

University of North Alabama College of Education

“Engaging Learners, Inspiring Leaders, Transforming Lives”



Internship Handbook

Fall 2012



Dear Interns:

Congratulations! You have completed all the requirements for acceptance into the internship phase of your professional preparation program. The internship semester will be one of the most rewarding and challenging experiences you will have as you pursue your teaching certification. You will be expected and encouraged to reflect on your experiences as you refine the knowledge, skills, strategies and dispositions of a successful teacher.

As you enter this transition phase into the teaching profession, you will be challenged to meet the unique needs and expectations of the students you teach. I encourage you to communicate openly with your cooperating teachers and university supervisors throughout the internship semester.

Your commitment and determination, along with the support and guidance from your cooperating teachers and university supervisors will ensure the success of the internship experience. I wish you all the best as you begin this exciting and rewarding semester.

Sincerely,

Donna P. Jacobs
Donna P. Jacobs, Dean
College of Education

TEACHER EDUCATION FACULTY

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All teacher education programs at the University of North Alabama are approved by the Alabama State Board of Education. The College of Education at the University of North Alabama is accredited by the National Council for Accreditation of Teacher Education (NCATE). 2010 Massachusetts NW, Suite 500, Washington, DC 20036; Telephone (202) 466-7496. This accreditation covers institutions' initial teacher preparation and advanced educator preparation programs.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

***“Engaging Learners,
Inspiring Leaders,
Transforming Lives”***



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
DISPOSITIONS**

1. The candidate demonstrates commitment to professionalism.
(CF Professionalism)
2. The candidate demonstrates commitment to ethical standards.
(CF Professionalism)
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development. (CF Reflection)
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
(CF Assessment)
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
(CF Technology)
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
(CF Diversity)
7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.
(CF Collaboration)

**The Alabama State Board of Education's
EDUCATIONAL RULER:
Making & Measuring Progress Grade by Grade**



Every Student Should Have:

- | | |
|---------------------------------------|---|
| Safe & Disciplined Schools | — Character Education/Student Responsibility and Conduct Standards
Parent and Community Involvement |
| + | |
| Quality Teachers | — Evaluations/Testing/Accountability
Professional Development
Outstanding Programs Preparing Teachers |
| + | |
| Challenging Curricula | — Alabama Reading Initiative
Alabama Math, Science, & Technology Initiative
Comprehensive Courses of Study/Technology Availability
Career/Technical Programs Meeting International Business & Industry Standards |
| + | |
| Effective School Leaders | — Emerging Leaders
Principals Leadership Academy
Superintendents Academy |

= Students Prepared for College/Work/Adulthood in the 21st Century

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

ALABAMA EDUCATOR CODE OF ETHICS

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, fact and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.

- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal or physical relationship with a student.
- Furnishing tobacco, alcohol or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons or businesses when accepting gifts, gratuities, favors and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but it not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personal records, standardized test material and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than 60 days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation or denial of certificates. "Certificate" refers to any teaching, service or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

- 1.Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Alabama Code 16-23-5 (1975).
- 2.Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
- 3.Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
- 4.Refuse to issue, suspend or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied or suspended may not be employed as an educator, paraprofessional, aide or substitute teacher during the period of his or her revocation, suspension or denial.

PURPOSES AND OBJECTIVES OF THE INTERNSHIP PROGRAM

The teacher education program at the University of North Alabama is designed to prepare teachers who engage learners, inspire leaders, and transform lives. The intern experience is viewed as the capstone of the total preparation for teaching and is a key element in making the transition from being a student to being a professional teacher.

During the internship experience, the intern with the assistance of an experienced cooperating teacher will have an opportunity to extend the knowledge and skills that were practiced in previous school based experiences. The intern is expected to evolve, develop and foster:

1. a broad range of practical teaching skills;
2. appropriate personal qualities and professional attitudes;
3. a personal philosophy of education; and
4. an ability to be reflective that leads to self-analysis of your teaching practice.

Practical Teaching Abilities

This includes competent performance in at least the following areas:

- diagnosing developmental and individual characteristics of children and their implications for learning;
- planning for and providing learning experiences which give the children sufficient opportunities for learning in all areas of the curriculum;
- selecting appropriate content of the curriculum; and
- organizing the classroom environment and learning experiences of individuals, small groups, and the whole class and continuously evaluating the progress and quality of that learning.

Appropriate Personal Qualities and Professional Attitudes

This includes a sensitivity to and continuous effort to:

- develop confidence and self-assurance;
- acquire attitudes appropriate for the “good” teacher (i.e., empathy, tolerance, flexibility, compromise, cooperativeness, enthusiasm, patience, etc.); and
- develop the interpersonal skills necessary for positive and productive working relationships with peers, parents, and other adults.

Personal Philosophy of Education

This includes a consideration of at least the following:

- an effort to articulate your current thinking on education
- the continuous effort to reflect on and critically examine your own and others’ educational practices; and
- nurturing your ideals in light of your practical experience.

Reflective Practice

This includes a consideration of at least the following:

- continuing to take a learner perspective;
- constantly reappraising the teaching/learning strategies you use;
- being committed to using reflection on and reflection in practice;
- accepting critical commentary from peers, teachers, supervisors, and administrative personnel; and
- integrating the results of your self-analysis into your concept of teacher/learner.

GENERAL GUIDELINES FOR INTERNS

- A. All interns must provide a copy of an original document indicating a clear (negative) Tuberculosis test that has been taken within six months of internship.
- B. University of North Alabama interns are assigned to work in area schools during their internship. The intern will be in the school, working with the cooperating teacher, for the full school day, five days per week. Interns may **not** take additional courses as this would interfere with full time responsibility. Interns may not be placed in a school where they have a close relative (i.e., parents, spouse, children, grandparents, in-laws, etc.) Interns may not be placed in the school from which they graduated.
- C. Experiences of the intern shall progress gradually to the exercise of full responsibilities of the teacher **for at least 20 days**, including at least 10 consecutive days. The intern must be in charge of all of the classroom activities, both learning and normal housekeeping, for the full day for 20 days. The 20-day requirement represents a **minimum** requirement. The intern should be allowed to teach as much as possible both in a full time and a part time or team teaching manner.
- D. The intern should be exposed to and have responsibility for all of the activities and duties of a fully certified, employed teacher. This would include all extracurricular school activities for which the cooperating teacher is responsible; faculty and in-service meetings, PTA meetings, student permanent records, etc. Observations with teachers who teach in different organizational patterns, different grade levels, or have different responsibilities are desirable as time permits.

ATTENDANCE REGULATIONS

Interns observe and teach under the direction of a public school cooperating teacher in the school, a university supervisor, and the Office of Clinical Experiences. The experience will consist of two different settings for elementary interns. Secondary interns may work in either one or two settings. No other courses or activities may be taken during the internship semester unless previously approved by the College of Education.

Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of teaching internship and to observe the same school hours as the classroom teachers at their school. Interns must be present at all school-related functions that the classroom teacher is expected to attend, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school or school system. Interns should arrive early for the beginning of the school day, seminars, and all school functions.

Interns will follow the schedule set by the school and teacher for reporting to and leaving the school. The intern may be asked to sign in and out in the school office. In addition, the intern is required to maintain a daily attendance log (p.22). If the intern is absent from teaching **for any reason**, the intern must notify the cooperating teacher, the university supervisor, and clinical experiences office. The intern should contact the appropriate people **as soon as possible** (by 7:15 a.m. of the day of absence, earlier if possible). If the intern cannot reach the cooperating teacher, the intern should call the school office and leave a message with the secretary or principal. A Report of Absence (p.23) form is to be completed and submitted to the Office of Clinical Experiences **within three working days** following each absence. Internship is designed as a “no cut” experience; however, interns are allotted two absences from internship. **Absences for any reason beyond the two allotted days require make-up time and may result in grade reduction and/or delayed credit for the internship experience. This includes any partial days missed.**

Note: All make-up time must be completed by the grade submission deadline. If the intern is unable to make-up time missed by the final submission of grades, internship credit will be delayed and the intern will not be eligible for graduation for the current term.

CERTIFICATE APPLICATION PROCESS

The Certification Officer will provide the graduating interns with an application to complete to apply for an Alabama professional teacher's certificate. Currently, the fee charged by the Alabama State Department of Education for a single-level certificate is \$30 and must be submitted as a cashier's check, money order, or paid on-line to the Alabama State Department of Education. If paid online, you must submit a printed receipt to submit with application. The professional certificate is valid for a period of five years and may be continued after five years with a combination of allowable experience, professional development, and/or academic hours.

Graduation and eligibility for certification are based on satisfaction of the following criteria:

- (1) grade point average of 3.00 on the required courses in the education component with no grade lower than 'C' and a 2.5 or better on all other categories;
- (2) completion of course work appropriate to the program of teacher education selected; and
- (3) passing scores on examinations covering the teaching field(s) and professional education.

CLASSROOM MANAGEMENT

Using well-thought out and consistent classroom organization and management strategies is an integral part of effective teaching. During each placement observation, learn the established school and classroom rules, procedures and consequences from the cooperating teacher. The intern and cooperating teacher should discuss how to handle specific situations. For example, *should students raise their hands before asking or answering questions? Will students be allowed to sharpen their pencils while you are giving instruction? Does the cooperating teacher use a verbal or nonverbal cue to alert the students that they need to stop talking and start listening?* As the intern begins teaching, review rules and expectations so students will know their parameters. Once a strong management system is in place, both the intern and the students will be able to spend more time on academic endeavors.

CONDUCT, DRESS, AND GROOMING

Interns are regarded as members of the faculty at the assigned school and must conduct themselves in a manner consistent with professional, ethical, and moral standards at all times. Failure to do so may result in termination of the internship.

Interns are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities and not those of the university campus. Interns are expected to follow standards of dress that promote the education profession, the assigned school system, and that serve as positive models for students and the community. Dress and appearance must not present health or safety problems. Dress and/or grooming that disrupt the educational environment may result in removal from the internship placement. Distractions may include but are not limited to length, style, and color of hair, beards and mustaches, style of dress, body piercing, tattoos, and other matters of personal appearance.

HOLIDAYS AND VACATIONS

Interns follow the assigned school calendar instead of the UNA calendar. Holidays, vacations, and in-service education days will be observed by interns. In case of school cancellation (snow, etc.), interns are to follow the same directions announced for cooperating teachers. Deviations from the scheduled time in schools must be approved by the Office of Clinical Experiences.

LAWS THAT AFFECT INTERNS

Interns need to be familiar with laws that affect any school personnel. Teacher rights, responsibilities, and liabilities are addressed in constitutional, statutory, and/or case law, as well as in local school board policies. A brief summary of some of the most important legal provisions that interns may encounter are provided below. Interns are encouraged to research these policies and/or provisions to assist them in having a successful experience.

First Amendment: Teachers must refrain from promoting religious activities in school. Activities such as audible praying, Bible reading, and discussing religious beliefs are inappropriate and illegal in the school setting. The school should have policies, consistent with the Equal Access Act, regarding the rights of students to participate in non-school sponsored religious oriented activities at school. Another aspect of the First Amendment is the freedom of speech that includes symbolic speech and dress codes. Interns should familiarize themselves with the school system policies. Any type of speech that disrupts the educational process is not protected by the First Amendment.

Fourth Amendment: Interns may be subject to reasonable searches and seizures. Schools are given fairly wide latitude in conducting searches in order to provide a safe and drug-free environment. If an intern has a reasonable suspicion that a student possesses something illegal, the intern should discuss the matter with the classroom teacher. If a search is warranted, the intern should not conduct the search. An official of the school or the designee will conduct the search. An intern may temporarily confiscate items that distract their attention or the attention of others. Interns have a right to remove the items from the student, but the items must be returned to the students at the end of the period or day. If at all possible, always consult the classroom teacher before taking any action. Items that violate board or legal policy (e.g. medication, weapons) must be dealt with according to board policy.

Reporting Child Abuse: Teachers are legally required to report suspected child abuse or neglect. In Alabama, failure to report is a misdemeanor punishable by a fine of up to \$500 and six months in jail. Interns are not held to the same standard, but if an intern suspects abuse or neglect, the intern should discuss it with the classroom teacher immediately.

Negligence: Interns should take all precautions to avoid injuries to students. Teachers and interns should be careful that equipment is safe, that any dangerous materials or equipment are removed, that procedures for student use of any equipment are clearly explained, that electrical cords are undamaged and do not interfere with the flow of traffic, and especially that students are properly supervised at all times.

First Aid and Medication: The intern should become familiar with the school's policy for administering first aid and medication. A school official should be notified immediately of any injury. Only identified school personnel should administer medication and that should be done in compliance with school board policies and procedures. **DO NOT TREAT AN INJURY OR ADMINISTER MEDICATION UNLESS PROPERLY TRAINED AND AUTHORIZED.**

PROFESSIONAL LIABILITY

Interns should be alert to any hazards to students in instructional activities. Safety instructions should be a vital part of planning any student activity. Any school activity must be properly supervised and students appropriately cautioned about hazards. However, accidents can happen. We highly recommend that interns purchase liability insurance before they enter the classroom. Interns may be subject to lawsuits during their internship semester. You may purchase an additional rider on your rental or homeowners insurance which will cover you in the classroom. There are several ways to obtain this coverage, teacher interns may become members of a professional organization such as National Education Association's Student Program (SAEA). As part of membership fees, SAEA provides \$1,000,000 of tort insurance and access to professional development activities. Teacher interns interested in joining SAEA on-line can visit NEA's website at www.nea.org. Interns are also encouraged to secure first aid and CPR certifications.

REFLECTION

One of the desired outcomes of the student teaching experience is for the intern to gain a practical understanding of what it means to be a reflective practitioner. Being a skillful teacher often depends less on precise knowledge or technique or rigid decision-making models than on the capacity to reflect before and during action. One of the goals of UNA intern supervisors is to encourage the development of this reflective capacity. While the intern can expect supervisors to provide direct feedback about their teaching behavior, **the emphasis will be placed on encouraging the development of the intern's ability to be self-analytical.**

RELATIONS WITH PARENTS

Establishing and maintaining good working relations with parents/guardians is an important task for the teacher. The intern will have both formal and informal interactions with parents/guardians. Below are listed several examples of teacher/parent interactions:

1. Obtain a map of the school boundaries and tour the area to acquaint yourself with characteristics of the neighborhood.
2. Send home an intern introduction sheet with your students after it has been approved by your cooperating teacher.
3. Attend open houses, PTA/PTO meetings, or other relevant functions.
4. Use appropriate systematic communication with parents/guardians to relay both positive and negative (if appropriate) information, upon approval of cooperating teacher.
5. Observe the cooperating teacher during a parent conference and discuss the conference with the teacher, upon approval of the cooperating teacher and the parent.
6. Make home visits with the teacher if this is part of the regular school program.

SEMINARS

Interns may have seminar meetings during the semester with university liaisons, supervisors, or classroom teachers. **Attendance at all seminars is mandatory** and may constitute a portion of the internship grade. Seminars held on the University campus are scheduled and organized by the Office of Clinical Experiences. These seminars are noted in the internship calendar.

SUBSTITUTE TEACHING

Interns may **NOT** serve as substitute teachers. However, interns who have progressed to assume all teaching duties may continue providing instruction in collaboration with a certified substitute. A substitute teacher must be provided by the school should the cooperating teacher be absent. Interns are not employees of the assigned school or school system. Therefore, using an intern in lieu of a substitute teacher places the intern, the school system, and the University in a precarious legal position. Any problems arising in this area should be reported **immediately** to the Director of Clinical Experiences.

THE INTERNSHIP TEAM

The internship team consists of the intern, the cooperating teacher(s), the university supervisor, the cooperating school administrators, and the Office of Clinical Experiences. This team is designed to help the intern make the transition from "student" to "teacher." The team members work together to create an atmosphere that is conducive to learning and growth. Each member of the team plays a significant role in the internship experience.

THE ROLE OF THE INTERN

A successful experience in internship will largely depend on the ability to adapt to a new situation and to develop good working relationships with the other members of the team, especially the cooperating teacher(s), cooperating principal, and university supervisor. A positive attitude can make the difference between a successful or unsuccessful experience.

Interns are assigned to full-time responsibilities in a school for a school semester as a culminating experience of a professional educator preparation program. The following list includes general responsibilities and expectations:

- Be honest and professional in your dealings with others.
- Arrive at school before the designated time. (Make alternative plans in case of car trouble, babysitter problems, etc.)
- Interns are guests in assigned schools and should focus on learning rather than attempting to make changes.
- Become familiar with the policies of the school system, the school, the administrators, the principal, and the cooperating teacher.
- Use initiative and find things to do without always being told by the cooperating teacher. Offer to do some things and be alert to lending a helping hand.
- Have a receptive attitude toward suggestions, new ideas and criticism.
- Plan carefully for the entire day. Detailed, written lesson plans are required throughout the internship experience. The university supervisor will review plans weekly. Be prepared to make changes in plans if necessary.
- Reflect upon the experiences and make thoughtful decisions about a personal philosophy of education, methods of teaching, and classroom management strategies.
- Solve discipline problems consistent with policies acceptable to the cooperating teacher and those more formal policies of the school and school system.
- With approval of the host school and the parent, the intern is to observe as many parent-teacher conferences as possible and discuss the conferences with the cooperating teacher. Make written reports to be placed in the intern portfolio pertaining to two parent-teacher conferences describing impressions.
- Respect the confidentiality of the information concerning the faculty members, students, and classroom records.
- Maintain appropriate standards of dress and personal appearance.
- Use speech which is free of errors.
- Communicate regularly with university supervisor.
- Collect materials for the internship portfolio as the semester progresses. Don't procrastinate until the conclusion of internship.
- Be present at all school-related functions that the cooperating teacher is expected to attend regardless of the time of day at which the function occurs.
- Keep physically and mentally fit. Follow a sensible living pattern that includes adequate sleep, diet, and some recreation.
- Remain at the school until regular faculty members leave. Do not leave the school grounds during the school day. The university supervisor should be notified immediately of any problems in this area.

RESPONSIBILITIES CONCERNING OBSERVATIONS

The intern will:

- Establish, with the help of the cooperating teacher, a time for observation.
- Notify the university supervisor in advance of any changes in the schedule.
- When possible, schedule a variety of groups and situations for observation. (Do not schedule only one activity that spans several weeks.)
- Schedule the post-observation conference with the university supervisor.
- Have the lesson plan for the lesson to be observed accessible when the supervisor arrives.
- Have the notebook available for the supervisor to review.
- Prepare students for the university supervisor's visit.

Note: Remember that some observations, especially during "solo" teaching, will be unannounced.

PROJECTED RESPONSIBILITIES OUTLINE

Interns are expected to assume teaching responsibilities in a gradual manner. Classroom observation should occur at the beginning of each placement.

FIRST PLACEMENT

- Week 1: Observation of cooperating teacher and the classroom
Examine textbooks and curriculum materials
Learn each child's name
Learn classroom rules and procedures
Plan a small activity to do with the children
Read a story to whole class
Plan and teach at least one lesson
- Week 2: Assume routine class responsibilities
Plan for and teach lessons to individuals and small groups
Establish projected responsibilities
- Week 3: Continue adding routine class responsibilities
Continue adding teaching responsibilities
- Week 4: Teach planned lessons for groups you have not worked with
Experience teaching at least one lesson in each subject area
- Week 5: Intern is responsible for major part of day
- Week 6: Solo teaching
- Week 7: Solo teaching

SECOND PLACEMENT

- Week 1: Observation of cooperating teacher and the classroom
Examine textbooks and curriculum materials
Learn each child's name
Begin taking on classroom responsibilities
Plan for and teach at least one subject area
- Week 2: Assume routine class responsibilities
Plan for and teach at least two subject areas
Establish projected responsibilities
Decide on Project USA topic
- Weeks 3/4: Teach planned lessons for other groups
Work with total class in other subject areas
Continue taking on teaching and management responsibilities
- Weeks 5/6: Intern responsible for major part of day
- Week 7: Solo teaching
- Week 8: Solo teaching

THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is the elementary or secondary public/private school teacher to whom the intern is assigned. The cooperating teacher's role is one of the most important aspects of internship. The cooperating teacher serves as a teacher educator, as a model, and many times as a mentor. The intern observes first-hand what teaching is by seeing the cooperating teacher in action. The cooperating teacher's observations and evaluations help provide the intern with guidance for continued growth.

The key to a successful relationship between an intern and a cooperating teacher is frequent, open, and frank communication. The entry of an intern into the classroom begins a new and complex set of relations that have to be built upon those established by the cooperating teacher. It is important that communication difficulties be addressed as soon as they are noticed. The cooperating teacher has an increased set of responsibilities.

Before the intern arrives, the cooperating teacher should:

- _____ Review the internship handbook.
- _____ Prepare the class for the intern's arrival.
- _____ Provide a desk or work space for the intern.

During the first week of placement, the cooperating teacher should:

- _____ Discuss the placement with the university supervisor.
- _____ Share important addresses and phone numbers and obtain those of the intern.
- _____ Provide a class schedule.
- _____ Collect a set of textbooks for the intern.

_____ Familiarize the intern with:

- _____ --the school building
- _____ --the school personnel
- _____ --school policies
- _____ --classroom management procedures
- _____ --methods of keeping attendance
- _____ --grading procedures
- _____ --report cards
- _____ --cumulative folders
- _____ --fire & tornado drill procedures
- _____ --media and technological equipment
- _____ --resource materials

_____ Discuss projected responsibilities outline

_____ Establish, with the intern, a unit topic to be implemented with the total class.

_____ Discuss the cultural diversity of the school with the intern.

Throughout the term, the cooperating teacher should:

_____ Encourage the intern's positive attitude about the teaching profession.

_____ Through weekly discussions, update the projected responsibilities.

_____ Provide the opportunity and guidance necessary for the intern to learn the art of teaching through involvement with students.

_____ Plan for intern to have discussion about his/her concerns and needs. The cooperating teacher and intern should schedule a conference time each week to reflect upon areas of teaching that have been successful and others that have been unsuccessful. They should also discuss teaching and management strategies, upcoming lessons, and the individual needs and learning styles of the students.

_____ Check the intern's daily and long-range lesson plans well in advance of their intended use. Any worksheets for children need to be approved by the cooperating teacher.

_____ Encourage the intern to use his/her own ideas.

_____ Increase teaching responsibilities as the intern shows that he/she has the ability to assume them.

_____ Assist the intern in selecting other teachers to observe as well as setting up times for observations.

_____ Inform the university supervisor or Director of Clinical Experiences immediately when serious problems occur.

_____ Make at least one structured observation each week.

_____ Work closely with the university supervisor so that contradictory information is not given to the intern.

_____ Share with the university supervisor your own evaluation of the intern's performance.

_____ Be on school grounds and accessible to the intern.

_____ Always arrange for a substitute teacher if any absence is necessary. The intern may teach, provided the substitute teacher is in the room.

During the "solo teaching experience," the cooperating teacher should:

_____ Plan to leave the classroom as much as possible. Students need to be told that the intern is "in charge." If the cooperating teacher is always present, this is often difficult for the students to understand.

_____ However, the cooperating teacher should be accessible to the intern ***at all times***.

_____ Let the intern be responsible for management of the classroom. Although cooperating teachers must often assist with extreme discipline problems, the intern needs to manage the day as much as possible.

_____ Observe in the classroom for some portion of every day during the "solo" teaching. These observations, both scheduled and unscheduled, should be discussed to provide reflective feedback for the intern.

At the conclusion of the placement, the cooperating teacher should:

_____ Fill out the final evaluation. Discuss the assessment with the intern and the university supervisor.

_____ Return the completed evaluation and observation records to the university supervisor.

OBSERVATIONS & EVALUATION BY THE COOPERATING TEACHER

The cooperating teacher will conduct formal observations of the intern at appropriate times during each placement. One observation is completed during the first placement session (weeks 1-8) and an additional observation is completed during the second placement session (weeks 9-16). The cooperating teacher will utilize the Teacher Candidate Observation Narrative form to document the intern's performance. The cooperating teacher will also complete on-line evaluations in LiveText that must be submitted by the end of the internship placement session. These forms include:

- Professional Assessment of Student Dispositions
- Intern Supervisor Evaluation
- Teacher Candidate Evaluation Report Summary (please *print* completed copy)

In addition, the cooperating teacher will be responsible for signing the intern's attendance log weekly to verifying accuracy and all absence reports.

RESPONSIBILITIES OF COOPERATING SCHOOLS AND TEACHERS

The selection of cooperating schools and teachers for the field experiences is based on the acceptance of the vital role the teachers play in the university's teacher education program, the willingness to assist in preparing effective teachers, and the desire to influence the quality of teachers entering the profession. Candidates are placed with cooperating teachers who have volunteered to work with candidates, who meet SDE requirements for cooperating teachers, who have been recommended by their school administrators as qualified for this service, and who are enthusiastic about assisting candidates in the transition from classroom knowledge of theory to application of skills.

Specific responsibilities of the cooperating schools and teachers include:

- Welcoming and orienting the university candidate to the school site.
- Allowing the university candidate to participate in classroom activities.
- Assisting the university candidate in developing and implementing appropriate instructional techniques and activities to meet the needs of the public school classroom.
- Monitoring candidate progress and providing appropriate feedback to the candidate and university supervisor.
- Evaluating candidate performance while utilizing university-provided forms that address the competencies required of all beginning teachers in the State of Alabama:
 - a. preparation for instruction;
 - b. presentation of organized instruction;
 - c. assessment of student performance;
 - d. classroom management;
 - e. positive learning climate;
 - f. oral and written communication;
 - g. performance of professional responsibilities.
- Providing feedback to the Office of Clinical Experiences and university supervisors on pertinent knowledge and skills necessary for candidates to become effective teachers;
- If necessary, reporting any difficulties experienced in working with the candidate to the Director of Clinical Experiences.

COOPERATING TEACHER PLACEMENT AND ASSIGNMENT REQUIREMENTS

Cooperating teacher recruitment requests are forwarded to the Director of Staff Development in the area school systems to request potential assignments and placements, prior to the internship semester. Cooperating teachers are selected by the principal from teachers who meet the following Alabama State Board of Education requirements:

1. Are certified in the area of teaching;
2. Hold at least a master's degree;
3. Have at least three years of educational experience in his/her teaching field;
4. Are currently teaching classes in the intern's teaching field; and
5. Model good professional practice.

All intern assignments are coordinated by the Office of Clinical Experiences. At no time should a candidate arrange an assignment with a particular principal, teacher, or school.

RULES OF THE ALABAMA STATE BOARD OF EDUCATION

CHAPTER 290-3-3 TEACHER EDUCATION

PROFESSIONAL SERVICES

290-3-3-.02(5)(r),(s),&(t) College and University Requirements

- (r) Criteria for school faculty who supervise interns shall be clear and made known to all of the involved parties.
- (s) P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three (3) years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria, but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
- (t) P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, emailing and the use of other technologies.

THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor is assigned to work with the intern, cooperating teacher, and principal during the internship. The university supervisor:

- Acts as the instructor for the professional internship
- Provides assistance and guidance in the completion of internship assignments
- Evaluates all internship assignments
- Serves as liaison between the university and the schools
- Acquaints the cooperating teacher with his/her responsibilities in relation to the interns
- Makes pertinent information concerning the intern available to the cooperating teacher
- Maintains required documentation records on each intern
- Becomes acquainted with the principal, faculty, students, policies, curriculum, and school plant facilities of the assigned schools
- Visits the intern on a regular basis throughout the semester
- Provides constructive feedback to the intern after each observation visit
- Encourages reflective thinking
- Communicates with the cooperating teacher on a regular basis so that contradictory information will not be given to the intern
- Acts as a resource person to the cooperating teacher and intern
- Encourages interns to make individual decisions about their own personal philosophies of education, the curriculum, management strategies, and instructional techniques
- Helps the intern increase understanding of teaching and the responsibilities, duties, and roles of a teacher
- Counsels the intern concerning problems and assists in reconciliation of problems through alternative plans of action
- Notifies the Office of Clinical Experiences when serious problems occur
- Serves as an evaluator of the progress of the intern and assigns the final grades
- Works with the Office of Clinical Experiences in identifying schools and qualified cooperating teachers

OBSERVATIONS & EVALUATIONS BY THE UNIVERSITY SUPERVISOR

The university supervisor will observe and confer with interns frequently in order to assist them in improving instructional practices, planning, evaluating, and managing the classroom. Improved performance by the intern is the goal of each conference and observation. The university supervisor will make both scheduled and unscheduled visits to the classroom. When scheduled, the intern is responsible for setting up the observation appointment.

The university supervisor will visit the intern on a regular basis throughout the intern's placement in the cooperating school. The supervisor will also formally observe the intern at appropriate times throughout the placement. A minimum of four (4) formal observations must be completed for each intern during the internship semester. A minimum of two (2) observations are completed during the first placement session (weeks 1-8) and a minimum of two (2) additional observations are completed during the second placement session (weeks 9-16). The university supervisor will provide written documentation for these observations utilizing the Teacher Candidate Observation Narrative Form. After each formal observation, the intern will confer with the university supervisor. The university supervisor will also complete on-line evaluations in LiveText that must be submitted by the end of the internship placement session.

THE ROLE OF THE COOPERATING PRINCIPAL

The principal, as the instructional leader of the school, plays a significant role in the internship program. The principal helps establish a school climate which fosters the professional development of the intern. Principals, with the approval of the superintendent, recommend faculty members to serve as cooperating teachers. The principal should become familiar with the internship program and the policies and procedures outlined in the College of Education Internship Handbook. The principal helps orient the faculty and staff members with the internship program. The principal works with the cooperating teacher and the university supervisor to insure that a successful internship experience occurs. The principal should also work closely with the Office of Clinical Experiences and report any problems that may arise.

It is recommended that the principal become familiar with the assigned interns and provide an orientation session during the first week of the internship placement. It is also recommended that the principal formally observe and confer with the intern.

THE ROLE OF THE SUPERINTENDENT

The superintendent receives a list of the interns placed in their school system requiring a Cooperative Agreement with UNA. The agreement allows candidates to be placed in schools for internship experiences. Interns may then participate in practical, on-site learning experiences.

THE ROLE OF THE OFFICE OF CLINICAL EXPERIENCES

The Office of Clinical Experiences, under the direction of the Dean of the College of Education, is responsible for the administration of the internship program. The Director of Clinical Experiences will:

- Provide overall leadership and direction for the program;
- Serve as a liaison person between the university and the personnel of the cooperating school systems;
- Arrange the placements of interns in the classrooms of recommended cooperating teachers in approved schools;
- Develop forms necessary for proper evaluation and administration of the program;
- Arrange for the monetary payments to cooperating teachers and principals. Stipends are submitted to the school system business office to be disbursed to designated school teachers and principals.
- Schedule seminars for interns, as needed;
- Arrange for periodic in-service training programs for cooperating teachers;
- Keep appropriate records of the program;
- Maintain contact with principals and administrators in cooperating school systems;
- Confer with and coordinate clinical experience placements in conjunction with information received from the faculty of the College of Education.

ADDITIONAL INFORMATION AND FORMS

Documentation of Attendance

Intern: _____ Cooperating Teacher: _____

School: _____ Internship Placement: (circle) 1st Placement 2nd Placement

Accurately record the hours you are present each day. The intern should maintain this record and ask the Cooperating Teacher to sign and verify attendance weekly. This report must be completed and submitted to the Office of Clinical Experiences in order to meet the requirements of internship.

Week (Dates)	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Hours	Cooperating Teacher's Verification Signature
Week 1:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 2:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 3:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 4:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 5:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 6:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 7:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 8:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		

*****Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.***

Falsification of the Documentation of Attendance form is unethical and will result in immediate dismissal from the internship.

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Completed forms should be placed in the intern's file and turned in to the Office of Clinical Experiences

REPORT OF ABSENCE FROM INTERNSHIP

Name _____

Date of Absence _____ Hours Missed _____

Reason for Absence _____

Cooperating Teacher _____

(Signature)

University Supervisor _____

(Signature)

In case of emergency (such as sudden illness or death in the immediate family), you are required to notify the appropriate people by 7:15 a.m. of the day you are going to be absent.

This form is to be completed and submitted to the Office of Clinical Experiences **within 3 working days** following every absence.

Note: You will be required to make up any time that exceeds the allotted two days.

Office of Clinical Experiences
Box 5125
University of North Alabama
Florence, AL 35632-0001
(256) 765-4664 (FAX)

Lesson Plan
(Detailed lesson plan format available on LiveText)

Candidate's Name:

Lesson Prepared for:

Date of Lesson:

Grade:

Content Area:

Topic:

Approximate Allocated Time for Lesson:

Student(s) with IEPs/504 plan? Yes No Don't Know

P-12 Standards

Lesson Objective(s)

Indicate whether the objectives assess objectives from the Stanford Achievement Test (SAT-10), Alabama Reading & Math Test (ARMT), Alabama Writing Assessment, Alabama High School Graduation Exam (AHSGE), etc.

Assessment

Delete this text and write your assessment strategies here. Remember the **strategies you choose** should **match your objectives**. In the space below write the accommodations you will include to meet the needs of all students in the classroom, including students with disabilities and ESL students.

Accommodations:

Instruction

This section should include how you will present the lesson content, review past learning, the focus, purpose of the lesson as it relates to real-life experiences, the objective(s) stated in student-friendly terms, and the instructional strategies (pedagogy) you will use to deliver instruction to all students.

Accommodations: Remember you will be expected to design instruction and a learning environment that meets the needs of all students in the class.

Guided/Independent Practice

Provide the details of your guided and independent practice (if appropriate).

Accommodations: Individual and/or groups of students need.

Closure

Materials and Resources

Materials include everything you will need to deliver this lesson to all students. This may include names of books, page numbers, specific content materials, technology, etc. Remember this may mean alternate materials for students who perform at different levels. Some examples include lower-level reading materials, calculators for some but not all students, enlarged font on guided/independent practice, audio-taped books, etc.

Resources include the materials you used to create this lesson plan. This may include a website, another teacher's name, a teacher's guide/manual, etc. This section also includes the necessary documentation (dates and a summary of what was discussed) of your meeting(s) with special education and support faculty/staff who support the students in the classroom.

United Streaming or Other Electronic Resources

Reflection

Personal reflection according to whether you only planned the lesson or planned and taught the lesson.

Portfolio Requirements

(Detailed portfolio information available in internship syllabus and LiveText template)

Classroom teachers must make many decisions on a daily basis. Consciousness of attitudes, skills, knowledge, values and understandings enables teachers to improve those decisions. The portfolio will provide teacher candidates with a personal tool for integrating and reflecting upon the knowledge, skills and values learned in coursework and internship. It is a mechanism to assist candidates in the melding of the theories and practices of teaching and learning. Teacher candidates' portfolios will demonstrate their growth as teachers and establish foundations for goal setting and reflection.

Teacher candidates in the teacher education program will develop a professional portfolio, documenting their progress toward becoming knowledgeable practicing professionals. The portfolio provides the basis for assessing progress in, and successful completion of, internship and the teacher education program. This document will provide evidence that all Conceptual Framework commitments of the University of North Alabama College of Education have been met. Interns are responsible for portfolio maintenance, completion, and submission to university supervisors meeting designated deadlines. Additional information outlining portfolio artifacts aligned with the conceptual framework to submit for evaluation is presented in the internship syllabus.

Items for LiveText portfolio submission may include, but are not limited to the following:

- Resume
- Philosophy of Education
- Professional Development Plan
- Project USA

Teacher Candidate Observation Narrative
Completed by Supervisor and Cooperating Teacher

Student Intern:		School:	Date:
Grade/Subject:		Beginning Time:	Ending Time:
Evaluator	<input type="checkbox"/> Supervisor	<input type="checkbox"/> Cooperating Teacher	<input type="checkbox"/> Other:

Standard 1 – Content Knowledge

Standard 2 – Teaching and Learning

Standard 3 – Literacy

Standard 4 – Diversity

Standard 5 – Professionalism

NOTE: Additional comments may be attached

Please provide comments on the candidate's overall performance

Is implementation of a/an improvement or remediation plan necessary? YES NO

Indicate Areas of Strength and/or Areas for Improvement:

Required Signatures: The signature of the candidate acknowledges receipt, not agreement, or disagreement with the evaluation.

Completed by:

University Supervisor

Cooperating Teacher

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

*Teacher candidates are required to score at an **Acceptable** level (2) or above on all AQTS indicators to be eligible for certification recommendation.

If the teacher candidate receives a rating of **Unacceptable** (1) on any indicator/standard, a **remediation plan** must be developed and implemented immediately.

All indicator/standards must be demonstrated and observed by university supervisor and cooperating teacher during each placement session.

EDUCATEAlabama Evaluation Standards

Standard 1: Content Knowledge	Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas
1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills	3c.1 Teaches problem solving which requires mathematical skills within and across subject areas
1.2 Activates learners' prior knowledge, experience, and interests and uses this information	3c.2 Communicates mathematical concepts, processes, and symbols within the content taught
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance	Standard 3d: Utilizes Technology
1.4 Designs instructional activities based on state content standards	3d.1 Identifies and integrates available emerging technology into the teaching of all content areas
1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner	3d.2 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency
Standard 2: Teaching and Learning Environment	Standard 4: Diversity
Standard 2a: Organization and Management of the Learning	Standard 4a. Cultural, Ethnic, and Social Diversity
2a.1 Classroom organization/management built upon expectations and research-based strategies for positive behavior	4a.1 Develops culturally responsive curriculum and instruction in response to differences in individuals
2a.2 Creates a climate that promotes fairness and respect	4a.2 Communicates in ways that demonstrate sensitivity to diversity and individual differences
2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners	4a.3 Demonstrates and applies an understanding of how cultural biases can affect teaching and learning
Standard 2b: Using Instructional Strategies to Engage Learners	Standard 4b. Language Diversity
2b.1 Develops challenging, standards-based academic goals for each learner	4b.1 Enables learners to accelerate language acquisition by utilizing their native language and background
2b.2 Engages learners in developing and monitoring goals for their own learning and behavior	4b.2 Guides second language acquisition and utilizes English Language Development strategies to support learning
2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning
2b.4 Creates learning activities that optimize each individual's growth and achievement within a supportive environment	Standard 4c: Special Needs
Standard 2c: Assessment of Learning	4c.1 Recognizes characteristics of exceptionality in learning; appropriate interventions
2c.1 Uses formative assessments to provide specific and timely feedback and to adjust instruction	4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners
2c.2 Uses summative assessments to measure learner attainment of specified learning targets	Standard 4d: Learning Styles
2c.3 Maintains evidence and records of learning performance to communicate progress	4d.1 Helps students assess their own learning styles and build upon identified strengths
2c.4 Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes	4d.2 Designs learning experiences that engage learning styles and multiple intelligences
Standard 3: Literacy	Standard 5: Professionalism
Standard 3a: Oral and Written Communication	5.1 Collaborates with stakeholders to facilitate student learning and well being
3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies	5.2 Engages in ongoing professional learning to move practice forward
3a.2 Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate	5.3 Participates as a professional learning community member in advancing school improvement initiatives
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources	5.4 Promotes professional ethics and integrity
3b.1 Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension	5.5 Complies with local, state, and federal regulations and policies
3b.2 Integrates narrative/expository reading strategies across the curriculum	

Teacher Candidate Evaluation Report Summary
Completed by Supervisor and Cooperating Teacher
(Optional)

Teacher Candidate:	Evaluation Completed by:	
Cooperating Teacher:	<input type="checkbox"/> Supervisor Name:	<input type="checkbox"/> Cooperating Teacher Name:
School:	Placement: 1st 2nd	Date:

1	Unacceptable	The intern's performance is not acceptable in the specified indicator and/or standard. A remediation plan must be developed and implemented immediately.
2	Acceptable	The intern's performance sometimes, but not always, meets expectations in the specified indicator and/or standard. Improvement activities are required for performance to consistently meet standards.
3	Good	The intern's performance meets and sometimes exceeds expectations in the specified indicator and/or standard. Performance may be improved in area(s) indicated, but current practices are clearly acceptable.
4	Exemplary	The intern's performance is exceptional in the specified indicator and/or standard. Performance demonstrated places the candidate at a level far beyond peers.

		Section Rating	Category Rating
Standard 1: Content Knowledge			
1.1	Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills		
1.2	Activates learners' prior knowledge, experience, and interests and uses this information		
1.3	Connects curriculum to other content areas and real-life settings to promote retention and relevance		
1.4	Designs instructional activities based on state content standards		
1.5	Instructional accommodations, modifications, and adaptations meet the needs of each individual learner		

Comments:

Standard 2: Teaching and Learning

Standard 2a: Organization and Management of the Learning

2a.1	Classroom organization/management built upon expectations and research-based strategies for positive behavior		
2a.2	Creates a climate that promotes fairness and respect		
2a.3	Creates a safe, orderly, and stimulating learning environment that engages and motivates learners		

Standard 2b: Using Instructional Strategies to Engage Learners		
2b.1	Develops challenging, standards-based academic goals for each learner	
2b.2	Engages learners in developing and monitoring goals for their own learning and behavior	
2b.3	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	
Standard 2c: Assessment of Learning		
2c.1	Uses formative assessments to provide specific and timely feedback and to adjust instruction	
2c.2	Uses summative assessments to measure learner attainment of specified learning targets	
2c.3	Maintains evidence and records of learning performance to communicate progress	
2c.4	Analyzes/Uses disaggregated assessment data to inform planning for individual learners and classes	
Comments:		
Standard 3: Literacy		
Standard 3a: Oral and Written Communication		
3a.1	Demonstrates standard oral and written communications and uses appropriate communication strategies	
3a.2	Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate	
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources		
3b.1	Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension	
3b.2	Integrates narrative/expository reading strategies across the curriculum	
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas		
3c.1	Teaches problem solving that requires mathematical skills within and across subject areas	
3c.2	Communicates mathematical concepts, processes, and symbols within the content taught	
Standard 3d: Utilizes Technology		
3d.1	Identifies and integrates available emerging technology into the teaching of all content areas	
3d.2	Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency	
Comments:		

Standard 4: Diversity			
Standard 4a. Cultural, Ethnic, and Social Diversity			
4a.1	Develops culturally responsive curriculum and instruction in response to differences in individuals		
4a.2	Communicates in ways that demonstrate sensitivity to diversity and individual differences		
4a.3	Demonstrates and applies an understanding of how cultural biases can affect teaching and learning		
Standard 4b. Language Diversity			
4b.1	Enables learners to accelerate language acquisition by utilizing their native language and background		
4b.2	Guides second language acquisition and utilizes English Language Development strategies to support learning		
4b.3	Differentiates between learner difficulties related to cognitive/skill development and those related to language learning		
Standard 4c: Special Needs			
4c.1	Recognizes characteristics of exceptionality in learning; appropriate interventions		
4c.2	Develops and maintains inclusive learning environments that address the needs of exceptional learners		
Standard 4d: Learning Styles			
4d.1	Helps students assess their own learning styles and build upon identified strengths		
4d.2	Designs learning experiences that engage learning styles and multiple intelligences		
Comments:			
Standard 5: Professionalism			
5.1	Collaborates with stakeholders to facilitate student learning and well-being		
5.2	Engages in ongoing professional learning to move practice forward		
5.3	Participates as a professional learning community member in advancing school improvement initiatives		
5.4	Promotes professional ethics and integrity		
5.5	Complies with local, state, and federal regulations and policies		
Comments:			
Overall Numerical Rating			

Please provide comments of the candidate's overall performance

Is implementation of a/an improvement or remediation plan necessary?

YES

NO

Indicate Areas of Strength and/or Areas for Improvement:

Required Signatures:

The signature of the candidate acknowledges receipt, not agreement, or disagreement with the evaluation.

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

*Teacher candidates are required to score at an **Acceptable** level (2) or above on all AQTS indicators to be eligible for certification recommendation.

If the teacher candidate receives a rating of **Unacceptable** (1) on any indicator/standard, a ***remediation plan*** must be developed and implemented immediately.

All indicator/standards must be demonstrated and observed by university supervisor and cooperating teacher during each placement session.

Additional Comments:

COPIES OF EVALUATION FORMS

(All evaluations must be completed in LiveText)

EVALUATION OF COOPERATING TEACHER BY INTERN

This instrument is designed to obtain feedback about the performance of your cooperating teacher during your internship. Please select the appropriate response from the dropdown boxes below.

1. Date (MM/DD/YYYY)
2. Semester
3. Year
4. Cooperating Teacher First Name
5. Cooperating Teacher Last Name
6. Cooperating Teacher School
7. Major
8. Secondary Majors – Subject Area
9. Grade level(s)

Rating Scale: A= Never B= Seldom C=Usually D=Always

10. My cooperating teacher oriented me to physical facilities, school and classroom rules and procedures.
11. My cooperating teacher provided me with the materials necessary to complete my assignments and responsibilities as a teacher candidate.
12. My cooperating teacher planned activities to involve me in the classroom at a gradual pace.
13. My cooperating teacher required the development of daily lesson plans.
14. My cooperating teacher observed lesson presentations and provided oral and written feedback about my strengths and areas of weakness.
15. My cooperating teacher had regular conferences with me.
16. My cooperating teacher encouraged me to engage in self-reflection after each lesson.
17. My cooperating teacher provided feedback and suggested ways to improve my planning and presentation of instruction.
18. My cooperating teacher provided feedback and suggested ways to improve my assessment of student performance.
19. My cooperating teacher provided feedback and suggested ways to improve my classroom management skills.
20. My cooperating teacher provided feedback and suggested ways to develop a positive learning climate.
21. My cooperating teacher provided feedback and suggested ways to improve my communication skills.
22. My cooperating teacher was fair and objective in evaluating my performance.
23. My cooperating teacher worked closely with my university supervisor.
24. My cooperating teacher was a professional role model and provided suggestions concerning my performance of professional responsibilities.
25. Do you recommend using this teacher again for future teacher candidate interns?
26. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.

CANDIDATE SELF - ASSESSMENT OF DISPOSITIONS

The purpose of this form is to help you identify your current level of development of professional dispositions. You will use these responses to measure your personal growth throughout the education program.

1. Date (MM/DD/YYYY)
2. Semester Fall Spring
3. Year 2011 2012 2013 2014
4. Candidate First Name
5. Candidate Last Name
6. Candidate Email Address

7. Ethnicity

<input type="checkbox"/> Non-Resident Alien	<input type="checkbox"/> African American, Non-Hispanic	<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Asian or Pacific Islander
<input type="checkbox"/> Hispanic	<input type="checkbox"/> White, Non-Hispanic	<input type="checkbox"/> Other	

8. Gender Male Female

9. Major

<input type="checkbox"/> Elementary Ed. (Undergraduate)	<input type="checkbox"/> Elementary Ed. (Graduate Program)	<input type="checkbox"/> Special Ed. (Graduate Program)	<input type="checkbox"/> Human Environ. Science
<input type="checkbox"/> Secondary Ed. (Undergraduate)	<input type="checkbox"/> Secondary Ed. (Graduate Program)	<input type="checkbox"/> Counselor Ed.	<input type="checkbox"/> Instructional Lead. (Ed Leadership)
<input type="checkbox"/> Alternative 5 th Year Prog.	<input type="checkbox"/> HPER	<input type="checkbox"/>	<input type="checkbox"/>

10. Content Areas

<input type="checkbox"/> Art	<input type="checkbox"/> Biology	<input type="checkbox"/> Business Market	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Counseling
<input type="checkbox"/> Elementary Education	<input type="checkbox"/> Graduate Elementary Ed	<input type="checkbox"/> Graduate Secondary Ed	<input type="checkbox"/> English/LA	<input type="checkbox"/> ESL
<input type="checkbox"/> Family Cons. Science	<input type="checkbox"/> French	<input type="checkbox"/> General Science	<input type="checkbox"/> Geography	<input type="checkbox"/> German
<input type="checkbox"/> Physical Education	<input type="checkbox"/> History	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Physics	<input type="checkbox"/> Ed Leadership
<input type="checkbox"/> V/C Music	<input type="checkbox"/> Graduate Special Ed	<input type="checkbox"/> Social Science	<input type="checkbox"/> Spanish	<input type="checkbox"/>

11. At which point is this evaluation being completed?

ED 292	Internship	ED000/ CHD000	Ending Graduate Program
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Please rate yourself on your level of demonstration professional dispositions using the following criteria.

Exemplary/Exceptional	Good/Proficient	Acceptable/Basic	Unacceptable/Deficient
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12. Disposition 1: Demonstrates a commitment to professionalism. I am presently functioning at the following level for Disposition 1:

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
13. Disposition 2: Demonstrates a commitment to ethical standards. I am presently functioning at the following level for Disposition 2:

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
14. Disposition 3: Demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development. I am presently functioning at the following level for Disposition 3.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
15. Disposition 4: Demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction. I am presently functioning at the following level for Disposition 4.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
16. Disposition 5: Demonstrates a commitment to using current technology for instruction and learning. I am presently functioning at the following level for Disposition 5.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
17. Disposition 6: Demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners. I am presently functioning at the following level for Disposition 6.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---
18. Disposition 7: Demonstrates a commitment to collaboration with other professionals to improve the overall learning of students. I am presently functioning at the following level for Disposition 7.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

EVALUATION OF INTERN SUPERVISOR BY TEACHER CANDIDATE

1. Date (MM/DD/YYYY)
2. Semester
3. Year
4. Supervisor First Name
5. Supervisor Last Name
6. School Name
7. Subject Area
8. Major
9. Grade Level

THIS INSTRUMENT IS DESIGNED TO OBTAIN FEEDBACK ABOUT YOUR UNIVERSITY SUPERVISOR. RATE THE SUPERVISOR ON THE ITEMS BELOW.

Rating Scale: A=Never B=Seldom C=Usually D=Always

10. Showed professional respect for me as a teacher.
11. Demonstrated professional attitude.
12. Was knowledgeable about teaching and management strategies.
13. Observed me often enough to adequately evaluate my performance.
14. Gave me written and oral feedback about my strengths and weaknesses.
15. Helped me outline clear objectives for the improvement of my teaching.
16. Checked my portfolio/notebook on a regular basis.
17. Had regular conferences with me.
18. Encouraged me to engage in self-reflection after each lesson.
19. Provided feedback and suggested ways to improve my planning and presentation of instruction.
20. Provided feedback and suggested ways to improve my assessment of student performance.
21. Provided feedback and suggested ways to improve my classroom management skills.
22. Provided feedback and suggested ways to develop a positive learning climate.
23. Provided feedback and suggested ways to improve my communication skills.
24. Provided feedback and suggested ways to improve my performance of professional responsibilities.
25. Was fair and objective in evaluating my performance.
26. Worked closely with my cooperating teacher.
27. Number of times University Supervisor visited. (Include short visits and visits for entire lessons.
28. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.

GRADUATING SENIOR SURVEY

1. Today's Date (MM/DD/YYYY)
 2. Semester
 3. Year
 4. Ethnicity
- Information and data provided is used for data collection only. Any information about the University of North Alabama students, faculty and staff will be kept in the strictest confidence.**
5. Gender
 6. Program of Studies
 7. My Major is:
 8. My academic major was adequate and I feel confident that I am prepared to meet the challenges of my profession.
 9. My required courses prepared me in the knowledge, uses, and applications of technology relevant to my major.
 10. My required courses presented material in a global context, preparing me to interact with individuals from different cultural, ethnic, racial, gender and socioeconomic groups including individuals with disabilities.
 11. My program of study included field and clinical / laboratory experiences and/or internship / cooperative opportunities that allowed me to apply theory to practice in my major.
 12. Through the courses in my major I developed effective communication skills.
 13. The courses in my major assisted me in developing critical thinking skills.
 14. Because of the coursework in my major, I am confident that I can seek out and acquire the knowledge necessary for me to be successful in my profession.
 15. Faculty members in my major courses provided effective and appropriate instructional opportunities.
 16. I am pleased with the overall quality of instruction I received in my major.
 17. Faculty in my major provided appropriate academic advising and support throughout my program.
 18. The library has adequate holdings relevant to my major.
 19. Facilities and equipment (including classrooms, labs, etc.) were adequate.
 20. I would classify myself as _____.
 21. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.

INTERN SUPERVISOR EVALUATION BY COOPERATING TEACHER

1. Today's Date (MM/DD/YYYY)
2. Semester
3. Year
4. Intern Supervisor First Name
5. Intern Supervisor Last Name
6. Cooperating Teacher School
7. Cooperating Teacher / Grade Level
8. Major
9. Subject Area/Cooperating Teacher

THIS INSTRUMENT IS DESIGNED TO OBTAIN FEEDBACK ABOUT THE UNA INTERN SUPERVISOR. RATE THE SUPERVISOR ON THE ITEMS BELOW

Rating Scale: A=Never B=Seldom C=Usually D=Always

10. Showed respect for me as a cooperating teacher and worked closely with me.
11. Demonstrated a professional attitude.
12. Showed genuine interest in the teacher candidate's progress.
13. Provided handbook and other support materials.
14. Provided annual orientation / training sessions.
15. Prepared me to assess teacher candidate's performance.
16. Gave me written and oral feedback on a regular basis about the teacher candidate performance.
17. Encouraged the teacher candidate to engage in self-reflection after each lesson.
18. Provided the teacher candidate feedback and suggestions concerning planning and preparation of instruction.
19. Provided the teacher candidate feedback and suggestions concerning assessment of student performance.
20. Provided the teacher candidate feedback and suggestions concerning classroom management skills.
21. Provided the teacher candidate feedback and suggestions concerning communication skills.
22. Provided the teacher candidate feedback and suggestions concerning performing professional responsibilities.
23. Was fair and objective in evaluating the teacher candidate's performance.
24. How many times was the teacher candidate visited by the Intern Supervisor from UNA?
25. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.

Cooperating Teacher Signature: _____.

PROFESSIONAL ASSESSMENT OF STUDENT DISPOSITIONS

Completed by: University Supervisor and Cooperating Teacher

1. Date (MM/DD/YYYY)
2. Semester Fall Spring Summer
3. Year 2011 2012 2013 2014
4. Candidate First Name
5. Candidate Last Name
6. Ethnicity

<input type="checkbox"/> Non-Resident Alien	<input type="checkbox"/> African American, Non-Hispanic	<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Asian or Pacific Islander
<input type="checkbox"/> Hispanic	<input type="checkbox"/> White, Non-Hispanic	<input type="checkbox"/> Other	

7. Gender Male Female

8. Major

<input type="checkbox"/> Elementary Ed. (Undergraduate)	<input type="checkbox"/> Elementary Ed. (Graduate Program)	<input type="checkbox"/> Special Ed. (Graduate Program)	<input type="checkbox"/> Human Environ. Science
<input type="checkbox"/> Secondary Ed. (Undergraduate)	<input type="checkbox"/> Secondary Ed. (Graduate Program)	<input type="checkbox"/> Counselor Ed.	<input type="checkbox"/> Instructional Lead. (Ed Leadership)
<input type="checkbox"/> Alternative 5 th Year Program	<input type="checkbox"/> HPER	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE RATE THE EXTENT TO WHICH YOU OBSERVE THE CANDIDATE DEMONSTRATE OR EVIDENCE VALUE FOR EACH OF THE PROFESSIONAL BEHAVIORS STATED BELOW. SELECT THE CORRESPONDING DESCRIPTION THAT BEST REPRESENT THE AMOUNT OF EVIDENCE THE CANDIDATE DEMONSTRATES. ALL UNACCEPTABLE RATINGS MUST BE SUPPORTED WITH COMMENTS.

Exemplary/Exceptional	Good/Proficient	Acceptable/Basic	Unacceptable/Deficient
-----------------------	-----------------	------------------	------------------------

9. Disposition 1: Demonstrates a commitment to professionalism.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

10. Disposition 2: Demonstrates a commitment to ethical standards.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

11. Disposition 3: Demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

12. Disposition 4: Demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

13. Disposition 5: Demonstrates a commitment to using current technology for instruction and learning.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

14. Disposition 6: Demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

15. Disposition 7: Demonstrates a commitment to collaboration with other professionals to improve the overall learning of students.

<input type="checkbox"/> Exemplary/Exceptional	<input type="checkbox"/> Good/Proficient	<input type="checkbox"/> Acceptable/Basic	<input type="checkbox"/> Unacceptable/Deficient
--	--	---	---

16. Evaluator First Name _____

17. Evaluator Last Name _____

COOPERATING TEACHER EVALUATION BY UNIVERSITY SUPERVISOR

1. Date (MM/DD/YYYY)
2. Semester
3. Year
4. Cooperating Teacher First Name
5. Cooperating Teacher Last Name
6. Cooperating Teacher School
7. Subject Area / Cooperating Teacher
8. Grade Level / Cooperating Teacher

This instrument is designed to obtain feedback about the performance of the cooperating teacher during the internship placement. Please rate the cooperating teacher on each item using the scale below.

Rating Scale: A=Never B=Seldom C=Usually D=Always

9. Planned activities to involve the teacher candidate in the classroom at a gradual pace.
10. Allowed the teacher candidate to try out new ideas.
11. Required the development of daily lesson plans.
12. Worked closely with me and had regular conferences with me concerning teacher candidate progress.
13. Encouraged the teacher candidate to engage in self-reflection after each lesson.
14. Provided the teacher candidate feedback and suggestions concerning planning and preparation of instruction.
15. Provided the teacher candidate feedback and suggestions concerning classroom management skills.
16. Provided the teacher candidate feedback and suggestions concerning developing a positive learning climate.
17. Provided the teacher candidate feedback and suggestions concerning communication skills.
18. Provided the teacher candidate feedback and suggestions concerning performance of professional responsibilities.
19. Was fair and objective in evaluating the teacher candidate performance.
20. Demonstrated professional attitude.
21. Was prompt in completing and turning in teacher candidate internship documentation, forms, etc.
22. Do you recommend that this teacher be used again for future internships?
23. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.
24. Name of Supervisor _____
25. Title _____

Standard 2b: Using Instructional Strategies to Engage Learners			
2b.1	Develops challenging, standards-based academic goals for each learner		
2b.2	Engages learners in developing and monitoring goals for their own learning and behavior		
2b.3	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies		
Standard 2c: Assessment of Learning			
2c.1	Uses formative assessments to provide specific and timely feedback and to adjust instruction		
2c.2	Uses summative assessments to measure learner attainment of specified learning targets		
2c.3	Maintains evidence and records of learning performance to communicate progress		
2c.4	Analyzes/Uses disaggregated assessment data to inform planning for individual learners and classes		
Comments:			
Standard 3: Literacy			
Standard 3a: Oral and Written Communication			
3a.1	Demonstrates standard oral and written communications and uses appropriate communication strategies		
3a.2	Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate		
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources			
3b.1	Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension		
3b.2	Integrates narrative/expository reading strategies across the curriculum		
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas			
3c.1	Teaches problem solving that requires mathematical skills within and across subject areas		
3c.2	Communicates mathematical concepts, processes, and symbols within the content taught		
Standard 3d: Utilizes Technology			
3d.1	Identifies and integrates available emerging technology into the teaching of all content areas		
3d.2	Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency		
Comments:			

Standard 4: Diversity			
Standard 4a. Cultural, Ethnic, and Social Diversity			
4a.1	Develops culturally responsive curriculum and instruction in response to differences in individuals		
4a.2	Communicates in ways that demonstrate sensitivity to diversity and individual differences		
4a.3	Demonstrates and applies an understanding of how cultural biases can affect teaching and learning		
Standard 4b. Language Diversity			
4b.1	Enables learners to accelerate language acquisition by utilizing their native language and background		
4b.2	Guides second language acquisition and utilizes English Language Development strategies to support learning		
4b.3	Differentiates between learner difficulties related to cognitive/skill development and those related to language learning		
Standard 4c: Special Needs			
4c.1	Recognizes characteristics of exceptionality in learning; appropriate interventions		
4c.2	Develops and maintains inclusive learning environments that address the needs of exceptional learners		
Standard 4d: Learning			
4d.1	Helps students assess their own learning styles and build upon identified strengths		
4d.2	Designs learning experiences that engage learning styles and multiple intelligences		
Comments:			
Standard 5: Professionalism			
5.1	Collaborates with stakeholders to facilitate student learning and well-being		
5.2	Engages in ongoing professional learning to move practice forward		
5.3	Participates as a professional learning community member in advancing school improvement initiatives		
5.4	Promotes professional ethics and integrity		
Comments:			
			Overall Numerical Rating

Please provide comments of the candidate's overall performance

Is implementation of a/an improvement or remediation plan necessary?

YES

NO

Indicate Areas of Strength and/or Areas for Improvement:

Required Signatures:

The signature of the candidate acknowledges receipt, not agreement, or disagreement with the evaluation.

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

*Teacher candidates are required to score at an **Acceptable** level (2) or above on all AQTS indicators to be eligible for certification recommendation.

If the teacher candidate receives a rating of **Unacceptable** (1) on any indicator/standard, a **remediation plan** must be developed and implemented immediately.

All indicator/standards must be demonstrated and observed by university supervisor and cooperating teacher during each placement session.

Additional Comments:

Internship Final Evaluation of Teacher Candidate

Completed by University Supervisor

1	Unacceptable	The intern's performance is not acceptable in the specified indicator and/or standard. A remediation plan must be developed and implemented immediately.
2	Acceptable	The intern's performance sometimes, but not always, meets expectations in the specified indicator and/or standard. Improvement activities are required for performance to consistently meet standards.
3	Good	The intern's performance meets and sometimes exceeds expectations in the specified indicator and/or standard. Performance may be improved in area(s) indicated, but current practices are clearly acceptable.
4	Exemplary	The intern's performance is exceptional in the specified indicator and/or standard. Performance demonstrated places the candidate at a level far beyond peers.

Teaching Standards		Section Rating	Category Rating
Standard 1:	Content Knowledge		
Standard 2:	Teaching and Learning		
Standard 2a:	Organization and Management of the Learning		
Standard 2b:	Using Instructional Strategies to Engage Learners		
Standard 2c:	Assessment of Learning		
Standard 3:	Literacy		
Standard 3a:	Oral and Written Communication		
Standard 3b:	Development of Reading Skills and Accessing K-12 Literacy Resources		
Standard 3c:	Development and Application of Mathematical Knowledge and Skills Across Content Areas		
Standard 3d:	Utilizes Technology		
Standard 4:	Diversity		
Standard 4a:	Cultural, Ethnic, and Social Diversity		
Standard 4b:	Language Diversity		
Standard 4c:	Special Needs		
Standard 4d:	Learning Styles		
Standard 5:	Professionalism		
Overall Rating of Teaching Standards			
Personal Competencies			
Grammatical Expression			
Creativeness			
Patience & Understanding			
Initiative & Enthusiasm			
Judgment			
Professional Attitude			
Professional Dress			
Overall Rating of Personal Competencies			
			Grade:

*Teacher candidates are required to score at an **Acceptable** level (2) or above on all AQTS indicators to be eligible for certification recommendation.

Teacher candidates receiving a rating of **Unacceptable** (1) on any indicator and/or standard **are NOT eligible for teacher certification recommendation and may be removed from the program.**

ALABAMA QUALITY TEACHING STANDARDS
Internship Abilities Evaluation Form *Completed*
by University Supervisor

Teacher Candidate:		Supervisor:			
Cooperating Teacher:		Placement: 1 st 2 nd		<input type="checkbox"/> Date:	
School:	Grade:	Major	<input type="checkbox"/> P3	<input type="checkbox"/> K-6 Elem.	Sec. / Content Area:

This evaluation serves as one of numerous means of communication between the intern and the university supervisor. It provides an opportunity to discuss and develop strategies to assist the intern in his/her role as a pre-service teacher.

RATING SCALE:

1	Unacceptable	The intern's performance is not acceptable in the specified indicator and/or standard. A remediation plan must be developed and implemented immediately.
2	Acceptable	The intern's performance sometimes, but not always, meets expectations in the specified indicator and/or standard. Improvement activities are required for performance to consistently meet standards.
3	Good	The intern's performance meets and sometimes exceeds expectations in the specified indicator and/or standard. Performance may be improved in area(s) indicated, but current practices are clearly acceptable.
4	Exemplary	The intern's performance is exceptional in the specified indicator and/or standard. Performance demonstrated places the candidate at a level far beyond peers.

This form is completed by the university supervisor in collaboration with the cooperating teacher and shared with the intern during the internship experience (as a final assessment). The evaluation is discussed with the candidate; and if necessary, a plan of action developed and implemented. A copy of this form is placed in the intern file and submitted to the Office of Clinical Experiences.

(1) CONTENT KNOWLEDGE	EVALUATION	1	2	3	4
(1) (c)1. Academic Discipline					
(1)(c)1.(iii) Ability to use students' prior knowledge and experiences to introduce new subject-area related content					
(1)(c)1.(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.					
(1)(c)1.(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.					
(1)(c).2. Curriculum:					
(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.					
(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.					
Average Score: (Sum of ratings divided by 5)					
(2) TEACHING AND LEARNING					
(2)(c)1. Human Development:					
(2)(c)1.(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.					
(2)(c)1.(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.					
(2)(c)1.(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.					
(2)(c)2. Organization and Management					
(2)(c)2.(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.					

(2)(c)2.(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama Courses of Study and appropriate for diverse learners					
(2)(c)2.(vii) Ability to collect and use data to plan, monitor, and improve instruction.					
(2)(c)2.(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.					
(2)(c)2.(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.					
(2)(c)3. Learning Environment:					
(2)(c)3.(iii) Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.					
(2)(c)3.(iv) Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.					
(2)(c)3.(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.					
(2)(c)3.(vi) Ability to use individual behavioral support plans to proactively respond to the needs of all students.					
(2)(c)3.(vii) Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.					
(2)(c)3.(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.					
(2)(c)4. Instructional Strategies:					
(2)(c)4.(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.					
(2)(c)4.(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.					
(2)(c)4.(vii) Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.					
(2)(c)4.(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.					
(2)(c)4.(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.					
(2)(c)4.(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.					
(2)(c)5. Assessment:					
(2)(c)5.(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.					
(2)(c)5.(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.					
(2)(c)5.(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.					
(2)(c)5.(ix) Ability to develop rubrics and to teach students how to use them to assess their own performance.					
(2)(c)5.(x) Ability to develop and select appropriate performance assessments.					
(2)(c)5.(xi) Ability to engage all students in assessing and understanding their own learning and behavior.					
(2)(c)5.(xii) Ability to interpret and use reports from state assessments and the results of other assessments to design both group and individual learning experiences.					
Average Score: (Sum of ratings divided by 27)					
(3)LITERACY					
(3)(c)1. Oral and Written Communication:					
(3)(c)1.(iv) Ability to model appropriate oral and written communications.					
(3)(c)1.(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.					
(3)(c)1.(vi) Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.					
(3)(c)1.(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.					

(3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.					
(3)(c)2. Reading:					
(3)(c)2.(iii) Ability to integrate reading instruction into all content areas that one teaches.					
(3)(c)2.(iv) Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.					
(3)(c)3. Mathematics:					
(3)(c)3.(v) Ability to solve problems using different strategies to verify and interpret results, and to draw conclusions.					
(3)(c)3.(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.					
(3)(c)4. Technology:					
(3)(c)4.(iii) Ability to integrate technology into the teaching of all content areas.					
(3)(c)4.(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.					
(3)(c)4.(v) Ability to use technology to assess student progress and manage records.					
(3)(c)4.(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.					
Average score: (Sum of ratings divided by 13)					
(4) DIVERSITY					
(4)(c)1. Cultural, Ethnic, and Social Diversity:					
(4)(c)1. (iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.					
(4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.					
(4)(c)2. Language Diversity:					
(4)(c)2.(ii) Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that are related to language learning.					
(4)(c).3. Special Needs:					
(4)(c)3.(iii) Ability to identify and refer students for diagnosis for special services.					
(4)(c)3.(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.					
(4)(c)4. Learning Styles:					
(4)(c)4.(iii) Ability to help students assess their own learning styles and to build upon identified strengths.					
(4)(c)4.(iv) Ability to design learning experiences that engage all learning styles.					
(4)(c)5. General:					
(4)(c)5.(iii) Ability to create a learning community in which individual differences are respected.					
(4)(c)5.(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.					
Average Score: (Sum of rating divided by 9)					
(5) PROFESSIONALISM					
(5)(c)1. Collaboration:					
(5)(c)1.(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.					
(5)(c)1.(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.					
5)(c)1.(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.					
(5)(c)1.(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.					

(5)(c)1.(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.					
(5)(c)2. Continuous, Lifelong Professional Learning:					
(5)(c)2.(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.					
(5)(c)2.(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.					
(5)(c)2.(iv) Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.					
(5)(c)2.(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.					
(5)(c)2.(vi) Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.					
(5)(c)3. Alabama-Specific Improvement Initiatives:					
(5)(c)3.(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.					
(5)(c)3.(iv) Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.					
(5)(c)4. School Improvement:					
(5)(c)5. Ethics:					
(5)(c)5.(iii) Ability to use and maintain confidential student information in an ethical and professional manner.					
(5)(c)5.(iv) Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable use policies including fair-use and copyright guidelines and Internet-user protection policies.					
(5)(c)6. Local, State, and Federal Laws and Policies:					
(5)(c)6.(ii) Ability to access school, community, state, and other resources and referral services.					
(5)(c)6.(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.					
(5)(c)6.(iv) Ability to keep accurate records including IEP's, especially records related to federal, state, and district policies, and other records with legal implications.					
Average Score: (Sum of ratings divided by 17)					
Total Score: (Sum of average scores divided by 5)					
	Overall Rating	1	2	3	4

Is implementation of a/an improvement or remediation plan necessary?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate Areas of Strength and/or Areas for Improvement:	
Comments:	
Required Signatures: The signature of the candidate acknowledges receipt, not agreement/disagreement with the evaluation.	Teacher Candidate: University Supervisor: Cooperating Teacher:

Dispositions Assessment Rubric

Disposition	Exemplary/Exceptional (4pts)	Good/Proficient (3 pts)	Acceptable/Basic (2 pts)	Unacceptable/Deficient (1 pt)
1. The candidate demonstrates commitment to professionalism. (CF Professionalism)	Punctual, regularly attends classes and proper notification is given if otherwise, maintains positive attitude during and outside of class, dresses appropriately and exhibits excellent hygiene during visits to schools and for class. Consistently demonstrates non-verbal behavior that enhances learning environments.	Usually punctual and present for classes and proper notification is given if otherwise, usually maintains positive attitude during and outside of class, dresses adequately and exhibits good hygiene during visits to schools. Usually demonstrates non-verbal behavior that enhances the learning environment.	Meets minimal standards for punctuality and class attendance, attitude during and outside of class, dress and hygiene during visits to school sites, and non-verbal behavior that may impact the learning environment.	May include any of the following unacceptable behaviors: often tardy, regularly misses classes, maintains negative attitude during and/or outside of class, dresses inappropriately and/or has poor hygiene during visits to schools. Exhibits inappropriate and/or excessive, non-verbal behavior that detracts from the learning environment and/or distracts learners.
2. The candidate demonstrates commitment to ethical standards. (CF Professionalism)	Honest and trustworthy in communications and interactions with others, consistently cites the work of others in written work, acts in the best interest of others, respects the privacy of others, maintains appropriate interpersonal boundaries, respects the autonomy and rights of others, acts only within areas of professional competency.	Seeks to be honest and trustworthy in communications and interactions with others, seeks to cite the work of others in written work, strives to act in the best interest of others, respects the privacy of others and strives to maintain appropriate interpersonal boundaries, strives to respect the autonomy and rights of others, typically acts only within areas of professional competency.	Meets acceptable standards for honesty and trustworthiness in communication/interaction with others, citing the work of others in written work, respect for best interest of others, privacy and interpersonal boundaries, boundaries of professional competency. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	Demonstrates dishonesty in communications, is not trustworthy, plagiarizes the written work of others, fails to act in the best interest of others, does not respect the privacy of others, does not maintain appropriate interpersonal boundaries, does not respect the autonomy and rights of others, often acts in areas that are beyond professional competency.
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development. (CF Reflection)	Consistently reflects on professional interactions and classroom performance in an ongoing process of self-assessment and improvement, receptive to feedback from others, open to change, seeks opportunity to change for the better, often goes beyond required assignments.	Often reflects on professional interactions and classroom performance for the purpose of self-assessment and improvement, usually open and receptive to feedback and change, typically willing to go beyond required assignments.	Meets minimum standards for reflection on professional interactions and classroom performance, self-assessment for professional improvement, openness and receptivity to feedback and change, willingness to go beyond required assignments. Candidate voluntarily implements an effective improvement plan if performance begins to drop below acceptable/basic level.	Resists self-reflection on professional interactions and classroom performance, believes improvement is not necessary, not open and receptive to feedback and/or change, unwilling to successfully complete required assignments.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction. (CF Assessment)	Actively seeks out and reads professional literature, seeks opportunities to conduct research, willingly shares research findings, seeks opportunities to participate in professional development activities, initiates ideas for personal learning, seeks information about best practices in field and shares them with others, establishes a system for assessing student outcomes and modifying instruction based on outcomes.	Demonstrates a willingness to read professional literature and conduct research if opportunity arises, attends professional development activities, seeks ideas to improve personal learning, seeks to assess student outcomes and modifies instructions based on outcomes.	Meets minimum standards for professional reading, participation in research activities, willingness to attend professional development activities, responsibility for personal learning, effort to assess student outcomes and modify instruction based on outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following unacceptable behaviors: lacks a willingness to read professional literature and/or participate in research projects, avoids professional development activities, takes no responsibility for personal learning, fails to modify instruction based on student outcomes.
5. The candidate demonstrates a commitment to using current technology for instruction and learning. (CF Technology)	Consistently uses the latest technology related to subject area, consistently uses technology to engage learners, seeks new ways to use technology for instructional purposes.	Often uses the latest technology related to subject area, often uses technology to engage learners, usually demonstrates proper use of available technology.	Meets minimum standards for use of technology to engage learners, and for instructional/ learning purposes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following deficiencies: fails to stay informed and skilled regarding available technology, does not use current technology to engage learner and for instructional/ learning purposes.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners. (CF Diversity)	Tolerant and appreciative of the ideas, views and culture of others, respectful of and responsive to individual differences, encourages the sharing of differences, provides challenging/exciting/equitable learning opportunities for all learners, considers backgrounds/interests/attitudes of all students when planning instructional activities, adjusts lessons based upon the backgrounds of students, demonstrates the expectation that all students can learn at their potential, incorporates standards and outcomes in planning/implementing activities.	Tolerant and responsive to ideas, views and culture of others, usually respectful and responsive to individual differences, typically provides equitable learning opportunities for all learners, usually considers backgrounds/interests/attitudes of all students when planning instruction, usually demonstrates the expectation that all students can learn at their potential, usually understands the role of standards and outcomes.	Meets minimum standards regarding a tolerance and responsiveness to the ideas, views and culture of others, respect and responsiveness to individual differences, the provision of equitable learning opportunities for all, consideration for the backgrounds/interests/attitudes of all students when planning, expectation that all students can learn at their potential, understanding the role of standards and outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following unacceptable behaviors: intolerance toward the ideas, views and culture of others, a lack of respect for individual differences, failure to provide equitable learning opportunities for all learners, failure to consider the backgrounds/interests/attitudes of all students when planning, failure to demonstrate high expectations for all learners, failure to assist all learners, failure to understand the role of standards and outcomes.
7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students. (CF Collaboration)	Relates well to peers/faculty/staff and other professionals, willing to share information and ideas with others, seeks opportunities to collaborate with others, works well with others to develop opportunities for peer and student learning, acts as a consultant with other individuals/systems related to students.	Relates well to peers/faculty/staff and other professionals, typically willing to share information and ideas with others, usually works well with others to develop opportunities for peer and student learning, may agree to act as a consultant with other individuals/systems related to students.	Meets minimum standards regarding relationships with peers/faculty/staff and other professionals, the sharing of information and ideas with others, the development of opportunities for peer and student learning, consultation with other individuals/systems related to students. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following unacceptable behaviors: does not relate well to peers/faculty/staff and other professionals, unwilling to share information and ideas with others, resists working with individuals/systems related to students, avoids opportunities to collaborate with others.

Evaluation Forms

Forms completed on LiveText (Per Internship Placement Session)

	Elementary	Secondary	Fifth Year
Supervisors			
Prof. Assessment of Student Dispositions	1	1	1
Cooperating Teacher Evaluation	1	1	1
*Intern Final Evaluation (<i>Submit Hardcopy</i>)	1	1	1
AQTS	1	1	1
Cooperating Teachers			
Prof. Assessment of Student Dispositions	1	1	1
Intern Supervisor Eval. by Coop. Teacher	1	1	1
Teacher Candidate Evaluation Report Summary	1	2	2
		1 completed weeks 1-8 & 1 completed weeks 9-16	
Interns			
Evaluation of Cooperating Teacher	1	1	1
Evaluation of Intern Supervisor	1	1	1
Candidate Self-Assessment of Dispositions	1	1	1
Graduating Senior Survey	1	1	1
Written Forms			
Supervisors			
Orientation Site Visit	1	1	1
Observation Log	1	1	1
Teacher Candidate Observation Narrative	2	4	4
		2 completed weeks 1-8 & 2 completed weeks 9-16	
Cooperating Teachers			
Teacher Candidate Observation Narrative	1	2	2
		1 completed weeks 1-8 & 1 completed weeks 9-16	
Interns			
Documentation of Attendance	1	2	2
Intern Confirmation	1	1	1

Note: * **Teacher Candidate Evaluation Report Summary** should be printed before the form is submitted in LiveText and included in intern files.

