and classes.
- Participation in all conferences with mentor teacher and university supervisor, including evaluation sessions.
- **Timely completion of all course assignments to a high level of academic quality**
- Collection of appropriate evidence for the portfolio; submission of the portfolio evaluated at least at a "Proficient" level of quality in all aspects
- Adherence to Standards of MAT Internship Professionalism and Performances

Comparison of Part-time Program & Full-time Program Internships

	Full Time Option	Part Time Option
Length of Program	1 Year	2-5 Years
Typical Length of Internship	2 Semesters + Summer Placement Elementary Candidates: 1 semester at primary level and 1 semester at intermediate level	100 days across two semesters Elementary Candidates: a primary level or intermediate level
Mentor	Yes	Yes
University Supervisor	Yes	Yes(Exception for Teachers of Record in
PDS/Partnership School Placement	Yes	Yes (Exception for Teachers of Record in Own Classrooms)
Teaching Load	Collaboratively Decided by Mentor and University Supervisor	Collaboratively Decided by Mentor and University Supervisor
MAT Coursework	Taken in the Summer and during Internship Semesters	Generally Completed before Internship
PRAXIS II	Both Content Knowledge and Pedagogy PASSED during Internship (not later than March of graduation year)	Content Knowledge PASSED before Internship Pedagogy PASSED during Internship (not later than March of graduation year)
Digital Portfolio	Compiled during the Program and Completed During Spring Internship	Compiled during the Program Completed During Internship (Fall or Spring Semester)

Menu of Co-Teaching Options

Both the part-time and full-time option internships use a menu of co-teaching strategies to structure the roles of interns and their mentor teachers in ways that will serve the needs of *students, interns and mentors* most effectively. The goal is to maximize positive effects for student learning, intern preparation, and mentor professional growth. This provides the framework to prepare interns for a carefully timed period of full lead teaching for multiple weeks in each placement, when they have full lead responsibility for planning, teaching, and assessing.

Seven Approaches to Co-Teaching - Based on research and case studies: *see* www.stcloudstate.edu/coe/tqe and www.jmu.edu/coe/esc/consortium/Co-Teaching.shtml

Co-Teaching Approach	Description
One Teach, One Observe	Initially, mentor plans, teaches & assesses lesson(s) while intern observes, with a focus on observing for specific student behaviors in response to the lesson. Eventually, either mentor or intern can take either role.
One Teach, One Support	Initially, mentor delivers the lesson content while intern actively circulates to monitor student work/behavior and to assist as needed. Eventually, either mentor or intern can take either role.
Station Teaching	The class is divided into groups that will receive instruction from/work under the supervision of the mentor and intern working in separate areas of the room; groups rotate between the two.
Parallel Teaching	The mentor and intern each present the lesson material to different groups of student simultaneously. This may work especially effectively in two-group math and reading settings.
Supplemental Teaching	Either the mentor or the intern presents the main lesson content while the other either remediates or extends the learning for designated students.
Differentiated Teaching	The mentor and the intern present the same content in two different ways to provide multiple avenues to learning.
Team Teaching	The mentor and intern share all aspects of responsibility for the lesson (planning, delivering the lesson content, assessing) and for the learning of all students. Their roles in any given lesson may be very fluid. Team teaching is most effective when students perceive both mentor and intern as credible authority figures and knowledgeable in the subject matter. Students experience two teachers leading lessons fairly seamlessly, with no major discontinuity of teaching or management styles.

TK20 Forms

The Johns Hopkins SOE collects and keeps data on intern performance through a web based system called TK20. Members of the internship team (candidates, mentors, and university supervisors record and enter data at various points.

Form	Responsibility
Lesson Observation Form	Completed by the university supervisor and submitted into TK20 after a conference with the mentor and intern.
Performance and Professionalism Checklist	Completed jointly by the intern and mentor teacher. Done monthly for candidates in the full time option, and bi weekly for candidates in the part time option. Data is entered into TK20 by the mentor teacher and the candidate submits a copy to their internship coordinator.
Midpoint/Endpoint Internship Evaluation Form	Completed jointly by the candidate, mentor, and university supervisor after a conference. This will occur in December and May for candidates in the full time option, and mid-point and at the end of the 100 day internship for candidates in the part time option. The data will be entered into TK20 by the university supervisor.
Internship Grade Recommendation	Completed and entered into TK20 by the mentor and the university supervisor at the end of the internship. This recommendation only and the final grade will be determined by the internship coordinator.

DEFINITION OF TERMS

Adviser - the faculty member who conducts interviews and meets with prospective MAT candidates to review content requirements. A faculty adviser is assigned to each candidate and works collaboratively to develop a program plan of study. The adviser oversees the candidate's progress through the program.

Candidate - any student enrolled in the MAT program, a candidate for the MAT degree. Candidates may be enrolled in either the full-time or the part-time MAT program option.

Intern - candidate who has been approved by the internship coordinator for participation in the supervised teaching internship portion of the program. The intern works closely with a mentor teacher for whose classes he/she assumes increasing responsibility, culminating in full-time lead co-teaching responsibility for an extended period.

Internship Coordinator - a full-time faculty member of the SOE responsible for overseeing all aspects of the internship including school system relations and the internship. The internship coordinator is ultimately responsible for the direct supervision of all interns and/or the work of university supervisors.

Mentor Teacher - the classroom teacher to whom the intern is assigned. The mentor teacher is responsible for the day-to-day mentoring and development of the intern and gradually relinquishes lead co-teaching responsibility of his/her classes to the intern for an extended period. Mentor teachers are identified by the administration of each partnership school/PDS.

Partnership/Professional Development School (PDS) - a school that has entered into a collaboratively planned, formal relationship with the university to support and improve research-based teaching and learning for the entire learning community. All interns are typically assigned to the partnership schools/PDSs by the internship coordinator for particular school systems.

Portfolio - a practical master's thesis that documents strengths of the intern's teaching internship and demonstrates the degree to which he/she understands and meets the

expectations of the InTASC Standards, certification-specific national standards, and teacher technology standards. The portfolio for the MAT program is a digital document created using a secure proprietary site.

Principal – the school administrator responsible for the overall functioning of the school and supervision of its entire staff.

SOE – the Johns Hopkins University School of Education

University Supervisor – a professional educator hired by the university who provides frequent supervision of the intern during the internship. The university supervisor is responsible for conducting all written evaluations of the intern.
