

Strengthening the University/School Bond and Ensuring the Success of Teacher-Candidates

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ABSTRACT: In order to strengthen communication between UMBC and its Professional Development School (PDS) network, we implemented an interview process prior to internship that required all students to interview with a school in the PDS network. This article outlines the interview process including the questions, assessment, and logistical issues. Further it details the benefits of the process for all of the stakeholders including 1) an additional opportunity for collaboration between the university and PDSs prior to and during the internship process, 2) increased communication which facilitated the development of additional support structures for interns identified with potential deficiencies during the interview process, and 3) opportunities for interns to practice interviewing in an authentic school setting which helped build connections to their schools and prospective mentors.

NAPDS Essentials Addressed: #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

Introduction

Professional Development Schools (PDSs) strive to develop collaboration between K-12 schools and their university counterparts. One purpose of PDS partnerships is to promote professional development, research, and learning that fosters an effective clinical setting for interns learning to teach (Carnegie Commission, 1986; Clark, 1997; Holmes Group, 1990; National Council for the Accreditation and Teacher Education, 2001). Teacher prep-

aration is a key ingredient of PDS partnerships. It is the link between coursework, traditionally provided by the university, and fieldwork, traditionally provided by the school. PDSs blend the theory of the university and the clinical practice of the school in an effort to provide a positive clinical experience for future teachers (Kern, 2004; Walkington, 2007).

The school-university partnership is an important yet difficult relationship to cultivate and sustain. While universities and schools share mutual goals in terms of teacher

preparation, sometimes their perspectives do not coincide (Gore & Gitlin, 2004; Walkington, 2007). Schools often think of universities as being out of touch with their needs because of a perceived disconnect between academic theory and the realities of the K-12 classroom—particularly in the era of high-stakes testing. Teachers often do not understand that conducting theoretical educational research is a key component of academia (Gore & Gitlin, 2004; Walkington, 2007). Universities, for their part, must demonstrate the relevance of their research and its connection to the clinical teaching practice they support in the schools.

One problem with establishing and maintaining a PDS partnership is finding schools that will provide the number of placements required by universities without burning out high quality mentor teachers (Walkington, 2007). Universities are reluctant to develop more PDS partnerships to address this problem because they do not have the additional faculty resources necessary for supporting true PDS collaboration. In addition, universities need placements in PDSs with competent mentors to support interns who must handle demands of being a teacher in the world of high stakes testing (Walkington, 2007). PDSs need partnerships with universities where they can collaborate in the process of educating teachers and engage in collaborative research that meets their needs and increases student achievement.

In short, in order to have a true collaboration, schools and universities must be equal in status and have mutually agreed upon goals so that the partnership is productive (Hooks & Randolph, 2004; Million & Vare, 1997; Walkington, 2007). In order to strengthen the bond between our PDSs and the university, the UMBC Secondary Teacher Preparation Program implemented an interview process to aid intern placement. This simple process increased collaboration between our university and our PDSs and supported our interns to

ensure their success during the internship experience.

The UMBC Secondary Teacher Preparation Program

The UMBC secondary education program faces many of the challenges described in the PDS literature. In 1995 Maryland adopted the *Redesign of Teacher Education* as the guiding policy framework for improving teacher preparation (MHEC, 2007). A core component of this framework is that all higher education institutions involved in teacher preparation must require their interns to complete an extended 100-day teaching internship within a PDS under the guidance of an experienced mentor teacher and university supervisor. The secondary teacher preparation program implements this culminating field experience in two concurrent phases. Interns apply for this internship during the spring semester prior to the start of their final year.

Phase one begins during the intern's final fall semester and corresponds to 20 of the 100 required days. Phase two corresponds to the final 80 days and begins during the interns final spring semester. The phase one internship is taken concurrently with a three-credit hour discipline specific methods course and the second part of a three-credit hour state mandated reading course. During phase one, the interns are encouraged to go to their school 40 half days and are formally assessed a minimum of three times by the university supervisor and once by the mentor teacher although several informal observations also take place. Interns are required to teach a minimum of five lessons, three of which are reviewed in their methods course and a two-day back-to-back lesson that is completed at the end of the semester. In their methods course interns write and revise the unit plan that they will teach during phase two in collaboration with their mentor teacher.

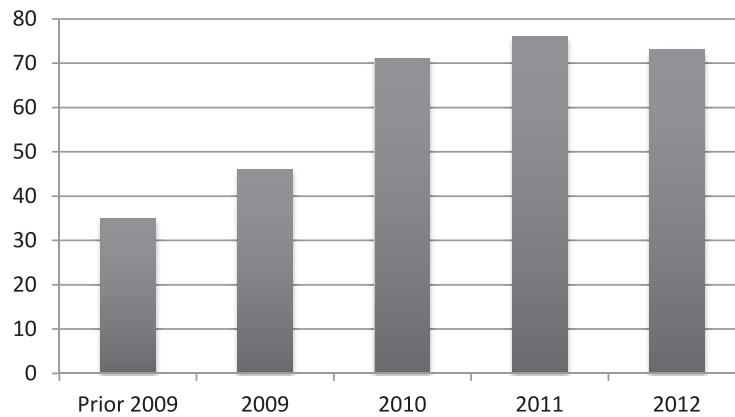


Figure 1. Number of interns per year at the university

The phase two internship begins following the start of the new calendar year with interns returning to the same mentor as phase one. Interns are expected to follow the academic calendar associated with their PDS school district as they complete their 80-day commitment. The phase two internship is completed concurrently with an internship seminar. Interns are assessed during the phase two internship through a minimum of four formal observations conducted by the university supervisor and two observations by the mentor teacher. Interns also create a collection of artifacts compiled in a teaching portfolio.

Critical Challenges Faced by the PDS Partnership

Prior to the 2009 academic school year the secondary education program routinely facilitated 30–35 teacher interns within a PDS network consisting of four high school and three middle schools. Starting with the 2009 academic school year the number of interns associated with the secondary education program began to significantly increase (see Figure 1). The 2009 academic school year included 47 interns and the numbers continued to rise during fall 2010 to 71 interns.

The rapid growth of the program placed tremendous stress upon our existing PDS network. UMBC needed placements but the

PDSs needed potential interns who could plan well, be competent teachers, and assist in improving test scores. We also needed the PDSs to see the advantages of having an intern, including the recognition of the value of working with an additional, knowledgeable teacher in the classroom to support the veteran teacher (Walkington, 2007).

Coinciding with this rapid growth in program enrollment was an unexpected turnover of key personnel within the secondary program. This turnover included the Director of Field Experience, who is responsible for securing field placements and coordinating the PDS network; the Director of the Secondary Education program; and the Director of Assessment, who is responsible for maintaining the electronic teaching folio system that houses all field experience observations and intern teaching artifacts. The transition of all three key leadership positions occurred during the spring of 2010 as the 2009 internship cohort was nearing program completion and the 2010 cohort was beginning to require field placements. In order to accommodate the increased number of interns UMBC invited three additional high schools to join our PDS partnership.

Unfortunately during this transitional period the secondary teacher education program lost sight of the school/university partnership and became overly concerned with placing interns. There was a lack of clarity of expectations for the roles of both the

intern and the mentor teacher. This confusion resulted in tension due to a lack of buy-in by some administrators and teachers. UMBC had a great need for the school's support for these intern placements, but the schools believed that the university was placing the interns without a clear structure of expectations. There was little collaboration in the placement process. UMBC asked for intern placements and the principals would indicate how many mentors were available in each content area, but they had little concern about the mentors' and mentees' strengths and weaknesses.

During the fall 2010 semester, three of our four PDS high schools requested individual meetings regarding the current situation and expressed concerns about our interns' readiness and abilities, as well as the overall lack of effective communication between the university and the schools. The schools highlighted the difficulty of recruiting potential mentors if the current conditions continued. At the conclusion of that year, two of three newly recruited PDSs declined to continue the previous arrangement. We needed a mechanism to address these issues.

Re-establishing Collaboration through Internship Interviews

The university faculty met with the PDSs leaders to collaboratively discuss the knowledge and dispositions we thought were essential in a potential teacher candidate. Together we identified five key areas: 1) Content knowledge, 2) Pedagogical knowledge, 3) Attention to issues of equity and diversity, 4) Professionalism, and 5) Communication. We collaborated on developing and defining these baseline understandings, attitudes and dispositions. These five areas represented qualities that our PDSs deemed important in a prospective intern and were incorporated into the scoring rubric (Appendix B).

In order to improve our relationship with our PDSs and to provide our partner schools more ownership of the intern placement process, we also implemented an interview process during the 2011 spring semester. The interview served as a component of the internship application required of all students in the UMBC program. The interview process was intended to serve two primary goals. The first goal was to provide our PDS partners a voice in the internship application process, thereby establishing a stronger collaborative relationship. Secondly, the interview was intended to determine a baseline level of the intern's understandings, attitudes, and dispositions as those related to those five key areas mentioned above.

The interviews were held off campus at the various PDS site locations. The Office of Field Experiences distributed an equal number of interns to each school in our PDS network. While we did try to match interns with the PDS they selected as their first choice, the interns were informed that it should not be assumed that they would be placed at the PDS where they interviewed. Each site formed interview teams consisting of at least one administrative representative and an instructional team leader from the school, and one representative from the university. Schools were encouraged to invite additional panel members as desired. Each member of the interview team was provided a copy of the interview questions and corresponding assessment rubrics (Appendices A and B). The logistics of the interview were scheduled by the PDS Liaison in consultation with appropriate personnel at the PDS and members of the Field Experience Office.

The interview questions were meant to be a starting point and were expanded upon as needed by the interviewing teams. The interns also received a copy of the general interview questions prior to their scheduled interview. At the conclusion of the interview the team completed the interview rubric through a consensus-making procedure, rating the In-

Table 1 Comparison of Interns Placed at PDSs in Fall 2010, 2011 and 2012

| <i>School</i> | <i>Number of Interns</i> | | |
|---------------------|--------------------------|------------------|------------------|
| | <i>Fall 2010</i> | <i>Fall 2011</i> | <i>Fall 2012</i> |
| PDS High School 1 | 7 | 15 | 11 |
| PDS High School 2 | 7 | 15 | 14 |
| PDS High School 3 | 3 | 8 | 8.5 |
| PDS High School 4 | 5 | 6 | 8.5 |
| PDS Middle School 1 | 4 | 6 | 6 |
| Total | 26 | 50 | 44 |

terns on a 1 to 4 scale (representing “limited” to “exemplar”) and then they submitted the rubric scores to the Field Experience Office. Student scores were uploaded into the secondary program’s electronic assessment system in order to review scores and arrange follow-up interviews as needed.

Reflecting on Our Work

The interview process produced both immediate and long-term improvements. The university and PDSs became partners in the internship process and collaboration increased especially in the area of providing additional supports for interns identified with potential deficiencies. In addition, interns received practice interviewing in an authentic school setting, which helped them connect to both their schools and prospective mentors.

One impact associated with the interview process was an increased and renewed sense of collaboration. Following the interview process each of our PDS partners had a significant increase in mentor teachers. PDSs

requested some interns by name and often accepted more interns than they had in the past (See Table 1). One highly sought after high school in particular (PDS High School 2) which had only allowed us to place seven interns in during the 2010–2011 academic year, asked to place fifteen interns for the 2011–2012 school year and fourteen for the 2012–13 academic year. In addition to programs that have always been in place like campus tours, a variety of new initiatives were also developed to further the school university partnership. PDS students were invited to participate in an art show sponsored by the university and one faculty member started a Scrabble Club. STEM speakers from the university provided professional development to the PDS school faculty and university faculty acted as subject matter experts for the PDS Science Fair and the president of UMBC, Freeman Hrabowski, visits when he can. In April 2013, a joint presentation “Developing a Split-Rotation Partnership Model (Middle and High School)” was presented at the Maryland Professional Development School Conference.

Table 2 Summary of Intern Interview Performance

| <i>Rubric Level</i> | <i>Content Knowledge</i> | | <i>Pedagogical Knowledge</i> | | <i>Dispositions</i> | | <i>Professionalism</i> | |
|---------------------|--------------------------|-------------|------------------------------|-------------|---------------------|-------------|------------------------|-------------|
| | <i>2011</i> | <i>2012</i> | <i>2011</i> | <i>2012</i> | <i>2011</i> | <i>2012</i> | <i>2011</i> | <i>2012</i> |
| 1. Limited | 1% | 3% | 3% | 5% | 5% | 4% | 4% | 3% |
| 2. Developing | 18% | 16% | 24% | 22% | 19% | 22% | 7% | 4% |
| 3. Proficient | 47% | 48% | 39% | 47% | 36% | 55% | 30% | 38% |
| 4. Exemplary | 34% | 34% | 34% | 25% | 39% | 19% | 59% | 55% |
| Mean score | 3.1 | 3.1 | 3.0 | 2.9 | 3.1 | 2.9 | 3.4 | 3.5 |

Percentage scoring at each level and mean performance.

Additional findings indicate that when conducted properly, the interview process was able to identify interns who needed additional support (See Table 2). This interview process was not intended to be used as a mechanism to “weed out” a substantial number of interns. Instead it was intended to identify potential students who may need additional support during the internship process. To date no student has been denied entrance into the internship due to a poor interview performance. We know that a vast majority of our students are professional and demonstrated great potential for being teachers. Initially, interview assessment ratings required interns to score a 3 (Proficient) or above on each of the four scales (See Appendix B). Failure to achieve that level required the intern to participate in a second round of interviews to determine their readiness. This proficiency level was re-evaluated when a significant number of interns were identified for follow-up interviews. It was recognized that, at the time of the interviews, interns had not completed either their required content specific methods course or the first part of the state mandated reading in the content area course. An adjustment was made in the weight given to the areas of pedagogy and content knowledge.

The program decided to focus on those students who scored below a 3 in the areas of professionalism and dispositions and called back those students for a second round of interviews. Based upon this standard a total of ten interns of the 74 interviewed during the 2011 spring semester were called back for a second interview. The Director of Field Experiences and the Secondary Teacher Education Program conducted these follow up interviews. Interns who participated in the second round interviews were genuinely concerned about their performance. University personnel provided an explanation concerning the intern’s performance in the interview and a thorough explanation of how the contract would address and support

the individual needs and success of all ten interns. Despite the limitations of this model, little negative pushback from the interns was evidenced.

At the end of the first year, we found that the interviews did an accurate job in predicting program success. Of the ten interns required to return for second round interviews, two self-selected out of starting the internship, one did not complete phase I and four did not pass or complete phase II. It is also noteworthy that three who completed second interviews successfully completed their internship with an “A.” These three were cases where the interviewers flagged students who did not interview well but really did not need the additional support. Similar results were observed during the second iteration of the interview protocol. During the 2012 spring semester, twelve of 72 interns were called in second interviews. Of these twelve interns, eight successfully completed the 100-day internship, two did not complete the phase two internship, one did not complete the phase one internship, and one intern decided not to begin the internship.

An analysis of our interview results revealed that the interviews identified four basic types of students. The first group included students who lacked “classroom presence” but were strong academically (Marzano, Gaddy, Foseid, Foseid & Marzano, 2005). In a few instances, students in this group entered the teacher education program because they wanted to teach in higher education and/or had unrealistic expectations of what K-12 teaching entails. Research suggests that some interns have difficulty being successful because of poor interpersonal skills or being shy (Hall & Serna, 1992; Harwood, Collins, & Sudzina, 2000; Offut, 1995; Sudzina & Knowles, 1993). Some of our interns in this group fell into this category.

A second group was comprised of students who had language/communication issues. In some cases, we suggested acting or

speech classes to help them interact with others and be mindful of how they are perceived. UMBC serves international students from over 150 countries so there is a strong international student center that offers language classes. International interns were given contracts that laid out clear expectations for the mentor and supervisor to provide support.

The third group identified in the interviews included students who struggled academically. UMBC is an honors university so most students are both competitive and academically strong. While all students must meet the minimum 3.0 GPA requirement, there were some students whose work ethic and commitment were problematic. Teaching is both rigorous and challenging work. Mentor teachers demand interns who are willing to commit themselves to the rigorous educational mission that is the heart of the teaching profession. These interns were given contracts that clearly outlined expectations regarding planning, preparation, collaboration and reflecting on lessons. Usually, this resulted in the interns understanding the goals that they were required to meet.

The interview process was not perfect, and there were a few cases where it flagged some students who were strong academically, were committed to teaching, and were willing to work very hard. Not surprisingly, these motivated students achieved an “A” for their internship. In these cases, faculty were surprised that these interns did not interview well. One intern who was perceived as strong candidate with both a good GPA and solid content knowledge dropped out of the program during phase one. He had difficulty relating to middle school students and mentioned that he thought that he should teach Advanced Placement courses. In this case, the interview process identified someone who the faculty perceived to be a strong student, but ultimately had unrealistic expectations of the K-12 classroom. In other cases, the interns were strong students who worked

well with others and were successful in the classroom. We can only assume that they may have had a bad day. However, they did receive an additional opportunity to practice and improve their interviewing skills before they had to interview for jobs the following year. They were given contracts and additional support even though they did not require these structures.

It appeared that the contracts had a beneficial effect for both the intern and mentor teacher. The interns had clear goals that they were required to meet and the mentors and supervisors set clear expectations to support the identified deficiencies of the interns. Mentors and supervisors would look for improvements in the areas of deficiency. A lack of professional growth across time provided strong support for removing an intern from the classroom if they did not self-select out of the program. Students who lacked a classroom presence often self-selected out of the program during phase one.

Interns benefitted from the interview process by gaining important interview experience in an authentic setting. Interns were informed that if they performed well in the interview, schools might request them at their site. However, they were assured that they would get the opportunity to have a placement even if they performed poorly. The prospective interns took the interview process very seriously. Some interns interviewed at a school that they did not select as their first choice, but after visiting the school their perceptions changed. This was often apparent at some urban schools where interns often had some preconceived notions about the students and faculty. We found that the experience helped them connect to schools and prospective mentors and to consider schools that they would not have considered otherwise.

Practical Implications

The interview process was successful in that it offered support to interns, mentor teachers,

supervisors, and PDSs. Additional program support was given to students with language and communication issues, students who lacked a strong classroom presence, as well as those who needed to work harder. The interview process provided an opportunity for UMBC to reflect on program changes that would support students earlier in the program. By identifying these three problem areas, we have made additional changes to the program to address these issues earlier in an intern's career.

In an effort to provide continuous program improvement, we now solicit faculty feedback every semester. Professors and advisors are asked to identify students who may have language issues earlier in the program. Students are now referred for English Language proficiency and speech and language classes to build communication skills needed for success in the teaching profession. Some students are even encouraged to take acting classes. In fact, there are preliminary talks about offering a course on acting for teachers that will focus on developing classroom presence.

A program to audit intern candidates' credit history was implemented to minimize students with incomplete grades who could enter the program. This program change will help to identify those students who consistently ask for more time to complete their classes and may not be ready for the demands of teaching. Furthermore, students are now required to maintain an overall GPA of 3.0 in their major and a B or better in all 400 level education courses.

Implementation of the interview process has also given our teacher preparation program credibility in our PDSs. It has further developed the partnership between UMBC and the PDSs and continues to evolve into other collaborative activities that impact our programs. We are piloting a split rotation model with two of our partner schools. Due to their program experience during the 2009 transition, the middle school was reluctant to

come on board but the interview process encouraged them to take a chance. Teachers and the administrations felt like they had input into the selection process and were more willing to work with a university that worked with them. A collaborative presentation concerning this partnership is being presented at a state conference with panelists from both the university and the PDSs presenting. In fact, the interview process was replicated in both our elementary and early childhood programs this past fall and has been institutionalized as a program placement model at the university. Ongoing data will be collected to further refine this process, but most importantly, our interns will have the support needed to become proficient teachers for a generation of 21st century learners. ^{SUP}

Appendix A

Phase I Pre-Internship Interview Protocol and Overview

Purpose and general directions. The overall purpose of this short interview (approximately 15 minutes) is to determine a baseline level of the intern's understandings, attitudes and dispositions as it relates to:

- A. Content Knowledge
- B. Pedagogical Knowledge
- C. Attention to Issues of Equity and Diversity
- D. Professionalism
- E. Communication

The UMBC Secondary Program intends that these interviews will allow the program to be more proactive in providing **additional support** to interns who may need it and counsel interns to postpone their internship (if warranted). The UMBC Office of Field Experiences and Clinical Practice (OFECPC) has distributed an equal number of interns to each of our associated Professional Development Schools (PDS). As much as possible, students have been assigned interview slots based upon the preferences they listed on their internship

application. However, it should **not be assumed** that the interviewed intern would be placed at the PDS at which they are being interviewed.

A team of at least two people representing all categories of stakeholders are intended to conduct the interview, such as IHE PDS liaison, OFECP placement specialist (James Lindsay), PDS site coordinator/liaison, a teacher leader, and a school administrator. Additional panel members representing other PDS sites may be included. A list of interns to be interviewed (along with their contact email) will be provided to each PDS Liaison. The interviews will be scheduled within the agreed upon times.

Each members of the interview panel will determine an individual rating for each candidate interviewed, using the designated form. However, the interview panel will deliberate to arrive at consensus regarding the candidate's performance in each category as well as for the final recommendation.

The interview questions and scoring rubric should be used in preparation for the interview. We wish all students the best as they participate in this process.

Phase I pre-internship interview questions.

1. As a secondary school teacher you will be responsible for teaching topics

relevant to your content area and grade level. Pick a topic that you think is a "key idea" that is central to your discipline and explain why you selected it.

2. Describe some of the strategies or activities you would incorporate into a lesson plan to assure students are motivated and actively engaged in mastering this key idea? What strategies would you employ for classroom management?
3. Our student populations are very diverse. In addition to teaching students with various learning differences and developmental levels, you will encounter an array of racial, ethnic, cultural, linguistic, family, and economic backgrounds. Select one student group. Describe how you would meet the learning needs of your students and identify culturally responsive strategies and/or adaptations you would use in the process.
4. In a school setting it is important that all staff maintain a professional manner, what does it mean to you to be a professional?

Appendix B Phase I Pre-Internship Interview Rubric:

| | Limited (1) | Developing (2) | Proficient (3) | Exemplary (4) |
|--|--|--|---|--|
| A. Content knowledge | Candidate had significant difficulty describing a key idea. | Candidate identified an appropriate key idea but the explanation was vague or incomplete. | Candidate identified an appropriate key idea with sufficient detail and a reasonable justification of its importance to the discipline or to the field of education. | Candidate identified an appropriate key idea with sufficient detail and a reasonable justification of its importance to the discipline and to the field of education. |
| B. Pedagogical knowledge | Candidate had significant difficulty describing how to actively involve students in a lesson about their key idea and paid little or no attention to discussing relevant classroom management strategies. | Candidate described how to actively involve students in a lesson about their key idea, but the lesson description was vague and/or disjointed, and/or limited attention was given to classroom management. | Candidate clearly and concisely described a developmentally-appropriate research-based strategy for actively engaging students in a lesson about their key idea. The description included sufficient examples of classroom management in the lesson. | Candidate clearly and concisely described multiple developmentally-appropriate research-based strategy for actively engaging students in a lesson about their key idea. The description provided sufficient examples of classroom management strategies that would be used in a way to help enhance learning (beyond ensuring that students remain on-task). |
| C. Attention to issues of equity and diversity | Candidate had significant difficulty describing any appropriate adaptations and/culturally responsive strategies. | Differentiation strategies, ideas for making a lesson about a key idea culturally responsive, and/or adaptations for students with special needs are vague. | Differentiation strategies, ideas for making a lesson about a key idea culturally responsive, and/or adaptations for students with special needs are clear and concise. Some rationale for their appropriateness is given. | Differentiation strategies, ideas for making a lesson about a key idea culturally responsive, and/or adaptations for students with special needs are clear and concise. A strong rationale for their appropriateness is given, along with one or more examples. |
| D. Professionalism | Candidate demonstrated no eye contact and/or major inappropriate body language, dressed inappropriately, and/or was not punctual, and/or seemed inadequately prepared for a professional interview. Interviewer has strong concerns about the candidate's readiness for an internship. | Candidate demonstrated limited eye contact and/or awkward body language, and/or seemed somewhat prepared for a professional interview. Interviewer has concerns about the candidate's readiness for an internship. | Candidate demonstrated consistent eye contact and appropriate body language. He or she dressed appropriately, arrived on time, and was adequately prepared for a professional interview. Interviewer has no concerns about the candidate's readiness for an internship. | Candidate demonstrated self-confidence in his/her ability to interact with others. He or she was dressed appropriately, arrived ahead of time, and was well prepared for a professional interview. Interviewer has no concerns about the candidate's readiness for an internship. |

| Appendix Continued | <i>Limited (1)</i> | <i>Developing (2)</i> | <i>Proficient (3)</i> | <i>Exemplary (4)</i> |
|-------------------------|--|---|--|--|
| E. Communication | <p>Candidate's receptive and expressive language indicated major concerns regarding conventions of formal English—grammar, speech patterns, and/or use of an accent or dialect that interfered with the listener's ability to understand what was being said.</p> | <p>Candidate's receptive and expressive language indicated weaknesses regarding conventions of formal English—grammar, speech patterns, and/or use of an accent or dialect that intermittently interfered with the listener's ability to understand what was being said.</p> | <p>Candidate's receptive and expressive language indicated no major difficulties regarding conventions of formal English or oral delivery.</p> | <p>Candidate's expressive and receptive language was strong and indicated that the candidate had no difficulties regarding conventions of formal English or oral delivery.</p> |
| F. Final recommendation | <p>Candidate's average rating is below a 2.5. Candidate needs to meet with the Director of Field Experience and Clinical Practice, the Director of Secondary Education and a PDS Liaison to determine if the candidate should be allowed to continue in to the phase I internship. If permitted to continue, a signed copy of the contract needs to be uploaded to Tk20 prior to acceptance.</p> | <p>Candidate's average rating is between 2.5 and 2.99. Candidate needs to meet with the Director of Field Experience and Clinical Practice and the Director of Secondary Education. A provisional contract needs to be developed and signed by all three parties. A signed copy of the contract needs to be uploaded in Tk20 prior to acceptance.</p> | <p>Candidate's average rating is no score below a 2.0. Candidate is accepted into the Phase I Internship with no conditions.</p> | <p>Candidate's average rating is 3.5 or greater and has no score below a 3.0. Candidate is accepted into the Phase I Internship with no conditions.</p> |

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