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Dear Cooperating Teacher,

On behalf of The University of North Alabama and the Office of Clinical Experiences, we thank you for assuming the responsibility as a cooperating teacher for our teacher candidates. You have demonstrated true professionalism by accepting this important role.

As the cooperating teacher, you play a key part in the development of our teacher candidate. You will be called upon to offer advice in areas such as classroom management, planning, technology, and assessment. In your role as a cooperating teacher, you will serve as a mentor, modeling best teaching practices for the teacher candidate. The teacher candidate will often look to you for suggestions, guidance, support, advice, encouragement, and assistance in identifying areas of strengths as well as areas of improvement.

The Cooperating Teacher Handbook is designed to serve as a reference tool during the student teaching experience. The full Internship Handbook can be viewed on The University of North Alabama website.

The teacher candidate is assigned a college supervisor that will contact you to review expectations and evaluation forms. The supervisor will also schedule visits to your classroom in order to observe and evaluate lessons taught by the teacher candidate. The college supervisor and Office of Clinical Experiences will support you in this crucial role throughout the internship. Please feel free to contact us with any questions or concerns.

We look forward to collaborating with you this semester!

Sincerely,

Christy Waters

Christy Waters, Director of Clinical Experiences
College of Education & Human Sciences
## TEACHER EDUCATION FACULTY/STAFF

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Internship Timeline Fall 2018

Interns follow school calendars for holidays not UNA’s schedule
Check edTPA timelines for specific due dates and trainings

August 27th –October 19th  first placement  October 22nd –December 7th  second placement

**August:**

Aug. 13th  Elem A.L.I.C.E training/Counseling Workshop  East Campus  8:30-3:30

Aug 14th  Secondary A.L.I.C.E training/Counseling Workshop  East Campus  8:30-3:30

Aug. 15-17  ARI training  East Campus  8:30-3:30  (*bring a 3 inch three ring binder*)

Aug. 20th  Orientation  SH auditorium  8:30-1:00

Aug 21st  Orientation visits-schools/ECE edTPA  East Campus  12:30-4:30

Aug. 22nd  Orientation visits-schools/Elem edTPA  East Campus  12:30-4:30

Aug. 23-24  Orientation visits-schools/Sec (split) edTPA  East Campus  12:30-4:30

Aug. 27th  First placement begins

**September:**

4th – Intern confirmations due  First internship seminar  SH auditorium  3:30-5:30

**October:**

2nd—Second internship seminar  SH auditorium  3:30-5:30

22nd—edTPA submission

30th—Mock interview day  GUC  3:30-5:30

**November:**

13th – Educational Recruitment Day (Third Seminar)  Banquet Halls  12:30-3:00

27th – Final Seminar  SH auditorium  3:30-5:30

**December:**

7th – Second placement ends

15th – Graduation
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.

Graduates of the University of North Alabama’s College of Education & Human Sciences are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.
1. The candidate demonstrates commitment to professional responsibility.
2. The candidate demonstrates commitment to ethical standards.
3. The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.
4. The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.
5. The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.
6. The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.
Guidelines for Internship

Overview:

University of North Alabama interns will be in the school, working with the cooperating teacher, for the full school day, five days per week.

Interns observe and teach under the direction of a public school cooperating teacher, a university supervisor, and the Office of Clinical Experiences. The experience may consist of two different settings for elementary intern. All collaborative and p-12 interns will complete two placements. Secondary interns may work in either one or two settings.

Experiences of the intern shall progress gradually to exercise 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.

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 the use of College and Career Ready Standards, extracurricular school activities for which the cooperating teacher is responsible, faculty and in-service meetings, PTA meetings, student permanent records, morning/afternoon duty, etc.

Attendance:

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 the internship. Internship is designed as a "no cut" experience; however serious personal illness of the intern or death of an immediate family member may require an absence from placement. These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.

Tardiness Policy: Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from the internship assignment, notify the cooperating teacher/school prior to the beginning of the school day.

All absences will require make-up time and 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 may be delayed and the intern will not be eligible for graduation during the current term.

- Interns should arrive early for the beginning of the school day, seminars, and all school functions
- Observe the same school hours as the classroom teachers at their school
- Interns follow the assigned school calendar instead of the UNA calendar
- 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
- Maintain a daily attendance log that stays in the intern’s notebook at all times
- Please notify the Director of Clinical Experiences and the university supervisor if you will not be at the school. (Field trips, meetings off campus, etc…)
- Absences from internship that do not need to be made up:
  - Seminars
  - Career fair sponsored by the College of Education
  - edTPA days
  - Days missed due to natural disasters (tornadoes, ice storms, snow) unless a make-up day is scheduled by the district and falls during the intern’s placement time.

Leaving Internship Early for Employment/Compensation During Internship: Interns are not permitted to leave student teaching early to begin employment. Students may consult with the Director of Clinical Experiences for more information. Undergraduate and non-employed Alt-A graduate students may not receive paid contractual compensation from school districts for extra duties (coaching, dance team, school clubs, committees, etc…)
Reporting an Absence:

- Notify the cooperating teacher immediately by phone. If the intern cannot reach the cooperating teacher, the intern should call the school office and leave a message with the secretary or principal.
- Send an email by 7:00 AM on the day of the absence to the cooperating teacher, university supervisor, and Christy Waters.
- Deliver or email any lesson plans or materials the cooperating teacher might need to teach your lesson if scheduled to provide instruction that day.
- A Report of Absence form (see page 20) is to be completed and submitted to the Office of Clinical Experiences within three working days following each absence.

Seminars:

Interns will participate in seminar meetings during the semester. Attendance at all seminars is mandatory. An alternative assignment will be given to those that miss any seminar meetings. Seminars held on the University campus are scheduled and organized by the Office of Clinical Experiences. These seminars are noted on the internship timeline.

Dress Guidelines:

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. Dress and/or grooming that disrupts the educational environment may result in removal from internship. School dress codes must be followed at all time.

- Hair: Neat and natural styles. No extreme colors or cuts. No wet hair.
- Tops: Shirt should be clean without wrinkles. Avoid tight fitting blouses, tank tops, hoodies, and t-shirts. Do not expose midriffs, undergarments, or cleavage. No clothing that promotes alcohol, tobacco, or controlled substances or displays profanity or sexual words and symbols.
- Pants/Skirts: Pants should be neatly pressed, clean, and should fit comfortably. Skirts should be no higher than an inch above the knee. Avoid jeans, yoga pants, and pants with rips.
- Shoes: Clean shoes and no stilettos heels. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear.
- Accessories: Make-up should be natural and jewelry kept to a minimum. There should be no visible body piercings and tattoos should be covered. Keep perfumes to a minimum.
- Hygiene: Appropriate grooming and bathing should be reflected in appearance and smell.

Cell Phone/Computer Use:

Teacher candidates are NOT permitted to use their cell phones during the school day. School computers may only be used with permission from the cooperating teacher for school-related business and research (not writing lesson plans or edTPA). Personal usage of school property may result in removal from internship.

Fire Arms/Medication:

Interns are not permitted to have a firearm, tobacco products, or other restricted items (knives, mace, pepper spray, etc.) on his/her person at any time while on school property. The use of prescription medication must be disclosed to the Director of Clinical Experiences, cooperating teacher, and school administration if consumed on school grounds. The medication must be in the original prescribed bottle with the label. The medication is to be kept in a locked area and away from students at all time.

Social Networking:

Teacher candidates have been advised to keep all of their social networking sites on a strictly private setting. Additionally, be sure that any pictures and/or information visible on personal sites are within the expectations of a teaching professional. Poor professional judgement regarding the use of apps, social networking, or any other social platform can be detrimental to the student teaching experience as well as future career opportunities. Inappropriate behavior can lead to removal from internship. Social electronic communication with students is prohibited.
**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**.

**Confidentiality:**

The Family Educational Rights and Privacy Act (FERPA) is a US Federal law that protects the privacy of student education records. It is imperative that teacher candidates do not discuss classroom situations outside of the educational setting. Teacher candidates are instructed to maintain confidentiality at all times.

**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:**

Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experiences component.** Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be provided to The Office of Clinical Experiences on internship orientation day prior to attending the placements in school. **Interns can also obtain this coverage, by becoming members of a professional organization such as National Education Association’s Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE).** Teacher interns interested in joining SAEA, AAE, or ACOE on-line
can visit www.nea.org, www.aaeteachers.org/, or www.acoe.us. Interns are also encouraged to secure first aid and CPR certifications.

Teacher Candidate Referrals, Due Process, and Appeals:

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences Education (COEHS) Preparation Program establishes dispositions for prospective teachers. The field and clinical teaching program is a collaborative relationship between UNA, cooperating school districts, mentor teachers, and the teacher candidate. The COEHS routinely monitors the professional dispositions throughout the program for all teacher candidates. Those candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral (Form A) may be required to complete a formal remediation plan. Occasionally, there are circumstances that warrant the candidate's removal from the field or clinical teaching experience. The COEHS prescribed specific steps to be followed for intervention or possible removal of the teacher candidate. Such steps are detailed below. All cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC). The PEC will consist of six members as follows: Associate Dean, Director of Teacher Preparation, and four faculty representatives. A minimum of four members shall constitute a quorum. A quorum must be present at meetings for proceedings to be valid.

Reasons for Intervention or Possible Removal of the Teacher Candidate

1. Mutual consent and agreement for withdrawal by the candidate, cooperating school, and university mentor for reasons of illness, injury, or other unforeseen problems (students may have the opportunity to intern the following semester).

2. Failure by the candidate to establish and maintain a satisfactory performance level in the P-12 classroom setting instruction and management.

3. Failure by the candidate to abide by the policies of the cooperating school and/or UNA.


5. Other reasons as determined by UNA.

Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

Withdrawal of the field or clinical assignment of a teacher candidate for the reasons previously stated in numbers 2, 3, 4 or 5 should follow these prescribed steps:

1. The teacher candidate shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation (Form A) of any infractions of school district policy, UNA policy, professionalism, or violations of state or federal law.

2. An intervention plan will be crafted through the collaboration of the university supervisor, cooperating teacher, Director of Teacher Preparation, and teacher candidate.

3. If UNA determines that a teacher candidate does not follow through with prescribed verbal and written suggestions for improvement documented within the intervention plan or a third referral is issued, the university supervisor and Director of Teacher Preparation shall initiate a hearing in front of the Professional Ethics Committee (PEC). The teacher candidate will be removed from the P-12 classroom setting until future notice.

4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student’s Procedural Rights). The PEC will be assembled for the meeting to review all relevant information. During the hearing, the Director of Teacher Preparation or designee will present the information, listen to the teacher candidate, discuss circumstances regarding the information, and hear the teacher candidate’s concerns. Based upon the discussion and the preponderance of evidence, the hearing will result in the PEC making a decision. The student has three (3) working days to appeal the PEC’s decision to the Dean of the COEHS. If the teacher candidate fails to appear at the hearing, the hearing may be held without his or her presence or statements.
5. A situation in which the teacher candidate places classroom students in danger or shows severe behavioral misconduct (refer to the Alabama Code of Ethics) toward a student(s), their family, school staff, university staff, or other university student(s), or violates state or federal law, will be cause for immediate removal from the classroom setting. Such behavior may result in suspension or dismissal from the COEHS Teacher Education Program. The Dean shall have final authority to remove a teacher candidate including, but not limited to reasons previously described.

Appeals Procedure

If the teacher candidate wishes to appeal the decision of removal from field experiences or internship, they should follow these prescribed steps:

1. Within three (3) working days from the decision of the PEC, the teacher candidate must submit a written appeal through his or her university email to the Dean explaining why the decision of the PEC should be reconsidered.

2. The Dean will review the appeal.

3. If the Dean accepts the appeal, the Director of Teacher Preparation will provide a letter via university email within three (3) working days explaining to the teacher candidate further steps recommended.

4. If the Dean denies the appeal, the PEC decision shall be final. The Director of Teacher Preparation shall provide a letter via university email to the teacher candidate that the Dean has rejected the appeal.

Dismissal from the Teacher Education Program

When a field or clinical teaching placement is withdrawn, a determination will be made regarding the standing of the candidate in the teacher education program (TEP). Withdrawal may happen with or without continued good standing in the program, depending on the circumstances. Status shall be established in writing at the time of the withdrawal. When withdrawal of a field or clinical placement occurs coupled with withdrawal of full admission status from the university, the College of Education and Human Sciences will not thereafter support a candidate’s application to the Education Preparation Program.

Role of the teacher candidate

Overview:

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 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, 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.
- 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.
• 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.
• 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.

Notebook:

For documentary, organizational, and planning purposes, it is required that interns keep a notebook of their classroom experiences. The notebook also provides a reference point for all supervisors, principals, and other university personnel. It should be a 3 ring binder with tabbed and well-organized sections. Supervisors may require additional sections or change the organization. Below are the required items for the notebook:

• Class list(s)
• Class schedule(s)
• Classroom management plan
• Lesson plans
• Student work samples
• Letters to parents
• Evaluation documents
• Reflections

Professionalism:

Teacher candidates are recognized by school personnel, parents, and students as professional educators. Even on private time, their conduct in public places may be viewed and judged by students or parents. The first step toward becoming a professional is to dress like one. The next step is to be polite and considerate of other professionals in the building including the principal, custodians, secretaries, and paraprofessionals. Grammar and language should be appropriate at all times. Maintaining professional relationships with students is critical.

Relationships 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:

➢ Send home an intern introduction letter with your students after it has been approved by your cooperating teacher.
➢ Use appropriate systematic communication with parents/guardians to relay both positive and negative (if appropriate) information, upon approval of cooperating teacher.
➢ Observe the cooperating teacher during at parent conference and discuss the conference with the teacher, upon approval of the cooperating teacher and the parent.

Grading Procedure for Internship:

Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester. Although all interns are expected to adhere to common expectations set forth by the university, there will be unavoidable differences in context between placements. These unique variances require interns, faculty, and staff to be flexible in their pursuit of learning and performance, while striving for a common standard of excellence. With this in mind, interns will be evaluated on the same criteria to the greatest extent possible. Feedback from cooperating teachers, school personnel, and other stakeholders is factored into an intern’s grade via the dispositions/professionalism category.
Internship grades will be based on the weighting below unless otherwise communicated by the supervising professor.

<table>
<thead>
<tr>
<th>First Half of Semester</th>
<th>Second Half of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Evaluations, 50%</td>
<td>Faculty Evaluations, 50%</td>
</tr>
<tr>
<td>edTPA Completion, 30%</td>
<td>Teacher Work Sample, 50%</td>
</tr>
<tr>
<td>Dispositions/Professionalism, 20%</td>
<td>Dispositions/Professionalism, 20%</td>
</tr>
</tbody>
</table>

Final grades must result from a sound evidence base aligned with the above categories. There should be consistent documentation of performance (resulting from items such as observation feedback, lesson plan quality, edTPA commentaries, Teacher Work Sample artifacts, and disposition referrals) across the semester.

* NOTE: If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied

Supervisor observations during internship:

The intern will:

- Establish a time for the observation after consulting with the cooperating teacher.
- Notify the university supervisor in advance of any changes in the schedule.
- 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. (Includes lesson plans, reflections, and other documents)
- Prepare students for the university supervisor’s visit.

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

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.

edTPA:

All teacher candidates will complete an edTPA portfolio during the internship experience. Interns are encouraged to stick closely to the edTPA timeline and communicate often with their university supervisor. All portfolios will be locally evaluated by their university supervisor and will be submitted for national scoring.

**edTPA Financial Responsibility Statement:** Beginning Fall 2018, teacher candidates will be responsible for all fees associated with edTPA. For information regarding submission and associated costs, candidates should access edTPA.com. Pending the Alabama State Board of Education’s approval, the Principles of Learning and Teaching Assessment will no longer be required after August 31, 2018 for certification issuance.

Role of the University Supervisor:

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

- 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 students 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

Role of the Cooperating Teacher:

The cooperating teacher is an elementary or secondary public/private school teacher to whom the teacher candidate is assigned. The cooperating teacher’s role is one of the most important aspects of internship. As a member of the collaborative team, the cooperating teacher oversees a process in which the teacher candidate develops understanding of the education process and begins to demonstrate competency in teaching field.

Cooperating teacher requirements:

Cooperating teacher recruitment requests are forwarded to the principals in the area school systems. Cooperating teachers are selected by the principal from teachers who meet the following Alabama State Board of Education requirements:

1. Hold at least a master’s degree or National Board Certification
2. Have at least three years of educational experience in his/her teaching field
3. Are currently teaching classes in the intern’s teaching field
4. Model good professional practice.

Cooperating teacher observation of candidate:

The cooperating teacher will conduct formal observations of the intern at appropriate times during each placement and record them through Tk20/Watermark. Two formal observations are to be completed during the first placement and two formal observations during the second placement. The cooperating teacher will utilize the Teacher Candidate Observation Instrument to document the intern’s performance. The cooperating teacher will also complete other evaluations in TK20/Watermark that must be submitted by the end of the internship placement session. These forms include:

• Teacher Candidate Observation Instrument
• Professional Assessment of Student Dispositions
• Teacher Summative Evaluation
• Verify the intern’s attendance log weekly to verifying accuracy and all absence reports
• Evaluate 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

- Provide feedback to the Office of Clinical Experiences and university supervisors on pertinent knowledge and skills necessary for candidates to become effective teachers.
- Report any difficulties experienced in working with the candidate to the Director of Clinical Experiences.

**University Supervisors and Cooperating Teachers Guidelines:**

P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies. 290-3-3-.02(6)(f)3

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 or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern’s area(s) of specialization. 290-3-3-.02(6)(f)3

For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in the institution’s service area, then the EPP 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. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate’s Alternative Class A program, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in that school, then the EPP 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. 290-3-3-.02(6)(f)3

An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP’s service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children’s Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children. 290-3-3-.02(6)(f)3

**Educator Preparation Internship Placement Requirements:**

**Internships in Class B and Alternative Class A programs.** 290-3-3-.02(6)(f)2

(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

(ii) For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

(iii) For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education or health education and physical education), the internship may be divided between the two teaching fields.

(iv) For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

(v) For early childhood education and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.
(vi) For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(vii) A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate’s classroom if both of the following requirements are met:

(1) The candidate holds a valid Special Alternative Certificate endorsed for the teaching field appropriate to the candidate’s teaching assignment, AND (2) On-the-job internship placements are permitted by EPP written policy. See Rule 290-3-3-.02(6)(f)3. for information about cooperating teacher requirements.

**Health Education and Physical Education:**
The internship must be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education. 290-3-3.12.01

**Internships in Class A and AA programs, 290-3-3-.02(6)(f)2**
Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).
edTPA:

Supporting edTPA® Teacher Candidates

Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. edTPA® supports new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms. As a cooperating teacher, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

Teacher candidates will develop lesson plans and engage students in learning consistent with your school’s mission, standards and curricula. edTPA’s® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart.

_candidate supports within the edTPA® process_

Acceptable Supports
Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

- Discuss edTPA® tasks and scoring rubrics
- Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)
- Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment
- Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Ask probing questions about candidates’ draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts
- Arrange technical assistance for the video portion of the assessment

Unacceptable Supports
Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

- Don’t edit a candidate’s official materials prior to submission
- Don’t offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring
- Don’t upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites
- Don’t instruct candidates on which video clips to select for submission
# Attendance Log

Intern: __________________________ Coordinating Teacher: __________________________

School: __________________________ Internship Placement: (circle) 1 2

Accurately record the hours you are present each day. The intern should maintain this record and ask the Coordinating Teacher to sign and verify attendance weekly. This report must be completed and kept in the intern’s notebook at all times.

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Hours</th>
<th>Coordinating Teacher’s Verification Signature</th>
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<tbody>
<tr>
<td>Week 1:</td>
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<td>Week 3:</td>
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<td>Week 4:</td>
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<td>Week 6:</td>
<td>Arrival</td>
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<td>Week 7:</td>
<td>Arrival</td>
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<td>Week 8:</td>
<td>Arrival</td>
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**Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.**
REPORT OF ABSENCE FROM INTERNSHIP

Name ________________________________________________

Date of Absence ____________________  Hours Missed ______________

Reason for Absence ________________________________

_________________________________________________________________

Cooperating Teacher ___________________________________________

(Signature)

Supervisor or Director of Clinical Experiences ________________________

(Signature)

You are required to notify the appropriate people (cooperating teacher, supervisor, and Christy Waters) by 7:00 a.m. on the day of your absence.

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 missed from placement.

Submit this form to
Christy Waters, Director of Clinical Experiences
ccwaters@una.edu
Stevens Hall Suite 515
Teacher Candidate Field and Clinical Observation Instrument

Purpose: To provide continual monitoring of candidate’s performance within the P-12 classroom setting. This instrument is used for all field and clinical experiences. The scale below is expanded upon within the training presentations for supervisors/cooperating teachers.

### Teacher Candidate Field and Clinical Observation Instrument

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td>Date:</td>
</tr>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

**Performance Evaluation Occurred During:**
- [ ] Field Experiences
- [ ] Internship Semester

Observation: 1 2 3 4 5 6

### Beginning Teacher Performance Levels:

<table>
<thead>
<tr>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective beginning teacher</td>
<td>Developing beginning teacher</td>
<td>Effective beginning teacher</td>
<td>Exemplary beginning teacher</td>
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</table>

U=Unobserved

### Planning

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<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned learning objectives appropriate for the subject, grade level, and College and Career Ready Standards; were measurable and identify criteria for mastery (CAEP 1.4, InTASC 4)</td>
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<tr>
<td>Planned appropriate and logically sequenced instructional strategies tied to the objectives (CAEP 1.4, InTASC 8)</td>
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<td>Planned adaptations to accommodate for differences in individual needs, abilities, interests, and learning styles; and provided rationale for adaptations and lesson plans reflect high student expectations (CAEP 1.1, InTASC 2)</td>
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<tr>
<td>Planned appropriate formative and/or summative assessment(s) that allowed students to show mastery of the lesson’s central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned); a plan was also in place for maintaining a record of student performance. (CAEP 1.1, InTASC 7)</td>
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<tr>
<td>Planned a lesson that demonstrated a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate. (CAEP 1.1, InTASC 2)</td>
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### Evidence & Strengths:

### Questions, Suggestions, & Next Steps:

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21
### Instruction/Assessment

<table>
<thead>
<tr>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>U</th>
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</thead>
<tbody>
<tr>
<td>Demonstrated a deep knowledge of content and implemented effective instruction for students using appropriate CCRS, including opportunities for students to practice content-specific academic language/vocabulary (CAEP 1.4, InTASC 5)</td>
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<td>Provided learning experiences that allowed students to form connections between the specific subject area and other disciplines (e.g., explanation of how and why these connections are important) (CAEP 1.1, InTASC 5)</td>
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<td>Assisted students in connecting subject matter to prior learning and everyday life (CAEP 1.1, InTASC 1)</td>
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<td>Used instructional judgement and flexibility in the implementation and adaptation of the lesson based on student responses (CAEP 1.1, InTASC 8)</td>
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<td>Used a variety of instructional strategies, including demonstrations and direct and/or indirect instruction, to actively engage all students (CAEP 1.1, InTASC 8)</td>
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<td>Integrated technology media into your instructional activities and actively engaged your students in the use of this technology (CAEP 1.5, InTASC 8)</td>
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<td>Utilized open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving (CAEP 1.1, InTASC 6)</td>
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<td>Ethically used a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessment to accommodate needs of diverse learners) Facilitation of students monitoring their own progress (CAEP 1.2, InTASC 6)</td>
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</tr>
</tbody>
</table>

**Evidence & Strengths:**

**Questions, Suggestions, & Next Steps:**

---

### Classroom Management

<table>
<thead>
<tr>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoted positive, collaborative peer interactions (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Created and maintained a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Implemented effective rules, procedures, and routines that promoted respect and responsibility (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Provided smooth transitions between activities, maximized instructional time, and implemented an introduction and closure in your lesson (CAEP 1.1, InTASC 3)</td>
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</tr>
</tbody>
</table>

**Evidence & Strengths:**

**Questions, Suggestions, & Next Steps:**

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<table>
<thead>
<tr>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
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</tbody>
</table>

**Professionalism/Collaboration**

- Demonstrated acceptable oral, written, and nonverbal communication consistent with the expectations of a college graduate (CAEP 1.1, InTASC 9)
- Created a positive rapport with students (CAEP 1.1, InTASC 3)
- Collaboratively and effectively planned with your cooperating teacher (CAEP 1.1, InTASC 10)
- Presented self in a professional manner in terms of appearance, attitude, attire, conduct, and preparation/organization of materials (CAEP 1.1, InTASC 9)
- Maintained an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and legal mandates/school policy (e.g., IEP/Section 504 accommodations) (CAEP 1.1, ACTS 9)
- During post-observation conference, reflection on teaching and identifying opportunities to modify instruction or implement change based on reflections (CAEP 1.2, InTASC 9)
- Communicated in ways that demonstrated sensitivity to all students by using non-biased strategies and methods during instruction (CAEP 1.1, InTASC 1)

**Evidence & Strengths:**

**Questions, Suggestions, & Next Steps:**

---

**Please provide comments of the Teacher Candidate’s overall performance**

**Overall Strength and/or Areas for Improvement:**

- Is implementation of a/an improvement or remediation plan necessary?  □ YES  □ NO
  
  If the teacher candidate receives a rating of **Ineffective Beginning Teacher** (1) on any indicator/standard, a **remediation plan** must be developed and implemented immediately.

**Required Signatures:**

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

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*Modified document credited to UAB Student Teacher Observation Form*
# University of North Alabama Lesson Plan Template

This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRS Standard(s):</td>
<td>Date:</td>
</tr>
<tr>
<td>Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Lesson Objective(s)</strong>&lt;br&gt;Objectives are measurable and aligned with the standard.</td>
</tr>
<tr>
<td><strong>Introduction to Lesson/Activating Thinking</strong>&lt;br&gt;***Use knowledge of students’ academic, social, and cultural characteristics to meet diverse needs.</td>
</tr>
<tr>
<td><strong>Body of Lesson/Teaching Strategies</strong>&lt;br&gt;Body of Lesson/Teaching Strategies</td>
</tr>
<tr>
<td><strong>Materials/Technology</strong></td>
</tr>
<tr>
<td><strong>Closure/Summarizing Strategies:</strong></td>
</tr>
<tr>
<td><strong>Assessment/Evaluation</strong></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
</tbody>
</table>
Purpose: To provide continual monitoring of a candidate’s lesson planning performance within the college and P-12 classroom settings. The rubric is comprised of categories on the left in which each teacher candidate will be assessed. These categories have been matched to the InTASC Model Core Teacher Standards and CAEP Standard 1-Content and Pedagogical Knowledge. This rubric is used to provide specific and frequent feedback to the teacher candidate and the EPP.

<table>
<thead>
<tr>
<th>Category</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Standards</strong></td>
<td>Selects appropriate CCRS standards that link to the lesson objectives.</td>
<td>Selects appropriate CCRS standards.</td>
<td>Selects limited appropriate CCRS standards.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives include higher order thinking, are written in terms of observable and measurable student behavior, and appropriately fit age/ability level of students.</td>
<td>Objectives are written in terms of observable and measurable student behavior and appropriately fit age/ability level of students.</td>
<td>Objectives written in terms of unobservable and/or unmeasurable student behavior and/or do not fit age/ability level of students.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment strategies clearly match lesson objectives and are appropriate for diverse learners.</td>
<td>Assessment strategies match lesson objectives and include appropriate accommodations for diverse learners.</td>
<td>Assessment strategies do not match lesson objectives and include few or no accommodations for diverse learners.</td>
</tr>
<tr>
<td><strong>Introduction to Lesson/Activating Thinking</strong></td>
<td>Includes a clear review of previously learned content, provides steps to secure students’ attention, and states lesson’s purpose and objective(s) related to students’ lives.</td>
<td>Includes some reference to previously learned content and states purpose and objectives.</td>
<td>No review of previously learned content and no clear purpose of lesson.</td>
</tr>
<tr>
<td><strong>Body of Lesson/Teaching Strategies</strong></td>
<td>Instruction is appropriate for diverse learners, with logical and systematic procedures, and provides evidence of knowledge of subject matter. Provides appropriate guided/independent practice for all students and opportunities for extending the learning beyond the lesson.</td>
<td>Instruction is appropriate for diverse learners, with logical systematic procedures and provides evidence of knowledge of subject matter. Provides guided/independent practice for some students.</td>
<td>Instructional procedures lack organization, evidence of knowledge of subject matter and/or appropriate accommodations. Adequate practice is not provided and/or is not appropriate for lesson objectives.</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>InTASC 1, 2, 4, 5, 6, 7, 8</td>
<td>Includes details of a clearly summarized lesson related to lesson objectives.</td>
<td>Lesson is summarized.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Materials &amp; Resources</strong></td>
<td>InTASC 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>All materials and resources are clearly identified and are appropriate for all learners to meet lesson objectives. Current technology is used for planning, instruction, and/or assessment and enhances learning beyond the lesson.</td>
<td>Most materials and resources are clearly identified and are appropriate for all learners. Current technology is used for planning, instruction, and/or assessment.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Candidate critically analyzes lesson and provides constructive feedback including strengths and weaknesses of lesson, as well as alternative ways of teaching the lesson in the future.</td>
<td>Candidate analyzes lesson and provides some constructive feedback.</td>
</tr>
</tbody>
</table>
Evaluation Rubrics

The full evaluation rubrics can be found within the Clinical Experiences Guide located at this link: https://www.una.edu/education/teacher-education/clinical-experiences.html

Disposition Rubric
Purpose: The disposition rubric will be assessed in Elementary: ED 292, ECE 309, ECE 410, and internship. Secondary: ED 292, ED 382, ED 480, and internship. The objective of the assessment is to provide on-going feedback to teacher candidates on their demonstration of each disposition established by our college.

Summative Rubric
Purpose: The teacher candidate evaluation rubric is used as a final assessment of four key areas reflective in the InTASC standards: planning, instruction, classroom management, and professionalism. The objective of the assessment is to provide a final summative evaluation of those key areas.
Candidate Disposition Referral
Completed by faculty, staff, and cooperating teachers

**Purpose:** The University of North Alabama routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics. The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1,3,4)

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Course Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Date:</td>
</tr>
<tr>
<td>Secondary (content area): _____________________</td>
<td></td>
</tr>
</tbody>
</table>

- **The candidate demonstrates commitment to professional responsibility.** (InTASC 1,2,3,4,5,6,7,8,9,10) (CF 1)
- **The candidate demonstrates commitment to ethical standards.** (InTASC 9,10) (CF 1)
- **The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.** (InTASC 1,2,3,4,5,6,7,8,9,10) (CF 1,2,6)
- **The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.** (InTASC 1,2,3,5,7,8,9,10) (CF 1,4)
- **The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.** (InTASC 1,2,3,4,5,6,7,8,9,10) (CF 1,2,5)
- **The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.** (InTASC 1,2,3,4,6,7,8,9,10) (CF 1,3)

Other

Dispositions apply to the university, schools, courses, practicum experiences, and community events. Teacher candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral may be required to complete a formal remediation plan. Continued violations can lead to suspension and dismissal from COEHS TEP program. The COEHS reserves the right to address unsatisfactory professional dispositions internally, in addition to actions at the University level. Full details are provide on the Teacher Candidate Referrals Due Process Procedures and Appeals document. **Provide any other supplemental details of the violation below.**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Recommendations of the Evaluator:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

☐ Due Process Procedures

<table>
<thead>
<tr>
<th>Candidate Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Department Chair Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Administrative Notes:**
### Internship Evaluations and Forms

**Tk20 Submission**

#### Teacher Candidates

**First Placement:**
- Intern Confirmation Form-Due September 4th
- Lesson Plans**-supervisors will provide instructions-See template/rubric-Due October 19th
- edTPA Portfolio Submission**--October 22nd
- Attendance Log**-Keep in your notebook-Supervisors will check when visiting
- Survey of Cooperating Teacher**-Due October 19th (ECE, Collaborative, and P-12 Only)
- Report of Absences-submit within three days to Director of Clinical Experiences

**Second Placement:**
- Lesson plans**-supervisors will provide instructions-See template/rubric-Due December 6th
- Teacher Work Sample**--Due December 6th
- Survey of Cooperating Teacher and University Supervisor**--Due December 6th
- Graduating Senior Survey**--Due December 6th
- Attendance Log**- Keep in your notebook-Supervisors will check when visiting
- Report of Absences-submit within three days to Director of Clinical Experiences

### Cooperating Teachers

**First Placement:**
- Lesson plans--See template—interns must have a lesson plan for every lesson every day
- Two Teacher Candidate Observation Instruments**-Completed during weeks 1-4 & 5-8 -Due October 19th
- Survey of University Supervisor**-Due October 19th (ECE, Collaborative, and P-12 Only)
- Professional Assessment of Candidate Dispositions**--Due October 19th (ECE, Collaborative, and P-12 Only)
- Teacher Summative Evaluation**--Due October 19th (Elementary/ECE and P-12 Only)

**Second Placement:**
- Lesson plans-See template- interns must have a lesson plan for every lesson every day
- Two Teacher Candidate Observation Instruments**-Completed during weeks 1-4 & 5-8 -Due December 6th
- Survey of University Supervisor**--Due December 6th
- Professional Assessment of Candidate Dispositions**-- December 6th
- Teacher Summative Evaluation**- December 6th

### Supervisors

**First Placement:**
- Lesson plan rubric**-Due October 19th
- Minimum of two Teacher Candidate Observation Instruments**-Due October 19th
- edTPA local evaluation**-Due November 9th
- Survey of Cooperating Teacher**-Due October 19th (ECE, Collaborative, and P-12 Only Candidates Only)

**Second Placement:**
- Lesson plan rubric**
- Minimum of two Teacher Candidate Observation Instruments**
- Teacher Work Sample (TWS)**
- Survey of Cooperating Teacher**
- Professional Assessment of Candidate Dispositions**
- Teacher Summative Evaluation**

*Intern grades are due at noon December 13th*

*Supervisors have the ability to change due dates*
Student Intern Expectations

- You must arrive (inside the classroom by ________). Remember, it will take a few minutes to park and sign in through the office.
- If the teacher is up walking around the room assisting students, it is expected that you do the same.
- When your cooperating teacher is teaching, it is not a time for writing lesson plans or edTPA. You should be assisting with the lesson or taking notes.
- Absolutely no social media browsing, cell phone use, or posting during school hours.
- Do not post class pictures on social media. Many parents do not give their permission for their children’s pictures to be posted on the Internet.
- Please always dress professionally.
- You must turn in lesson plans for the week each ____________.
- Always have your materials laid out and ready for the next day before you leave school.
- If everything is ready for the next day, you can leave any time after ____________.

We have high expectations at ______________________school but we know you will be great! We are happy to have you.

Intern’s Signature: ___________________________

Cooperating Teacher’s Signature: __________________________