The University of North Alabama
College of Education and Human Sciences

“Engaging Learners, Inspiring Leaders, Transforming Lives”

Cooperating Teacher Handbook
# Table of Content

Welcome letter.................................................................................................................3

Internship timeline...........................................................................................................4

Conceptual Framework/Dispositions..................................................................................5

Purpose/Objectives.............................................................................................................7

General guidelines for teacher candidates.......................................................................8

Role of the teacher candidate............................................................................................11

Role of the cooperating teacher........................................................................................12

Cooperating teacher check list..........................................................................................13

Observations/Evaluations of teacher candidates...............................................................14

Documenting concerns......................................................................................................14

Suggested timeline of responsibilities...............................................................................15

Role of the university supervisor.......................................................................................15

Forms/TK20.........................................................................................................................17
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 at: www.una.edu/education/teacher-education/internships.

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

<table>
<thead>
<tr>
<th>Office of Clinical Experiences</th>
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<tbody>
<tr>
<td>Jennifer Murray – Senior Administrative Assistant</td>
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<tr>
<td>Christy Waters – Director of Clinical Experiences</td>
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</table>
# Internship Timeline and Other Information

**Fall 2015**

*Interns follow school calendars for holidays not UNA’s schedule*

## August:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th</td>
<td>Intern orientation</td>
<td>SH auditorium</td>
<td>9-12:30</td>
</tr>
<tr>
<td>18th</td>
<td>ARI certification</td>
<td>East Campus</td>
<td>8:30-3:30</td>
</tr>
<tr>
<td>19th</td>
<td>ARI certification</td>
<td>East Campus</td>
<td>8:30-3:30</td>
</tr>
<tr>
<td>20th</td>
<td>ARI certification</td>
<td>East Campus</td>
<td>8:30-3:30</td>
</tr>
<tr>
<td></td>
<td>Supervisors/intern meeting</td>
<td></td>
<td>4:30</td>
</tr>
<tr>
<td>21st</td>
<td>Intern observations</td>
<td>second placement school hours</td>
<td></td>
</tr>
<tr>
<td>24th</td>
<td>Intern observations</td>
<td>first placement school hours</td>
<td></td>
</tr>
</tbody>
</table>

## September:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Cooperating teacher meeting</td>
<td>SH auditorium</td>
<td>4:00-5:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(interns do not attend)</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Intern confirmations due to the clinical office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>First seminar (mandatory)</td>
<td>SH auditorium</td>
<td>3:00-5:00</td>
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</tbody>
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## October:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>6th</td>
<td>Second seminar (mandatory)</td>
<td>SH auditorium</td>
<td>3:00-5:00</td>
</tr>
<tr>
<td>9th</td>
<td>First placement ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Second placement begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Resume planning (sign up days)</td>
<td>Career planning</td>
<td>3:00-5:00</td>
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</table>

## November:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Resume planning (sign up days)</td>
<td>Career planning</td>
<td>3:00-5:00</td>
</tr>
<tr>
<td>10th</td>
<td>Educational Career Day (Third Seminar – Mandatory)</td>
<td></td>
<td>3:00-5:00</td>
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## December:

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Final Seminar (Mandatory)</td>
<td>SH auditorium</td>
<td>3:00-5:00</td>
</tr>
<tr>
<td>8th</td>
<td>Second placement ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Graduation</td>
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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.

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.
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION & HUMAN SCIENCES
DISPOSITIONS

- The candidate demonstrates commitment to professionalism. (CF Professionalism)
- The candidate demonstrates commitment to ethical standards. (CF Professionalism)
- The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development. (CF Reflection)
- 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)
- The candidate demonstrates a commitment to using current technology for instruction and learning. (CF Technology)
- 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)
- The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students. (CF Collaboration)
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.
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 will consist of two different settings for elementary interns. 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 all 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, interns are allotted two absences from internship. Absences for any reason beyond the two allotted days will require make-up time and may result in grade reduction and/or delayed credit for the internship experience. This includes any partial days missed.

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 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.
- Classroom time cannot be missed (without prior permission) for coaching duties or other activities not related to the content being taught in that classroom.
- Please email ccwaters@una.edu anytime 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
  - 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: Interns are not permitted to leave student teaching early to begin employment. Students may consult with the Director of Clinical Experiences for more information.

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 7:30 on the day of the absence to the cooperating teacher, university supervisor, and Christy Waters.
- A Report of Absence form 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 in 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. Failure to do so may result in termination of the internship. Dress and/or grooming that disrupts the educational environment may result in removal from the internship placement. 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 to do school related business and research. Personal usage of school property may result in termination of the student teaching placement. Planning times are not for surfing the web.

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 social networking can be detrimental to the student teaching experience as well as future career opportunities. Inappropriate behavior can lead to dismissal from the teaching program.
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:

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.

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 alternative plans for car trouble, babysitter problems, etc…)
• Interns are guests in assigned schools and should focus on learning rather than attempting to make change
• 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.
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 to review.
- 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.

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 sheet 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.

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. 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 Field Experiences. At no time should a candidate arrange an assignment with a particular principal, teacher, or school.
Mentoring and Coaching a Teacher Candidate:

Please use as a check list so all areas will be addressed with your teacher candidate:

**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 or other teaching supplies 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
- 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 intern 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 and in 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/Evaluations of Teacher Candidates:

The cooperating teacher will conduct formal observations of the intern at appropriate times during each placement. One formal written observation is to be completed during the first placement and an additional written observation is completed during the second placement. 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 TK20 that must be submitted by the end of the internship placement session. These forms include:

- Written narrative form (see page 17-19)
- Teacher Candidate Evaluation Report Summary (see page 20-22)
- Professional Assessment of Student Dispositions (see page 23)
- Intern Supervisor Evaluation (see page 24)

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

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; and
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; and

- if necessary, reporting any difficulties experienced in working with the candidate to the Director of Clinical Experiences.

Concerns with the Teacher Candidate:

If at any time you have concerns regarding your student teacher, please contact the assigned college supervisor. The supervisor will be able to offer suggestions, speak with the teacher candidate, and/or intervene if necessary. The supervisor works in conjunction with Christy Waters, Director of Clinical Experiences, to support and assist you during the internship process. Early intervention provides an opportunity to help the teacher candidate make the necessary adjustments as early as possible in the placement.

A teacher candidate intervention plan may be developed to assist a struggling candidate. The plan is created in collaboration with the cooperating teacher, college supervisor, and the Office of Clinical Experiences.

Intervention/removal from internship:

During the internship, there may be circumstances where immediate termination or delay may be necessary. However, in most cases, an intervention involving an improvement plan may be considered, prior to a termination. In these cases, the intervention must be handled judiciously, and often with immediacy. In addition to strict adherence to due process rights of students, attention must also be given to the needs of children, partnership teachers and school administrators. The following intervention steps will be observed:

1. Inform the student. The cooperating teacher will talk with the teacher candidate about the behavior that is causing concern. Specific ideas for dealing with the situation will be generated. The cooperating teacher will keep a written record of the date, incident, and items covered in the discussion. Open communication between the student, cooperating teacher, and university faculty guides the student in monitoring his/her growth. (Teacher Candidate Progress Report will be used for documentation)
2. Support or assistance. University faculty and cooperating teacher offer support in areas of concern using available resources in order to meet the identified goals. Continuous monitoring and reevaluations will be performed to ensure the teacher candidate is progressing.

4. Meeting. In the event a student needs to be dismissed from internship, the Director of Clinical Experiences, supervisor, and cooperating teacher will meet with the student and notify them of the possible dismissal.

5. Appeal. In the event the student disagrees with the dismissal decision, the student may request in writing an appeal to the Dean within one week after notification of the decision. A decision of the Dean is final and may not be appealed.

**Suggested Timeline for Internship:**

Collaborating with the college supervisor, cooperating teacher, and teacher candidate should take place prior to deciding a timeline.

Elementary candidates/P-12 will solo 10 or more consecutive days in each placement for a minimum of 20 total days.

Secondary candidates will solo 20 or more days in their placements for a minimum of 20 total days. The timeline below should be adjusted to accommodate this type of placement.

---

**Week 1**
Observe and assist

**Week 2**
Responsible for 1-2 teaching subject

**Week 3**
Responsible for 3-4 teaching subject

**Week 4**
Responsible for 4-5 teaching subject

**Week 5**
Solo Teaching

**Week 6**
Solo Teaching

**Week 7**
Transition back to cooperating teacher

---

**Role of the University Supervisor:**

The university supervisor is assigned to work with the intern, cooperating teacher, and principal during the internship. This 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 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
COPIES OF EVALUATION FORMS
Teacher Candidate Observation Narrative
Completed by Supervisor and Cooperating Teacher

<table>
<thead>
<tr>
<th>Student Intern:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Subject:</td>
<td>Beginning Time:</td>
<td>Ending Time:</td>
</tr>
</tbody>
</table>

Evaluator
☐ Supervisor
☐ Cooperating Teacher
☐ Other:

Standard 1 – Content Knowledge

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Standard 2 – Teaching and Learning

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Standard 3 – Literacy

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18
NOTE: Additional comments may be attached

Please provide comments of the candidate’s overall performance

Is implementation of 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.**
<table>
<thead>
<tr>
<th>Evaluation Standards</th>
<th>Standard 1: Content Knowledge</th>
<th>Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills</td>
<td>3c.1 Teaches problem solving which requires mathematical skills within and across subject areas</td>
</tr>
<tr>
<td></td>
<td>1.2 Activates learners’ prior knowledge, experience, and interests and uses this information</td>
<td>3c.2 Communicates mathematical concepts, processes, and symbols within the content taught</td>
</tr>
<tr>
<td></td>
<td>1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance</td>
<td>Standards 3d: Utilizes Technology</td>
</tr>
<tr>
<td></td>
<td>1.4 Designs instructional activities based on state content standards</td>
<td>3d.1 Identifies and integrates available emerging technology into the teaching of all content areas</td>
</tr>
<tr>
<td></td>
<td>1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner</td>
<td>3d.2 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Teaching and Learning Environment</th>
<th>Standard 3d: Utilizes Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a.1 Classroom organization/management built upon expectations and research-based strategies for positive behavior</td>
<td>4a.1 Develops culturally responsive curriculum and instruction in response to differences in individuals</td>
</tr>
<tr>
<td>2a.2 Creates a climate that promotes fairness and respect</td>
<td>4a.2 Communicates in ways that demonstrate sensitivity to diversity and individual differences</td>
</tr>
<tr>
<td>2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners</td>
<td>4a.3 Demonstrates and applies an understanding of how cultural biases can affect teaching and learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2b: Using Instructional Strategies to Engage Learners</th>
<th>Standard 4b. Language Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b.1 Develops challenging, standards-based academic goals for each learner</td>
<td>4b.1 Enables learners to accelerate language acquisition by utilizing their native language and background</td>
</tr>
<tr>
<td>2b.2 Engages learners in developing and monitoring goals for their own learning and behavior</td>
<td>4b.2 Guides second language acquisition and utilizes English Language Development strategies to support learning</td>
</tr>
<tr>
<td>2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies</td>
<td>4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning</td>
</tr>
<tr>
<td>2b.4 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment</td>
<td>Standard 4c: Special Needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2c: Assessment of Learning</th>
<th>Standard 4c: Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c.1 Uses formative assessments to provide specific and timely feedback and to adjust instruction</td>
<td>4c.1 Recognizes characteristics of exceptionality in learning; appropriate interventions</td>
</tr>
<tr>
<td>2c.2 Uses summative assessments to measure learner attainment of specified learning targets</td>
<td>4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners</td>
</tr>
<tr>
<td>2c.3 Maintains evidence and records of learning performance to communicate progress</td>
<td>Standard 4d: Learning Styles</td>
</tr>
<tr>
<td>2c.4 Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes</td>
<td>4d.1 Helps students assess their own learning styles and build upon identified strengths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Literacy</th>
<th>Standard 5: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies</td>
<td>5.1 Collaborates with stakeholders to facilitate student learning and well being</td>
</tr>
<tr>
<td>3a.2 Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate</td>
<td>5.2 Engages in ongoing professional learning to move practice forward</td>
</tr>
<tr>
<td>3b.1 Instructional strategies appropriate to learners/content area to improve learners’ skills in fluency/vocabulary/comprehension</td>
<td>5.3 Participates as a professional learning community member in advancing school improvement initiatives</td>
</tr>
<tr>
<td>3b.2 Integrates narrative/expository reading strategies across the curriculum</td>
<td>5.4 Promotes professional ethics and integrity</td>
</tr>
<tr>
<td>3b.3 Professional ethics and integrity</td>
<td>5.5 Complies with local, state, and Federal regulations and policies</td>
</tr>
</tbody>
</table>
Teacher Candidate Evaluation Report Summary

**Completed by Supervisor and Cooperating Teacher**

*Optional form—Can be used instead of the narrative*

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Evaluation Completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Supervisor</td>
<td>□ Cooperating Teacher</td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td>Placement: 1st 2nd Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>The intern’s performance is not acceptable in the specified indicator and/or standard. A remediation plan must be developed and implemented immediately.</td>
</tr>
<tr>
<td>2</td>
<td>Acceptable</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>The intern’s performance is exceptional in the specified indicator and/or standard. Performance demonstrated places the candidate at a level far beyond peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 1: Content Knowledge</th>
<th>Section Rating</th>
<th>Category Rating</th>
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<tbody>
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Comments:

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<th>Category Rating</th>
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<td></td>
</tr>
</tbody>
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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**

<table>
<thead>
<tr>
<th>Is implementation of a/an improvement or remediation plan necessary?</th>
<th>☐ YES</th>
<th>☐ NO</th>
</tr>
</thead>
</table>

**Indicate Areas of Strength and/or Areas for Improvement:**

### Required Signatures:

- **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:**
As a teacher candidate, you are required to make satisfactory progress in content knowledge, pedagogy, teaching skills, and professional dispositions expected of a caring and reflective educator. Your college supervisor, and cooperating teacher have indicated that you are not meeting the minimum expectations in one or more areas. The plan outlined below has been developed to assist you with improving your performance so that success can be attained. It is expected that you will make consistent progress with sustained effort toward meeting the indicated performance goals. Your progress will be monitored and documented.

Intern: __________________________  Cooperating teacher: __________________________

School Placement: __________________________  Grade/Subject: _______________

The areas checked below have been identified as areas that need improvement:

☐ Teacher candidate struggles with content knowledge

☐ Teacher candidate struggles meeting the needs of diverse learners through pedagogy and best teacher practices (classroom management, planning, identifying and meeting the learning target, assessment, differentiating instruction, etc…)

☐ Teacher candidate struggles with professional dispositions (tardiness, attendance, lack of initiative, missing deadlines, unprofessional dress and/or demeanor, etc…)

☐ Teacher candidate struggles with being a caring and reflective educator (unable to relate to students, unable to accept and reflect upon constructive feedback, etc…)

Please describe in detail the area(s) of concern.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Intern: __________  __________________________  Date: ___________________

Cooperating Teacher: __________  __________________________  Date: ___________________

University Supervisor: __________________________  Date: ___________________
# Teacher Candidate Progress Monitoring Plan

*(Optional)*

*Submit to the Office of Clinical Experiences*

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cooperating Teacher: ___________________________________
Supervisor: ___________________________________________

- [ ] Elementary
- [ ] Secondary (content area): _____________________________

**Completed by:**

- [ ] University Supervisor
- [ ] Cooperating/Mentor Teacher

**Date:**

---

**Goal (s) for identified area of concern(s):**

- 
- 
- 

**Action plan-Behavioral objectives:**

- 
- 
- 
- 

**Timeline for sustained growth:**

- 
- 
- 

---

**Student Signature:** Date:

**Supervisor Signature:** Date:

**Cooperating Teacher Signature:** Date:
## Evaluation Forms

### Completed in TK20
(Per Internship Placement Session)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
<th>Alt-A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Assessment of Student Dispositions</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cooperating Teacher Evaluation</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Intern Final Evaluation</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AQTS (secondary, elem, and ECE version)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Cooperating Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Assessment of Student Dispositions</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Supervisor Eval. by Coop. Teacher (survey)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation Report Summary (Educate Alabama)</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Teacher Candidates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Cooperating Teacher (survey)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation of Intern Supervisor (survey)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Candidate Self-Assessment of Dispositions</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Graduating Senior Survey (survey)</td>
<td>1</td>
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</tr>
<tr>
<td>Portfolio (Alt-A version)</td>
<td>1</td>
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</tr>
<tr>
<td>Project USA</td>
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<tr>
<td>Lesson plan</td>
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</tr>
<tr>
<td>Professional development plan</td>
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</tr>
<tr>
<td><strong>Collaborative Candidates (Additional)</strong></td>
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<td></td>
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</tr>
<tr>
<td>IEP, Unit, Decreasing plan, Increasing plan</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Written Forms

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
<th>Alt-A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation Site Visit</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Observation Log</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Teacher Candidate Observation Narrative</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Intern evaluation</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Cooperating Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Candidate Observation Narrative or The Teacher Evaluation Report Summary</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Teacher Candidates</strong></td>
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<tr>
<td>Documentation of Attendance</td>
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</tr>
<tr>
<td>Intern Confirmation</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The University of North Alabama has changed to a new assessment management system. All the log-in and forms for cooperating teacher are located at: https://www.una.edu/education/tk20/index.html

You will be provided with log-in information at a later date. Training for this new management system will take place during the cooperating teacher meeting scheduled for September 1st. 4:00 Stevens Hall Auditorium

If you have any questions or experience problems accessing forms, please contact Christy Waters, ccwaters@una.edu or 256-765-4482.