**The University of North Alabama**



**College of Education and Human Sciences**

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

Clinical Experiences Guide

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General Information\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All Educator Preparation programs are approved by the Alabama State Board of Education. 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 and Human Sciences prepares knowledgeable practicing professionals by “engaging learners, inspiring leaders, and transforming lives”. The College of Education and Human Sciences at the University of North Alabama is accredited by the Council for the Accreditation of Educator Preparation (CAEP), http://www.caep.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the University of North Alabama. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. **Degree requirements are subject to change in order to comply with state and/or federal guidelines**. Students/candidates should consult with their academic advisor throughout their program to ensure all requirements are met.

The College of Education and Human Sciences has the responsibility to ensure all candidates admitted to the Educator Preparation Program (TEP) remain in good standing throughout the program. Educator preparation candidates may be placed on probation, suspended, or removed from TEP by the College for issues including but not limited to grade point average deficiencies, dispositions (Appendix D), academic dishonesty, or institutional sanctions. Educator Preparation candidates must be in good standing in TEP to enroll in restricted courses including the internship.

The purpose of the clinical experiences in the teacher education program is to allow candidates to become familiar with and participate in a variety of instructional situations beginning with the first professional education course and extending through the program with the culminating activity of the internship. From one semester to the next, candidates are provided opportunities to become more involved in classroom settings until they assume full internship responsibilities and manage entire classrooms. The comprehensive set of clinical/field experiences in the professional education program enables candidates to make practical applications of knowledge, learning principles, teaching techniques, and instructional materials in a supportive classroom environment with monitoring and specific feedback from school-based personnel and University supervisors.

**Quality of Work:**

A minimum grade point average of 2.0 (**C**) is required at this University in each major and each minor and on all work attempted. For graduation in programs in educator preparation, the student must have a minimum grade point average of 2.75 on UNA work attempted, overall work attempted and on all coursework in the specific teaching field. In addition, educator preparation students must have a GPA of 3.0 in the professional studies coursework. (For Educator Preparation requirements which are in addition to graduation requirements, see “Colleges and Programs,’’ College of Education and Human Sciences.) Grades earned at other institutions will not affect the student’s grade point average at UNA. Students who plan to earn credit through transient, correspondence, or extension courses are required to secure prior approval. Credits to be transferred from other institutions cannot be applied toward meeting requirements for graduation unless filed with the Office of the Registrar at least four weeks prior to the date of graduation.

**Admission to the Educator Preparation Program (TEP) (GTEP):**

To be considered a candidate in an educator preparation program students must be formally admitted to the UNA Educator Preparation Program and meet the following requirements:

* Submission of formal application to TEP. The deadline to apply for admission to TEP is posted each semester in Stevens Hall and outside the Certification and Clinical Experiences Office. A late application must be accompanied by a $50 late fee. Admission to TEP audit is completed by the Officer of Certification (Appendix F)
* Completion of the required general education courses. A grade of “**C**” or higher must be obtained in COM 201, EN 111, and EN 112.
* A grade point average of 2.75 or higher on **all** work attempted.
* A grade point average of 2.75 or higher on all work attempted at the University of North Alabama
* A grade point average of 2.75 or higher on **all** work attempted in the teaching field with a grade of “**C**” or higher in each course.
* A grade point average of 3.00 or higher on **all** work attempted in the professional studies component with a grade of “**C**” or higher in each course.
* A grade point average of 3.00 or higher on all work combined in the teaching field and the professional studies component for elementary and early childhood teacher candidates with a grade of “**C**” or higher in each course.
* Successful completion of the TEP Interview, which occurs during the semester the student is enrolled in ED 292. The interview includes assessments of oral communication, written communication, and professional dispositions.
* Candidates are allowed a maximum of two attempts to successfully complete the interview.
* Completion of ED 292 with a grade of “**C**” or higher.
* A passing score on all parts of the AECTP: Basic Skills Assessments.
* Successful background clearance by the ABI and FBI (fingerprinting).
* Receipt of notification of formal admission to TEP by the Certification Officer at the end of the semester of application.
* A grade point average of 3.00 or higher on all work combined in the teaching field and the professional studies component for elementary and early childhood teacher candidates with a grade of “**C**” or higher in each course.
* Successful completion of the TEP Interview, which occurs during the semester the student is enrolled in ED 292. The interview includes assessments of oral communication, written communication, and professional dispositions. Candidates are allowed a maximum of two attempts to successfully complete the interview.
* Completion of ED 292 with a grade of “**C**” or higher.
* A passing score on all parts of the Alabama Educator Certification Assessment Program (AECAP).
* Successful background clearance by the ABI and FBI (fingerprinting).
* Receipt of notification of formal admission to TEP by the Certification Officer at the end of the semester of application.

**Admission to Internship:**

Candidates must:

* Maintain all requirements listed under Admission and Retention to TEP.
* Submit a formal application to the Office of Educator Preparation according to the following deadlines: Fall candidates should apply between January 1 and April 30; spring candidates should apply between May 1 and August 31. Late applications will not be accepted. Internship audit is completed by the Officer of Certification (Appendix F)
* Complete all required coursework.
* Submit a passing score on each of the required Praxis II examination(s). Score report must be on file in the Office of Teacher Certification, and must reflect the passing score(s) set by the Alabama State Department of Education. Candidates who have not submitted passing scores will not be placed in an internship.
* Document acceptable multicultural experience.
* Complete all required field experience hours.
* Meet all eligibility requirements for internship placement prior to the internship semester.

**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. (Appendix H)

**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).

**Intervention/Disposition Procedures for Field Experiences and Internship:**

During field experiences or internship, there may be circumstances where immediate termination of a placement may be necessary. However, in most cases, an intervention involving an improvement plan may be considered, prior to a termination of a placement. In these cases, the intervention must be handled judiciously, and often with immediacy. Professors will decide on a case by case basis the process for intervention. **The following steps provide a general guideline for intervention:**

1. Inform the student. Open communication between the student, cooperating teacher, and university professor guides the student in monitoring his/her growth.
2. Support or assistance. The university professor and cooperating teacher offer support in areas of concern

using available resources. The teacher candidate referral form may be initiated. (Appendix D)

1. Meeting. The dismissal process from the placement will be conducted by the professor. The cooperating teacher and The Director of Clinical Experiences may also be present at the meeting.

**Field Experiences:**

Prospective teachers at the University of North Alabama earn either a baccalaureate degree through the undergraduate teacher education program or a master’s degree through the nontraditional teacher education program from departments within the College of Education. Clinical experiences are an integral component of the preparation program for prospective teachers and are a requirement of selected courses in each candidate’s curriculum. It provides systematic experiences in diverse public school settings that allow candidates to integrate knowledge acquired in coursework with practical skills to met SDE certification requirements. Field-based clinical experiences are designed to provide a continuum of experiences that enable candidates to acquire the dispositions, knowledge, skills, and competencies essential to their growth as professionals. (Appendix A, J, K) Schools are notified either by the Director of Clinical Experiences or by the professor of the visiting class. Each school signs a Memorandum of Understanding for field and internship experiences. (Appendix E)

**Field Experience Guidelines:** *The University of North Alabama College of Education and Human Sciences is excited to offer candidates multiple high-quality clinical experiences within diverse settings. Our field placements are well planned, monitored, and intention for maximum candidate experiences. Participation in field experiences is a privilege; candidates are required to carry out their work in field placements in a professional manner. Candidates are visitors in school settings and must adhere to school policies and guidelines while completing course-related requirements*. (Appendix A)

**Alabama State Teacher Education Code: Field experiences in Class B and Alternative Class A programs: 290-3-3-.02(6)2.**

1. All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings. If permitted by written EPP policy, individuals who are employed in position appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.
2. The majority of field experiences must occur in P-12 schools.
3. At least half of the field experiences shall be in the candidate’s teaching field or area of instructional support.
4. For early childhood education and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start programs]

**University Expectations:** Field experiences are scheduled by the professor or will be your responsibility to acquire. Below are expectations for you to follow:

* **Begin your field experience immediately and attend consistently throughout the semester.** It takes time to make the initial contact and for the cooperating teacher to set up a schedule for your visits, so it is important to get started right away.
* Send a well-constructed and grammatically correct email to the teacher. Be sure to include the content area, a timeframe for when you would like to start, and give contact information for yourself. Do not tell the teacher when you will be coming. Ask for times you can be in their room. Remember that you are a visitor in schools and must ask to be there.
* Be on time and call the school if you are late or will be unable to attend.
* Your tardiness in beginning the field placement should not be a concern to the teacher. It is your responsibility to work it out. Do not ask the teacher to accommodate you.
* Clinicals should not be scheduled with immediate family members.
* **Professional attire is required**. You are now in the role of a professional and your dress needs to reflect the role. Unprofessional dress will not be tolerated by our public school partners. Principals will ask you to leave the premises if your attire does not meet their dress code. Please take a look at dress codes before entering the schools. Below are some general guidelines to follow:
* **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.
* **Your professional reputation is being established while in the schools**. Appropriate language and behavior is expected at all times. During field experiences, you are working in the local schools and representing the university. The following must be observed at all times to ensure you are presenting yourself in a professional manner:
* Grammatically correct speech and writing
* Adherence to the Alabama Code of Ethics and the university dispositions
* Appropriate use of technology
* Monitoring of all your social media
* No cell phone use (including text messaging) while on school grounds
* No smoking or tobacco use on school grounds
* **All lesson plans must be submitted to your cooperating teacher/university professor for approval**. If your requirements include teaching lessons, you must submit lesson plans in a timely manner to the cooperating teacher. This ensures that your lesson will support and fit the curriculum being taught in the classroom.
* **It is very important that you sign in at the main office as a school visitor and wear your Mane Card.** This way, all school personnel know who you are and why you are there. Each professor will provide you with a letter from the college that you will need to keep on you at all times.

(Appendix B) You must return to the main office before leaving the school to sign out.

* **Bring your Field Experience Verification Log to the school so that your teacher can sign and verify your hours/requirements after every visit.** Turn in completed forms to your course instructor once you have completed your field experience requirements. (Appendix C)
* **Closing out a field experience is very important.** Verbally express gratitude for the use of the classroom to your cooperating teacher. A thank you note would be an appropriate gesture. Make sure the area you used each time is left clean and that any work samples are given back to the teacher (ask if you can make a set of copies). Discuss with the teacher what your strengths and weaknesses were during the process. These learning experiences will help you gain valuable information. The changes you make based off feedback will determine your success as a future intern and teacher.
* **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 lock area and away from students at all time.

**Roles/Responsibilities/Placements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Clinical Experiences**: The Director of Clinical Experiences monitors and maintains appropriate records of candidate’s field experiences. Candidates begin maintaining a Clinical Experiences Log (Appendix C) during the introductory education course ED 292 and continue through the internship semester. Candidates log and professors track all clinical experience activities. The logs are submitted to the Director of Clinical Experiences for approval at the end of each semester.

**Internship**: The Office of Clinical Experiences collaborates with university faculty and local school administrators and teachers in determining the most appropriate internship environment for all candidates. The selection process begins with the acceptance and willingness of master teachers, the referral of the school principal, university faculty, and the approval of the superintendent. Every effort is made to place internship candidates in positive classroom communities that are conducive to learning in providing personal and professional growth. (Appendix E-G)

**Internship Placement Outline**: (semester prior to internship placement)

* Internship applications are submitted and reviewed
* School requests for cooperating teachers are distributed to area principals (Appendix G)
* Principals submit recommendations for potential cooperating teachers
* Initial placements are made by the Director of Clinical Experiences
* Tentative placements are distributed to Department Chairs for Faculty comments and suggestions
* Placements are finalized and submitted to area superintendents for approval
* Superintendents submit approval for local school and cooperating teacher participation
* Placement assignments are distributed to local school principals and cooperating teachers
* Placement assignments are distributed to eligible interns
  + End of Fall term for Spring candidates
  + End of Spring term for Fall candidates

**Pre-Orientation of Prospective Interns:**

The Office of Clinical Experiences organizes a mandatory pre-internship orientation for upcoming prospective interns at the end of each term. The purpose of the pre-internship orientation is to help prepare prospective intern candidates for the internship semester and provide them with a general understanding of the internship as a whole. Prospective interns receive pertinent information regarding their placements, internship dates, expectations, policies, and procedures.

**Orientation of Interns**:

The Office of Clinical Experiences organizes a mandatory internship orientation for eligible interns at the beginning of each internship semester. The internship orientation is scheduled one to two days prior to the first day of classes of the internship semester. The purpose of the internship orientation is to help prepare intern candidates for the internship semester. Interns receive pertinent information regarding internship dates, expectations, policies, and procedures.

Internship Orientation Elements:

* Internship Handbook review
* Overview of Syllabus and Requirements
* Review of Evaluation Process
* Liability Presentation
* Certification Requirements
* Career Services Presentation
* Meeting with University Supervisor

**Orientation of Supervisors**: Supervisor orientation is conducted each semester on the day before classes begin for the internship semester. The supervisor orientation is organized and facilitated by the Director of Clinical Experiences and includes a review of the internship handbook, syllabus, policies, procedures, and evaluation information. Evaluation assessments include: (Tk20 Forms) Professional Assessment of Candidate Dispositions, Intern Summative Evaluation, and (written) Teacher Candidate Observation Instrument. Supervisors receive intern files with placement information, necessary handouts, and checklists. Supervisors are provided the opportunity to interact and address any questions or concerns regarding internship policy or procedure. In addition, the Director of Clinical Experiences is available to provide additional assistance and guidance.

**Orientation of Cooperating:** Cooperating teachers receive multiple email correspondence prior and during the intern’s placement. Cooperating teachers are provided with a handbook and meet with supervisor during the first two weeks of placement. The Director of Clinical Experiences schedules “roadshows” with P-12 partners to meet during faculty meetings and discuss policies and procedures for internship placements.

**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. 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:

* Teacher Candidate Observation Instrument
* Professional Assessment of Student Dispositions
* Teacher Summative Evaluation
* Sign 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

**(f) Faculty Qualifications. (Recency)**

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.

290-3-3-.02(6)(f)2. (Appendix I)

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. (Appendix H) ( 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

Appendix A

**The Clinical Experiences Model**

Appendix B

*Office of Clinical Experiences*

*UNA Box 5031*

*(256) 765-4482*

Date:

Dear Principal:

To meet accreditation standards, our students enrolled in ­­­­­\_\_\_\_\_\_\_\_\_ course must complete\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These observations hours are focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Each student has been instructed to arrange his or her own field experiences with the principal and teachers involved. Students will check in at the office prior to each visit and follow the appropriate bell schedule to reduce distractions. Their presence should cause no interruption to the educational process. Each student will be wearing their Mane Card ID that will have their name and picture for easy identification. I am also asking them to keep a copy of this letter with them in their clinical notebooks as well as a copy of their fingerprint clearance form.

We appreciate your allowing him/her to complete part of the clinical experience hours in your school. Please feel free to contact the professor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Course Rosters and Semester**

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Sincerely,

Christy Waters

Christy Waters,

Director of Clinical Experiences

[ccwaters@una.edu](mailto:ccwaters@una.edu)

Appendix C

***University of North Alabama***

*Field Experience Log ­*

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| **Course Number** | **Term** | | | **Year** | | |
|  | * Fall | * Spring | * Summer | * 2016 | * 2017 | * 2018 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Time In** | **Time Out** | **Total**  **Hours** | **Subject/**  **Grade** | **School**  **Name** | **Teacher**  **Name** | **Teacher’s**  **Signature** |
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In adherence to the UNA Academic Honesty Statement:

I have completed all of the above observation hours **(# of hours)** for **(Course)**. I have not claimed these hours for any other course or program activity.

Total Hours: \_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Field Experience Verification Information**

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| --- | --- | --- | --- |
| **Teacher Name** | **School Name & Address** | **School Phone #** | **Teacher Email Address** |
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Note: Inaccurate reporting of this or any other official course document will result in receiving a grade of zero “0” on the course assignment. ***NO EXCEPTIONS!***

**Field Experiences**

**Request for Out-of-Area Field Experiences**

Out-of-Area field experiences must meet the specified requirements outlined for the course. The school choice must be approved by the instructor prior to completion.

**To be completed by the teacher candidate:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | | | Student ID: |
| Email: | | | Phone: |
| Program: | * Elementary * Secondary   (content area)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Course #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Professor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Semester | * Fall * Spring * Summer | | * 2016 * 2017 * 2018 |
| Requested School  Info. | Name: | | Phone: |
| Address: | | Fax: |
| City: | | State: Zip: |
|  | | Information may be derived from <http://nces.ed.gov/ccd/schoolsearch/> | |
| Demographic  Info. | | **Socioeconomic Population**  Free/Reduced Lunch %: \_\_\_\_\_\_\_\_\_\_\_  # of students receiving F/R Lunch \_\_\_\_\_\_\_\_\_\_\_ | |
| **Minority Population**  Minority Student %: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  # of minority students \_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **School Size**  Number of students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | | Number of hours to be completed: | |
| Reason for  Request | |  | |
|  | |
|  | |
|  | |
| I testify that the information provided is accurate to the best of my knowledge.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Candidate Signature Date | | | |
|  | | | |

|  |  |
| --- | --- |
| Instructor Signature: | * Approved * Denied |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

***To be filed in the Office of Clinical Experiences***

**Candidate Disposition Referral Procedures** Appendix D

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences establishes dispositions for prospective teachers. The COEHS routinely monitors the professional dispositions of our pre-service teachers. 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, suspended (removed for a specific amount of time or until certain requirements are met) from the program, and/or dismissed (removed permanently) from the program. The Chair’s of the candidate’s corresponding department will be kept abreast of all actions and meetings concerning the referral progress. Below are the referral procedures:

1. A referral is made by faculty, staff, or a cooperating teacher. The candidate is informed of the concern and signs the referral as acknowledgement of the initiation of the process. A copy of the referral will be submitted to the Chair of the candidate’s corresponding department and to the Director of Clinical Experiences.
2. The referral will be either addressed through a meeting with the candidate to rectify the issue(s) or will be formally reviewed by the Student Advisory Committee.
3. The candidate will be notified in writing of the committee’s decision and a meeting will be established with the candidate.
4. A meeting is held with the candidate. The candidate is given the opportunity to respond to the

referral. The committee then makes a recommendation for an outcome. A copy of the recommendation will be submitted to the Chair of the candidate’s corresponding department and to the Director of Clinical Experiences.

Possible Outcomes:

* No action taken
* Warning with recommendation for suitable remediation
* Recommendation to remove the candidate from the Educator Preparation or deny initial admission
  + - 2. If formal remediation, suspension, and/or dismissal is being considered, the following procedures
      3. will occur:
    1. The student will receive written notification of the specific deficiencies or actions on his/her part that may be the cause for formal remediation, suspension, and/or dismissal from the program.
    2. The student will be given the opportunity to explain or defend his/her actions and/or deficiencies before a team of faculty members, department chairs, the Associate Dean, and other COEHS designees. (The Student Advisory Committee)
    3. The Student Advisory Committee will make a decision regarding the formal remediation, suspension, and/or dismissal of the student.
    4. The Student Advisory Committee will provide written notification of its decision to the student and the Dean of the College of Education and Human Sciences. Decisions of the Student Advisory Committee may be appealed to the Dean of the College of Education and Human Sciences.
    5. Any student who is dismissed or suspended from the COEHS by the Student Advisory Committee will be advised of criteria necessary for gaining reentry to the program.
    6. If a student is required by the Student Advisory Committee to successfully complete a formal remediation plan, he/she will meet with the Student Advisory Committee and a remediation plan will be completed. While this remediation plan is being completed, students may be under suspension from the COEHS, allowed to continue in the program with restrictions on the courses that may be taken, or allowed to continue with no course restrictions if making satisfactory progress toward remediation.

**Candidate Disposition Referral**

***Completed by faculty, staff, and cooperating teachers***

|  |  |
| --- | --- |
| **Candidate Name:** | **Course Name:** |
| * Elementary * Secondary (content area): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: |

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences establishes dispositions for prospective teachers. The COEHS routinely monitors the professional dispositions of our pre-service teachers. The purpose of this referral notice is to inform you that the following expectations are not being met:

|  |  |  |
| --- | --- | --- |
|  | The candidate demonstrates commitment to professional responsibility. | |
|  | The candidate demonstrates commitment to ethical standards. | |
|  | The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. | |
|  | The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. | |
|  | 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. | |
|  | 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. | |
| **These dispositions apply to the university and school setting, courses, practicum experiences, and community events. Candidates should be aware that violations of these dispositions may constitute grounds for removal from the COEHS program. The COEHS reserves the right to address unsatisfactory professional dispositions internally, in addition to actions of the University. Provide any other supplemental details below.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Candidate Signature: | | Date: |
| Evaluator Signature: | | Date: |

**Please submit a copy to the Office of Clinical Experiences-Christy Waters** [**ccwaters@una.edu**](mailto:ccwaters@una.edu)

**The University of North Alabama**

Appendix E

Appendix E

**Memorandum of Understanding**

This agreement is made and entered into between the **University of North Alabama** and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School System** to provide clinical sites for field placements, student interns, and faculty of UNA. The terms of the agreement are stated below.

1. All internships will be in classrooms approved by the superintendent and principal with the consent of the classroom teacher.
2. Video recording of classroom teaching may be required and will only be used for educational purposes. Classroom videos will not be posted for public view.

Internship sites are selected cooperatively by UNA personnel and by the superintendent or his/her designee based on the following guidelines:

1. Cooperating teachers must hold at least a master’s degree or National Board Certification in their content area, have at least three years of educational experience in his/her field of specialization, is currently teaching classes in the candidate’s area(s) of specialization and models good professional practice.
2. Cooperating teachers must be willing to accept a student teacher and provide the appropriate guidance, supervision and experiences as outlined in the course syllabus or designated by the UNA supervisor, consistent with State Board of Education requirements.
3. Cooperating teachers will be familiar with and follow the guidelines in the College of Education Student Internship Handbook.
4. Classroom video recording will be permitted for educational purposes. (ie edTPA) Videos will not be posted for public view.
5. The University of North Alabama will provide the following for internship:
6. Honorariums will be given based off system guidelines for the services of cooperating teachers and principals.
7. A university supervisor will serve as a resource person to the cooperating teacher and the student intern.

**Superintendent Date**

**Dean, College of Education and Human Sciences Date**

**Director, Clinical Experiences Date**

**Please email this form to ccwaters@una.edu**

Appendix F

**CLASS B**

**TEACHER EDUCATION PROGRAM (TEP) AUDIT**

All requirements indicated below must be met *prior* to being accepted into the Teacher Education Program (TEP) at UNA:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | «LName», «FName» «MIName» «MAName» |  | Student ID | «StuID» |  | Semester | «Semester\_Applying\_for\_TEPGTEP» |
| Major | «M\_1stMajor» «M\_2ndMajor» | | | | | | |

**COURSEWORK (may be admitted lacking ONE General Education course)**

|  |  |
| --- | --- |
| Humanities | Social Science |
| Science | Mathematics |
| ED 292 | |

*EN 111, EN 112, COM 201, and ED 292 must be completed with a grade of “C” or better.*

**GRADE POINT AVERAGE (must meet requirements prior to admission to EPP)**

|  |  |
| --- | --- |
| UNA (must be 2.75 or better) | Overall (must be 2.75 or better) |
| Professional Studies (must be 3.0 or better) | Teaching Field (must be 2.75 or better) |
| Education Component \**Elementary Majors Only*\* (must be 3.0 or better) | |

**ADDITIONAL REQUIREMENTS (must be completed prior to admission to EPP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fingerprint Clearance | «DateFingerprintClearance» | | Date EPP Interview Passed «DatePassedTEPInterview» |  |
| Date Basic Skills Exam Passed | | «BASICSKILLSDATEPASSED» | Math = «MATH» / Reading = «READING» / Writing = «WRITING» | |

|  |  |  |
| --- | --- | --- |
| **STATUS**  Date Reviewed |  | **□** Admitted to TEP **□** Denied Admission to TEP |
| Comments |  | |

**Alternative Class A**

**GRADUATE TEACHER EDUCATION PROGRAM (GTEP) AUDIT**

All requirements indicated below must be met *prior* to being accepted into the graduate teacher education program (GTEP) at UNA:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | «LName», «FName» «MIName» «MAName» |  | Student ID | «StuID» |  | Semester | «Semester\_Applying\_for\_TEPGTEP» |
| Major | «M\_1stMajor» «M\_2ndMajor» | | | | | | |

**COURSEWORK (must be completed prior to admission to GTEP)**

|  |  |  |  |
| --- | --- | --- | --- |
| ED 000 |  | | ED 585 **OR** ED 634 |
|  |  | |  |
|  | |  | |

*All must be completed with a grade of “C” or better.*

**GRADE POINT AVERAGE (must meet requirements prior to admission to GTEP)**

|  |
| --- |
| Maintain a grade average of “B” or better on all graduate work attempted. A student who makes a grade of “C” or below on more than six semester hours of graduate work is automatically eliminated from the program. A grade point average of 3.25 or higher on graduate work is required for program completion. |

**ADDITIONAL REQUIREMENTS (must be completed prior to admission to GTEP)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fingerprint Clearance | «DateFingerprintClearance» | | | Date GTEP Interview Passed |  |
| Date Basic Skills Exam Passed | | «BASICSKILLSDATEPASSED» | Math = «MATH» / Reading = «READING» / Writing = «WRITING» | | |
| Appropriate Content Area Praxis II Exam(s) Passed (ESOL required prior to Internship) | | «M\_1ST\_PRAXISDATE» | «M\_1ST\_TEST\_CODE» «M\_1ST\_TEST\_NAME» «M\_1ST\_STATUS» | | |
|  | | «M\_2ND\_PRAXIS\_DATE» | «M\_2ND\_TEST\_CODE» «M\_2ND\_TEST\_NAME» «M\_2ND\_STATUS» | | |
| Student and Content Advisor  signed off and Teaching Field courses chosen | |  |  | | |

**STATUS**

|  |  |  |
| --- | --- | --- |
| Date Reviewed |  | **□** Admitted to GTEP **□** Denied Admission to GTEP |
|  |  | |

**Class B**

**INTERNSHIP AUDIT**

All requirements indicated below must be met *prior* to being accepted into internship at UNA:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | «LName», «FName» «MIName» «MAName» |  | Student ID | «StuID» |  | Semester | «SemesterRequestingInternship» |
| Major | «Route» «M\_1stMajor» «M\_2ndMajor» | | | | | | |

**COURSEWORK (must be completed prior to internship)**

|  |
| --- |
|  |

**GRADE POINT AVERAGE (must meet requirements prior internship)**

|  |  |  |
| --- | --- | --- |
| UNA GPA  (must be 2.75 or higher) | Overall GPA  (must be 2.75 or higher) |  |
| Professional Studies GPA (must be 3.0 or higher) | Teaching Field GPA  (must be 2.75 or higher) | Education Component GPA (*Elem Only*)  (must be 3.0 or higher) |

*All courses in the Professional Studies and Teaching Field components must be completed with a grade of “C” or higher.*

**ADDITIONAL REQUIREMENTS (must be completed prior to internship)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Updated Fingerprint Clearance | «DateFingerprintClearance» | | | Documented Multicultural Experience | «MulticulturalExperience» |
| Field Experiences | | | | | |
| Date Basic Skills Exam Passed | | «BASICSKILLSDATEPASSED» | Math = «MATH» / Reading = «READING» / Writing = «WRITING» | | |
| Praxis II Results | | «M\_1ST\_PRAXISDATE» | | «M\_1ST\_TEST\_CODE» «M\_1ST\_TEST\_NAME» 🡪 «M\_1ST\_STATUS» | |
|  | | «M\_2ND\_PRAXIS\_DATE» | | «M\_2ND\_TEST\_CODE» «M\_2ND\_TEST\_NAME» 🡪 «M\_2ND\_STATUS» | |
|  | | «M\_3RD\_PRAXIS\_DATE» | | «M\_3RD\_TEST\_CODE» «M\_3RD\_TEST\_NAME» 🡪 «M\_3RD\_STATUS» | |
|  | | «M\_4TH\_PRAXIS\_DATE» | | «M\_4TH\_TEST\_CODE» «M\_4TH\_TEST\_NAME» 🡪 «M\_4TH\_STATUS» | |
|  | | «M\_5TH\_PRAXIS\_DATE» | | «M\_5TH\_TEST\_CODE» «M\_5TH\_TEST\_NAME» 🡪 «M\_5TH\_STATUS» | |
|  | | «M\_6TH\_PRAXIS\_DATE» | | «M\_6TH\_TEST\_CODE» «M\_6TH\_TEST\_NAME» 🡪 «M\_6TH\_STATUS» | |
|  | | «M\_7TH\_PRAXIS\_DATE» | | «M\_7TH\_TEST\_CODE» «M\_7TH\_TEST\_NAME» 🡪 «M\_7TH\_STATUS» | |
|  | | «M\_8TH\_PRAXIS\_DATE» | | «M\_8TH\_TEST\_CODE» «M\_8TH\_TEST\_NAME» 🡪 «M\_8TH\_STATUS» | |
|  | | «M\_9TH\_PRAXIS\_DATE» | | «M\_9TH\_TEST\_CODE» «M\_9TH\_TEST\_NAME» 🡪 «M\_9TH\_STATUS» | |
|  | | «M\_10TH\_PRAXIS\_DATE» | | «M\_10TH\_TEST\_CODE» «M\_10TH\_TEST\_NAME» 🡪 «M\_10TH\_STATUS» | |

**STATUS**

|  |  |  |
| --- | --- | --- |
| Date Reviewed |  | **□** Admitted to Internship **□** Denied Admission to Internship |

**Alternative Class A**

**INTERNSHIP AUDIT**

All requirements indicated below must be met *prior* to being accepted into internship at UNA:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | «LName», «FName» «MIName» «MAName» |  | Student ID | «StuID» |  | Semester | «SemesterRequestingInternship» |
| Major | «Route» «M\_1stMajor» «M\_2ndMajor» | | | | | | |

**COURSEWORK (must be completed prior to internship)**

|  |
| --- |
|  |

**GRADE POINT AVERAGE (must meet requirements prior internship)**

|  |
| --- |
| OVERALL GRADUATE (must be 3.25 or better). |

**ADDITIONAL REQUIREMENTS (must be completed prior to internship)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Updated Fingerprint Clearance | «DateFingerprintClearance» | | | Documented Multicultural Experience «MulticulturalExperience» |  | |
| Minimum 51 Field Experiences Hours Completed | | | | | | |
| Program of Study Submitted | |  | |  | |  |
| Date Basic Skills Exam Passed | | «BASICSKILLSDATEPASSED» | Math = «MATH» / Reading = «READING» / Writing = «WRITING» | | | |
| Praxis II Results | | «M\_1ST\_PRAXISDATE» | | «M\_1ST\_TEST\_CODE» «M\_1ST\_TEST\_NAME» 🡪 «M\_1ST\_STATUS» | | |
|  | | «M\_2ND\_PRAXIS\_DATE» | | «M\_2ND\_TEST\_CODE» «M\_2ND\_TEST\_NAME» 🡪 «M\_2ND\_STATUS» | | |
|  | |  | |  | | |
|  | |  | |  | | |

|  |  |  |
| --- | --- | --- |
| Date Reviewed |  | **□** Admitted to Internship **□** Denied Admission to Internship |

Appendix G



Dear Principals:

The University of North Alabama’s College of Education would like to ask for your collaborative assistance in providing quality enrichment for student interns. It is the intent of the Office of Clinical Experiences to serve as a positive feature for your school and community.

We would like to request a list of teachers to serve as cooperating teachers for our interns during the Fall 2016 semester (form included). Please consult with your teachers to determine if they are interested in working with student interns next semester. Cooperating teachers must hold at least a master’s degree or National Board Certification in their content area, have at least three years of educational experience in his/her field of specialization, is currently teaching classes in the candidate’s area(s) of specialization and models good professional practice.

Please complete the school demographic information in addition to all fields pertaining to each cooperating teacher and return by email to [ccwaters@una.edu](mailto:ccwaters@una.edu) by: \_\_\_\_\_\_\_\_\_\_.

We appreciate your support of our teacher education program. Please do not hesitate to call if you have any questions, concerns or specific requests.

Sincerely,

**Christy Waters**

Director of Clinical Experiences

The University of North Alabama

256-765-4482

[ccwaters@una.edu](mailto:ccwaters@una.edu)

**UNA Cooperating Teacher Request-Fall 2016**

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Secretary/Administrative Assistant’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Name** | **Grade Level and/or Content Area** | **Years of Experience in Grade or Content Area** | **Highest Degree Earned**  (masters degree or higher is required) | **National Board Certified** | **Teacher Email** |
|  |  |  |  |  |  |

**Please note any specific requests:**

|  |  |
| --- | --- |
| **Intern Requested** | **Cooperating Teacher Assigned** |
|  |  |
|  |  |

**School Demographics—indicate percentage of each category:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Number of Students** | **White** | **Black** | **Hispanic** | **Asian** | **Other** | **Free/Reduced Lunches** | **Special Education** |

**Email completed form to:** [**ccwaters@una.edu**](mailto:ccwaters@una.edu)

**Principal’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The principal’s signature verifies that the above information is correct and accurate.

Appendix H



**Attention: Potential Alt A Fall 2016 Interning Students**

**From: Christy Waters, Director of Clinical Experiences**

Alt-A Teacher Interns,

If you plan to use your employment as your internship, you must be employed as a full-time teacher in your content area. A cooperating teacher assigned by your school principal will work with a university supervisor in completing your required assessments.

**Requirements of cooperating teacher**: 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. 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.

**University Supervisor:** 5. 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

|  |  |  |
| --- | --- | --- |
| **Name:** | **L#:** | **Email:** |

|  |  |  |
| --- | --- | --- |
| **Will you be employed as a full-time teacher during your internship semester? (If Yes, please complete the following)** | * **YES** | * **NO** |
| **Are you employed full time in the content area in which you are applying for certification?** | * **YES** | * **NO** |
| **What is your content area?** | | |
| **What do you teach?** | |  |
| **School Name:** | | |
| **Principal Name:** | |  |
| **Mentoring Teacher:** | | |

**Christy Waters**

**Director of Clinical Experiences**

**UNA Box 5031**

**P: 256-765-4482**

****Appendix I

**University of North Alabama P-12 Recent Experience**

**Documentation Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | | **Department:** | |
| * Methods Faculty Course(s) #\_\_\_\_\_\_\_\_ * Unit Faculty * Supervisor * Adjunct | Date: \_\_\_\_\_\_\_\_\_\_20\_\_\_\_\_\_ | | Clock hours:\_\_\_\_\_\_\_\_\_\_\_  Date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | | |
| * Substitute Teaching * Model Lessons * Guest Teaching | | * Demonstration * Shadowing * Co-Teaching | |
| **School Name:** | | **P-12 Practitioner:** | |
| **Provide a detailed description of activities:** | | | |
|  | | | |
|  | | | |
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|  | | | |
|  | | | |

***Teacher Education Code*** 290-3-3-.02(6)(f)

**(f) Faculty Qualifications. (Recency)**

1. Educator preparation provider (EPP) faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

2. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.

.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix J

26

**SECTION IV Summary of Elementary Field Experiences Prior to Internship**

NOTE: Per rule 290-3-3-.05(2)(g)1., field experiences in early childhood programs shall include places in at least two of the three main types of early childhood education settings (early school grades, child care centers and homes, and Head Start programs).

*Complete the chart below to provide summary information about the program’s required field experiences prior to internship. Two or more levels are required, based on transition points. IHEs should use their own terms for levels. Identify required courses or other required curriculum components with field experiences at each level. Information in the chart and assessments should provide evidence the program ensures candidates develop and demonstrate essential knowledge, skills, and dispositions.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels**  *(Use program terms, such as Phase I, Block 2, or STEP 3.)* | **Course** | **Minimum number of hours** | **Placement Requirements[[1]](#footnote-1)** | **Teaching Field Specific Knowledge, Skills, Dispositions To Be Developed** *[use plain English]* | **Alignment to Standards for the Teaching Field or Area of Instructional Support**  *[ex. 2.4]* | **Assessments [[2]](#footnote-2)**  *Identify type of required assessment. Submit copies of assessments or assignments.* |
| **Phase 1** |  |  |  |  |  |  |
|  | ECE 309 | 5 | General Education Classroom | Collaboration with P-6 teachers; observation to provide context of learning; planning and Instruction of lessons | 290-3-3-.06(2) | Lesson Plans, reflections (rubric) |
|  | ECE 312 | 4 | General Education Classroom; Child Development Center | Observation of ECE classroom environment; Planning, Instruction, and reflection of creative arts-related lessons; Collaboration with ECE teachers on creative arts projects | 290-3-3-.05(2)(e)1.  290-3-3.05(2)(g)1. | Lesson Plans; Reflection; Observation of instruction  (rubric) |
|  | ED 292 |  |  |  |  |  |
|  | EED 301 | 5 | General Education classroom, child development center | Collaboration with P-6 teachers; observation to provide context of learning; planning and Instruction of various lessons integrating children’s literature | 290-3-3-.05(2)2.1 | Lesson Plans, reflections (rubric) |
|  | EED 305 | 3 | General Education classroom | Plan, implement, and evaluate service learning experience for students grades P-6. |  | Lesson plans, reflections (rubrics) |
|  | ES 308 | 6 | General Education classroom | General observation and participation, Teach science lessons |  |  |
|  | HES 362 | 15 | General Education classroom | General observation and participation |  |  |
|  | HES 470 |  |  |  |  |  |
|  | MA 306 | 3 | General Education classroom | General observation, participation and teaching |  |  |
| **Phase 2** |  |  |  |  |  |  |
|  | ECE 410W | 20 | General Education classroom | Collaboration with ECE teachers; Planning and Instruction of reading and language arts lessons; 5 Components of Reading (Phonological Awareness, Phonics, Fluency, Comprehension, and Vocabulary | 290-3-3-.05(2)(g)1.  290-3-3-.06(2)(b)1. | Lesson Plans; Observation of Instruction (rubric/observation tool) |
|  | ED 333W |  |  |  |  |  |
|  | EED 324 | 3 | General Education classroom | Classroom Integration Project:  Students must develop a lesson plan and technology activity based on state standards that will vary according to developmental parameters.  APPtivity Project: Students will research educational apps and develop an activity based on an app.  This lesson will integrate both content and technology standards. | 290-3-3.05(2)(f)3. | Students will complete a written reflection about their teaching experience.  Cooperating teacher will complete a student evaluation. |
|  | EED 401 | 6 | General Education classroom in grades K-6 | Students will interview school administrators about assessments and assessment data.  Students will create, administer, analyze and interpret assessment data. | 290-3-3-.03(2)(c)5.(ii)  290-3-3-.05(2)(c)2.(i) | Templates and rubrics for each assessment creation, administration and analysis |
|  | EEX 340 | 10 | Observation of one student in 3 different settings | Characteristics of ELN; How to identify | 290-3-3-.34(2) a. 1 (i)  290-3-3-.03(2) | Case Study, Part I with research component |
|  | EEX 350 | 10 | Observations in 3 separate classrooms | Learn various classroom management techniques | 290-3-3-03 (2)(c)2.(iii) | Log of hours with written reflections |
|  | EEX 420 | 10 | SPED class or other educational institution | Individual Assessment  Skills | 290-3-3-.34(2)(d)1.(i)  290-3-3-.34(2)(d)1.(iii) | Case Study, Part II with assessment data |
|  | EEX 435 | 10 | Inclusive Classroom | Behavior Assessment and Planning | 290-3-3-.34(2)(d)1.(ii) | Functional Behavioral Assessment & Behavior Plan |
|  | HPE 342 | 15 | General Education classroom | Teach health lessons |  |  |
| **Phase 3** |  |  |  |  |  |  |
|  | ECE 306 | 6 | General Education classroom | Collaboration with ECE teachers; Planning and Instruction of math lessons; Assessment; Analysis of assessment data; planning re-engagement lessons | 290-3-3-.05(2)(e)1.  290-3-3.05(2)(g)1. | Lesson Plans; Reflection; Observation of instruction  (rubric) |
|  | ECE 474 | 8 | General Education classroom | Observation and participation, analyze Pre-K and K classrooms | 290-3-3-.05(2)(a). | Reflection; Observation of instruction  (rubric) |
|  | EED 373W | 8 | General Education classroom in grades 3-6 | Candidates will develop and teach word study and writing workshop lessons to individuals and small groups of students weekly for at least 6 weeks.  Candidates will observe whole group and small group instruction in 3-6 classrooms with the course instructor as part of interactive class experiences. | 290-3-3-.06(2)(b)1 | Lesson plans (using specified template)  Rubrics/ checklists for Observations  Word development analysis  Writing analysis |
|  | EED 405 | 8 | General Education classroom | Collaboration with EED Teachers; Assessment of Reading; Planning Instruction Based on Assessment Results; | 290-3-3-.05(2)(c)2. | Observation Rubric; Portfolio |
|  | EED 415 | 8 | General Education classroom in grades 3-6 | Candidates will develop and teach data-driven vocabulary, fluency and comprehension lessons to a small group of students weekly for at least 6 weeks monitoring progress and analyzing growth along the way.  Candidates will observe whole group and small group instruction in 3-6 classrooms with the course instructor as part of interactive class experiences.  Candidates will interview a classroom teacher in a 3-6. | 290-3-3-.06(2)(b)1 | Lesson plans using specified template  Rubrics/ checklists for Observations  Video analysis  Clinical Portfolio (includes lesson plans, reflections, video clips, analysis) |
|  | EEX 341 | 10 | 3 Separate Inclusive Classrooms, 1 with co-teaching | Differentiation via accommodations, UDL | 290-3-3-.03(1)(e)  290-3-3-.34(2)(a)1.(i) | Accom. analysis and recommendations |
|  | EEX 440 | 25 | Resource Classroom | Small group planning and instruction | 290-3-3-.34(2)(c)1(iii)  290-3-3-.34(2)(g)1(iii) | Lessons & Instruction for intensive intervention |
|  | EEX 442 | 25 | Self-Contained Classroom | Planning & instruction significant ELN | 290-3-3-.34(2)(e)1.(v)  290-3-3-.34(2)(e)1.(vi) | Individual Learning Plan and Instruction |

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| *Are field experiences always completed in the order noted above? If no, provide additional information about other possible sequences of required field experiences.* |

Appendix K

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**Secondary Field Experience Overview[[3]](#footnote-3)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Course** | **Number of hours** | **Placement Requirements** | **Teaching Field Specific Knowledge, Skills, Dispositions To Be Developed** | **Alignment to Standards for the Teaching Field or Area of Instructional Support** | **Assessments** |
| **Phase I** |  |  |  |  |  |  |
|  | ED375\*[[4]](#footnote-4) | 9 | See note 2. | Methods for teaching reading in content areas | InTASC 2, 8 | Reflections |
|  | ED381\* | 16 | City and county schools with less than 50% of the students on free/reduced lunch | Methods for using technology to support instruction. Guiding learners to apply technology in appropriate, safe, and effective ways. | InTASC 3 | Observation Report |
|  | ED292\* | 20 | Kilby Lab School;  City and county schools with above 50% of the students on free/reduced lunch. | Knowledge of teacher responsibilities, classroom interactions, introduction to teaching experiences and classroom management. | InTASC 9 | Reflections |
| **Phase II** |  |  |  |  |  |  |
|  | EEX340\* | 15 | Range of city and county schools | Knowledge of major areas of exceptionality in learning and the roles and responsibilities of educators in teaching disabled students. | InTASC 1 and 2 | Reflections |
|  | ED333W | 30 | Range of placements targeting rural, suburban, low/high SES, and low/high ethnic diversity schools.  Transitioning to Florence Freshmen Center and Colbert Heights HS. | Identify cognitive, social, & emotional development of students and make connections to learning theory. | InTASC 1 and 2 | Reflections  In-class discussion |
|  | ED382 | 25 | Transitioning to partner school. Currently pre-service teachers complete in a large population school (>500 students). | Knowledge of classroom procedures, instructional strategies, and approaches for managing the learning environment. | InTASC 3, 7 | Reflections |
|  | ED401 | 9 | Florence Middle School (city with >50% on free/reduced lunch and >30% minority) | Examine and track school-wide assessment data (Global Scholar). Use assessment data to provide targeted feedback to students and inform preparation of future instruction. | InTASC 6 | Research & Observation Report |
| **Phase III** |  |  |  |  |  |  |
|  | ED480W | 21 | -Muscle Shoals Middle (city)  -Sheffield Jr. High and High School (city with >50% free/reduced lunch and nearly 50% minority) | Design inquiry-based lessons organized around essential questions. Teach diverse learners using research-based instructional strategies. | InTASC 5, 7, 8 | * Evaluation of edTPA lesson plan * Video analysis reflection * Cooperating Teacher written feedback * Field Experience debriefing |
|  | ED481[[5]](#footnote-5) | 20 | See note 3. | Build professional dispositions. Deepen understanding of the education profession through attendance at various events (i.e. Board of Education meetings). Design instruction using the edTPA template. Apply specific teaching skills while team teaching. | InTASC 7 and 9 | Interviews  Reflections  edTPA lesson plan |
|  | A&S Methods | 15 | Varies according to course. | Build discipline specific content knowledge and a repertoire of instructional strategies. | InTASC 4, 5, and 7 | Varies according to course. |

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1. Placement requirements responses might include rural, urban, or suburban; Title I; grade 4-6; regional School for the Deaf and Blind; magnet school, or general education classroom. [↑](#footnote-ref-1)
2. Assessment instruments which are Key Assessments will be reported elsewhere in this report. It is *not* necessary to provide data tables, an analysis of data, or discussion of the use of data in continuous improvement for all assessments of field experiences. [↑](#footnote-ref-2)
3. Field experiences conform to the following policies:

   * All Class B, Alternative Class A, Class A and Class AA programs shall require extensive field experiences in diverse settings.  Individuals who are employed in position appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.
   * The majority of field experiences must occur in P-12 schools.
   * At least half of the field experiences shall be in the candidate’s teaching field or area of instructional support.

   [↑](#footnote-ref-3)
4. Courses with an asterisk involve “exploratory” field experiences. Pre-service teachers secure their own placements based on specified guidelines. In the remaining courses, the pre-service teachers are placed with cooperating teachers at partner schools. [↑](#footnote-ref-4)
5. ED480W and ED481 will be combined in the future into ED477. Currently, students in ED481 secure their own field experience placements based on course guidelines. [↑](#footnote-ref-5)