University of North Alabama
College of Education & Human Sciences

“Engaging Learners, Inspiring Leaders, Transforming Lives”
Internship Handbook
Spring 2017
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# TEACHER EDUCATION FACULTY/STAFF

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# OFFICE OF CLINICAL EXPERIENCES & TEACHER CERTIFICATION

<table>
<thead>
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# ELEMENTARY EDUCATION

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<tbody>
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# SECONDARY EDUCATION

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<tr>
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<tr>
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# HEALTH, PHYSICAL EDUCATION & RECREATION

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# HUMAN ENVIRONMENTAL SCIENCES

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

**Spring 2017**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Location</th>
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<tbody>
<tr>
<td>Orientation Meeting</td>
<td>January 9th</td>
<td>SH auditorium</td>
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<tr>
<td>Meet Supervisor</td>
<td>4:00</td>
<td>4th floor SH</td>
</tr>
<tr>
<td>Visit second placement for observation</td>
<td>January 10th</td>
<td></td>
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<tr>
<td>Observations in first placement</td>
<td>January 11-13</td>
<td></td>
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<tr>
<td>edTPA boot camp (Elem interns-UNA campus)</td>
<td>January 12th</td>
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<tr>
<td>edTPA boot camp (Sec interns-UNA campus)</td>
<td>January 13th</td>
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<tr>
<td>First placement begins</td>
<td>January 17th</td>
<td></td>
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<tr>
<td>First seminar (mandatory)</td>
<td>February 7th</td>
<td>SH auditorium</td>
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<tr>
<td>2nd–Final Seminar (Mandatory)</td>
<td>March 5th</td>
<td>SH auditorium</td>
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<tr>
<td>Educational Recruitment Day (Third Seminar)</td>
<td>April 18th</td>
<td>Banquet Halls</td>
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<tr>
<td>Second placement ends</td>
<td>May 13th</td>
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<tr>
<td>Graduation</td>
<td>May 13th</td>
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**Interns follow school calendars for holidays not UNA’s schedule**

<table>
<thead>
<tr>
<th>First placement</th>
<th>March 17th-March 10th</th>
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<tr>
<td>Second placement</td>
<td>March 13th-May 5th</td>
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<tr>
<td>Third placement</td>
<td>March 17th-May 5th</td>
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The University of North Alabama Conceptual Framework

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

College of Education and Human Sciences Dispositions

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

Alabama Code of Ethics of the Education Profession

Standard 1: Professional Conduct

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

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

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

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

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

Standard 2: Trustworthiness

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

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

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

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

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
• Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
• Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

**Standard 3: Unlawful Acts**
*An educator should abide by federal, state, and local laws and statutes.*

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

**Standard 4: Teacher/Student Relationship**
*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

Ethical conduct includes, but is not limited to, the following:
• Fulfilling the roles of trusted confidante, mentor, and advocate for students’ growth.
• Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
• Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
• Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:
• Committing any act of child abuse, including physical or verbal abuse.
• Committing any act of cruelty to children or any act of child endangerment.
• Committing or soliciting any unlawful sexual act.
• Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
• Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
• Furnishing tobacco, alcohol, or illegal/authorized drugs to any student or allowing a student to consume alcohol or illegal/authorized drugs.

**Standard 5: Alcohol, Drug and Tobacco Use or Possession**
*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.*

Ethical conduct includes, but is not limited to, the following:
• Factualy representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

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

**Standard 6: Public Funds and Property**
*An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.*

Ethical conduct includes, but is not limited to, the following:
• Maximizing the positive effect of school funds through judicious use of said funds.
• Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
• Misusing public or school-related funds.
• Failing to account for funds collected from students or parents.
• Submitting fraudulent requests for reimbursement of expenses or for pay.
• Co-mingling public or school-related funds with personal funds or checking accounts.
• Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**
*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.* Ethical conduct includes, but is not limited to, the following:
• Insuring that institutional privileges are not used for personal gain.
• Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
• Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
• Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
• Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**
*An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

Ethical conduct includes, but is not limited to, the following:
• Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
• Maintaining diligently the security of standardized test supplies and resources.
Unethical conduct includes, but is not limited to, the following:

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

**Standard 9: Abandonment of Contract**

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

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

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

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

*Alabama Administrative Code 290-3-2-.05*

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

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

*Alabama Administrative Code 290-3-2-.05*

(1) Authority of the State Superintendent of Education

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

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

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

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

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.
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 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 every day throughout the entire period of the internship. Internship is designed as a “no cut” experience; however, interns are allotted two absences from internship without penalty of make-up time. These absences are not automatic (personal time off) they must be pre-approved by the supervisor (sudden illness, death, accident) are some examples of absences that may not be pre-approved. 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 may be delayed and the intern will not be eligible for graduation during the current term.

- Interns should arrive early for the beginning of the school day, seminars, and all school functions
- Observe the same school hours as the classroom teachers at their school
- Interns follow the assigned school calendar instead of the UNA calendar.
- Must be present at all school-related functions that the classroom teacher is expected to attend, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school
- Maintain a daily attendance log.
- 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
  - edTPA days
  - Days missed due to natural disasters (tornadoes, ice storms, snow) unless a make-up day is scheduled by the district and falls during the intern’s placement time.

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

- Notify the cooperating teacher immediately by phone. If the intern cannot reach the cooperating teacher, the intern should call the school office and leave a message with the secretary or principal.
- Send an email by 7:30 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 on the internship timeline.

Dress Guidelines:

Interns are regarded as members of the faculty at the assigned school and must conduct themselves in a manner consistent with professional, ethical, and moral standards at all times. 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.

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.

Social Networking:

Teacher candidates have been advised to keep all of their social networking sites on a strictly private setting. Additionally, 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. No posting of photo/video/etc on social sites. 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.

Classroom Management:

Most schools have a classroom/behavior management system in place. Teacher interns should be familiar with the system of the particular school and classroom teacher and develop individual skills while utilizing the system in place. The classroom teacher should be consulted before any changes are considered. The following suggestions may help build the type of teacher-pupil relationships that should assist in preventing management problems:

- Respect the worth and dignity of each learner.
- Seek to attain a high degree of participation from all learners.
- Learn to make use of the students’ names quickly.
- Become acquainted with the seating arrangement.
- Be alert to all the events of the setting, and focus attention on the total situation.
- Help students set standards of acceptable behavior for various learning situations.
- Plan for the use of freedom and responsibility of movement in the classroom, corridors, and lunchroom.
- Exhibit patience, poise, dignity, and calmness at all times.
- Refrain from the use of sarcasm, destructive criticism, expressions of anger, and derogatory remarks and threats.
- Stop the little things before they gain momentum without undue emphasis on their seriousness.
- Be consistent in expectations, dealings, and relations.
- Be warm and friendly, but be firm.

Corporal Punishment:

Teacher Interns may not administer corporal punishment, nor may they serve as a “witness” when school personnel administer corporal punishment.

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. Interns can also obtain this coverage, by becoming members of a professional organization such as National Education Association's Student Program (SEAO) or Alabama Conference of Educators (ACOE). Teacher interns interested in joining SAEA or ACOE on-line can visit www.nea.org or www.acoe.us. Interns are also encouraged to secure first aid and CPR certifications.

Concerns with the Teacher Candidate:

If at any time a concern arises with a student intern, contact will be made with the assigned college supervisor. The supervisor will 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.

The Candidate Disposition Referral Procedures (see page 28) may be issued 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. A referral is made by faculty, staff, or a cooperating teacher. The candidate is informed of the concern, placed on probation from TEP, 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.

1. Depending on the concern outlined in the referral, it 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.
2. The candidate will be notified by email of the committee’s decision and a meeting will be established with the candidate.

3. 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:

1. Probation from TEP for initiation of referral or denial of initial admission to TEP
2. Suspension from TEP if recommendation of remediation are not met within the timeline established
3. Recommendation to dismiss the candidate from the Educator Preparation

If formal remediation, suspension, and/or dismissal is being considered, the following due process will be followed:

a. 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.

b. 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)

c. The Student Advisory Committee will make a decision regarding the formal remediation, suspension, and/or dismissal of the student.

d. 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.

e. 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 will be on probation from TEP, 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.

**Interns removed from internship will be given an “F” for their final internship grade. Those interns who are removed but allowed to return following the semester will be withdrawn from internship, required to pay tuition again, and must complete the entire duration of the internship timeline. Each situation is handled on a case by case basics but will follow**

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

**Notebook:**

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

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

**Professionalism:**

Teacher candidates are recognized by school personnel, parents, and students as professional educators. Even on private time, their conduct in public places may be viewed and judged by students or parents.

The first step toward becoming a professional is to dress like one. The next step is to be polite and considerate of other professionals in the building including the principal, custodians, secretaries, and paraprofessionals. Grammar and language should be appropriate at all times. Maintaining professional relationships with students is critical.

**Relationships with parents:**

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

- Send home an intern introduction 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.

**Supervisor observations during internship:**

The intern will:

- Establish a time for the observation after consulting with the cooperating teacher.
- Notify the university supervisor in advance of any changes in the schedule.
• Schedule the post-observation conference with the university supervisor.
• Have the lesson plan for the lesson to be observed accessible when the supervisor arrives.
• Have the notebook available for the supervisor. (Includes lessons plans, reflections, and other documents)
• Prepare students for the university supervisor’s visit.

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

Reflection:

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

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:
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

For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in the institution’s service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern’s area of specialization. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate’s Alternative Class A program, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern’s area of specialization. 290-3-3-.02(6)(f)3

An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP’s service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children’s Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children. 290-3-3-.02(6)(f)3
Internships in Class B and Alternative Class A programs. 290-3-3-.02(6)(f)2
(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

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

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

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

(v) For early childhood education and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

(vi) For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

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

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

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

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

Intern: ______________________________ Cooperating Teacher: ______________________________

School: ______________________________ Internship Placement: (circle) 1 2

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

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Hours</th>
<th>Cooperating Teacher’s Verification Signature</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Arrival</td>
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<td>Week 5:</td>
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<td>Week 7:</td>
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<td>Week 8:</td>
<td>Arrival</td>
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**Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.**

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

Intern’s Signature: ______________________________ Date: ______________________________

Supervisor’s Signature: ______________________________ Date: ______________________________

*Completed forms should be placed in the intern’s file and turned in to the Office of Clinical Experiences*
REPORT OF ABSENCE FROM INTERNSHIP

Name______________________________________________

Date of Absence_________________________  Hours Missed____________________

Reason for Absence__________________________________________________________________________________________

______________________________________________________________________________________________________________

Cooperating Teacher_________________________________________________  (Signature)

Supervisor/Director of Clinical Experiences______________________________  (Signature)

You are required to notify the appropriate people (cooperating teacher, supervisor, and Christy Waters) by 7:15 a.m. on the day of your absence.

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

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

Submit this form to
Christy Waters, Director of Clinical Experiences
ccwaters@una.edu
Stevens Hall Suite 515
# Lesson Plan Template

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Grade:</th>
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<tbody>
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<table>
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<tr>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>CCRS Standard(s):</th>
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<tbody>
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</table>

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

<table>
<thead>
<tr>
<th>Learning - Focus</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question(s)</td>
<td></td>
</tr>
<tr>
<td>1-3 BIG ideas! How can these questions be used to guide your instruction?</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Central Focus A description of the important understandings and core concepts that you want students to develop over the course of the learning segment. |            |</p>
<table>
<thead>
<tr>
<th><strong>Daily Lesson Objective(s)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are measurable and aligned with the standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Language</strong></th>
<th><strong>Language Function</strong> (Identify the purpose for which the language is being used, with attention to goal and audience - ex. of verbs that lend themselves to ‘language’ explain, describe, analyze, justify, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the key language demand?</td>
<td>Language Vocabulary (Identify key, content specific words for this lesson: examples of vocabulary words - drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students’ comprehension.)</td>
</tr>
<tr>
<td>What academic language will you teach or develop?</td>
<td></td>
</tr>
<tr>
<td>What are the key vocabulary words and/or symbols?</td>
<td></td>
</tr>
</tbody>
</table>

| **Materials** |  |
|--------------|  |
| What resources can be used to engage students? |  |

| **Introduction to Lesson/ Activating Thinking** |  |
|-------------------------------------------------|  |
| What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content |  |
specific vocabulary words?

***Use knowledge of students’ academic, social, and cultural characteristics.

<table>
<thead>
<tr>
<th>Accommodation(s)-</th>
<th>(a change that helps a student overcome or work around the disability):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification(s)-</td>
<td>(a change in what is being taught or what is expected from the student):</td>
</tr>
<tr>
<td>Differentiation-</td>
<td>(tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</td>
</tr>
<tr>
<td>Language Syntax</td>
<td>(set of conventions for organizing symbols, words, phrases into structures, sentences):</td>
</tr>
<tr>
<td>Language Discourse</td>
<td>(structures of written or oral language; how participants of the content area speak, write, and participate):</td>
</tr>
</tbody>
</table>

### Body of Lesson/Teaching Strategies

What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?

What opportunities will you provide for
<table>
<thead>
<tr>
<th>students to practice content language/vocabulary? What language supports will you offer?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodation(s)</strong> - (a change that helps a student overcome or work around the disability):</td>
</tr>
<tr>
<td><strong>Modification(s)</strong> - (a change in what is being taught or what is expected from the student):</td>
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<td><strong>Language Syntax</strong> (set of conventions for organizing symbols, words, phrases into structures, sentences):</td>
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<td><strong>Language Discourse</strong> (structures of written or oral language; how participants of the content area speak, write, and participate):</td>
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<tr>
<th><strong>Closure/Summarizing Strategies:</strong></th>
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<tr>
<td>How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to</td>
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</table>
## Targeted Language Support
Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse).

## Assessment/Evaluation
Every standard listed above must be assessed and included. Questions to consider while planning: How

**Reminder:** Assessment plan must align with objective(s)/standard(s).

**Assessment Plan for IEP Goals and/or 504 Plans** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson):

**Assessment Plan for Learning Objectives** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson):

---

**Accommodation(s)** - (a change that helps a student overcome or work around the disability):

**Modification(s)** - (a change in what is being taught or what is expected from the student):

**Differentiation** - (tailoring instruction to meet individual needs; differentiating the content, process, and/or product):

**Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences):

**Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate):
will students exhibit an understanding of the lesson's objectives? How will you provide feedback? What evidence will you collect to demonstrate students' understanding/mastery of the lesson's objective(s) including their usage of vocabulary?
# Teacher Candidate Observation Instrument

## Beginning Teacher Performance Levels:

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<td><strong>Ineffective</strong></td>
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<td><strong>Developing</strong></td>
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<td><strong>Effective</strong></td>
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<td><strong>Exemplary</strong></td>
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**U** = Unobserved

### Planning

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

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

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

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<tr>
<td><strong>Classroom Management</strong></td>
<td>Promoted positive, collaborative peer interactions (CAEP 1.1, InTASC 3)</td>
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<td>Created and maintained a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning (CAEP 1.1, InTASC 3)</td>
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<td>Implemented effective rules, procedures, and routines that promoted respect and responsibility (CAEP 1.1, InTASC 3)</td>
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<td>Provided smooth transitions between activities, maximized instructional time, and implemented an introduction and closure in your lesson (CAEP 1.1, InTASC 3)</td>
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**Evidence & Strengths:**

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

Questions, Suggestions, & Next Steps:

Please provide comments of the Teacher Candidate’s overall performance

Overall Strength and/or Areas for Improvement:

Is implementation of an improvement or remediation plan necessary?  

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

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

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

*Modified document credited to UAB Student Teacher Observation Form*
Candidate Disposition Referral Procedures

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:

4. 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.

5. 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.

6. The candidate will be notified in writing of the committee’s decision and a meeting will be established with the candidate.

7. 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

If formal remediation, suspension, and/or dismissal is being considered, the following procedures will occur:

f. 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.

g. 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)

h. The Student Advisory Committee will make a decision regarding the formal remediation, suspension, and/or dismissal of the student.

i. 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.

j. 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.

k. 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*

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<tr>
<th>Candidate Name:</th>
<th>Course Name:</th>
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- Elementary
- Secondary (content area): ________________

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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.
- Other

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.

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Candidate Signature: Date:
Evaluator Signature: Date:

Please submit a copy to the Office of Clinical Experiences-Christy Waters
ccwaters@una.edu
Teacher Candidate Checklist

Intern:
- Attend internship orientation
- Attend ARI training
- Joined Remind 101 Fall 2016 Intern group
- Add dates of seminars and other meetings to my calendar
- Start building notebook (see page 14 for details)
- Stick to the edTPA timeline
- Review internship handbook policies
- Submit lesson plans on time each week before teaching
- Solicit feedback often from cooperating teacher/supervisor
- Alert Mrs. Waters/supervisor of any issues
- Sign up for a resume day (sign-up during 2nd seminar)
- Apply for certification (information will be emailed to you)
- Transcript waiver signed and submitted with certification paperwork
- Complete online documents in Tk20 (see Intern Evaluations and forms)

Cooperating teacher:
- Give cooperating teacher his/her handbook
- Exchange phone and email contacts
- Obtain a classroom schedule and school calendar
- What after-hours events will you need to attend
- Discuss upcoming curriculum and obtain materials
- Lay out a plan for internship weeks including setting dates for solo
- When will we plan each week
- Obtain a class list
- Discuss school policies, emergency procedures, and discipline plan
- Where can you park
- Where do I store any valuables
- What technology can I use
- What is the procedure for using the copying machine
- What is the procedure in the lunchroom
- What is the grading policy/entering grades
- Remind cooperating teacher about their Tk20 forms

Supervisor:
- Exchange contact information
- Send them a class schedule
- Set a day/time lesson plans will be due each week
- Be sure to alert them of any field trips or times you will not be teaching
- Have notebook prepared with all lesson plans/reflections/other documents requested.
- Maintain open communication and except constructive feedback
# Internship Evaluations and Forms

## Teacher Candidates

### First Placement:
- edTPA Portfolio**--Due March 13th
- Lesson plans-supervisors will provide instructions
- Intern Confirmation Form-Due Feb. 7th
- Attendance Log-Turn in to supervisor-Due March 13th
- Report of Absences-submit within three days to Director of Clinical Experiences

### Second Placement:
- Teacher Work Sample**--Due May 5th
- Lesson plans-supervisors will provide instructions
- Candidate Self-Assessment of Dispositions**--Due May 5th
- Attendance Log-Turn in to supervisor-Due May 5th
- Report of Absences-submit within three days to Director of Clinical Experiences

## Cooperating Teachers

### First Placement:
- Lesson plans-supervisors will provide instructions
- Two Teacher Candidate Observation Instruments-Completed during weeks 1-3 and 4-7 of placement
- Professional Assessment of Candidate Dispositions**--Due March 10th (Elementary and P-12 Only)
- Teacher Summative Evaluation**-Due March 10th (Elementary and P-12 Only)

### Second Placement:
- Lesson plans-supervisors will provide instructions
- Two Teacher Candidate Observation Instruments-Completed during weeks 1-3 and 4-7 of placement
- Professional Assessment of Candidate Dispositions**--Due May 5th
- Teacher Summative Evaluation**-May 5th

## Supervisors

### First Placement:
- Lesson plans
- Minimum of two Teacher Candidate Observation Instruments
- edTPA local evaluation**-Due April 3rd

### Second Placement:
- Lesson plans
- Minimum of two Teacher Candidate Observation Instruments
- Teacher Work Sample
- Professional Assessment of Candidate Dispositions**--Due May 5th
- Teacher Summative Evaluation**-Due May 5th

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**Tk20 Submission**
UNIVERSITY OF NORTH ALABAMA OFFICE
OF CLINICAL EXPERIENCES

Intern Confirmation

I, ___________________________, the undersigned University of North Alabama student and College of Education intern, voluntarily state that I have acquired or viewed a copy of all school rules, policies, and standards of conduct, including Acceptable Use Policies, so that I may carefully comply with said rules, policies, and standards. I further state, and my signature below confirms that I have received the documents listed below:

  • School Handbook
  • University Catalog
  • Internship Handbook
  • Internship Syllabus

I also confirm, by my signature below, that I have completely read all of the above-listed documents. I further voluntarily state that I understand that I am a guest in my designated school and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and copyright laws to adherence of local school rules) set forth within the above-listed publications and documents with respect to internship and interns. As a responsible candidate for teacher certification, I will refrain from unprofessional behavior including but not limited to inappropriate internet and/or mobile phone usage (Snapchat, Facebook, personal blogs, etc.) at all times. In addition, I will refrain from all electronic communications during the school day. I also understand that a failure to act consistently with said rules, policies, guidelines, and standards of conduct and professional behavior, within the discretion of the University of North Alabama, the school, or school system, may result in my permanent removal from internship. This includes breaches of confidentiality and/or any public discussion regarding the school environment. I further acknowledge that I will not be permitted to remain in, or be readmitted into, any University of North Alabama internship if I fail to comply with any school, system, or university policy or procedure.

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<th>Intern’s Name (print):</th>
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<tr>
<td>Name of Cooperating Teacher(s):</td>
<td>Intern’s Signature:</td>
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<td>Grade Level(s) or Content Areas:</td>
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