

# University of North Alabama

## College of Education

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



# Internship Handbook

Spring 2010



Dear Interns:

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

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

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

Sincerely,

*Donna P. Jacobs*

Donna P. Jacobs, Dean  
College of Education



## Teacher Education Faculty

Dr. Donna Jacobs, Dean (College of Education)	765-4252
Dr. Betty Dean Newman, Director of Continuous Improvement and Accreditation	765-4571

### OFFICE OF CLINICAL EXPERIENCES

Felecia Harris – Director of Clinical Experiences	<a href="mailto:fyharris@una.edu">fyharris@una.edu</a>	765-4309
Mary Lee Hudson – Administrative Secretary	<a href="mailto:mlhudson@una.edu">mlhudson@una.edu</a>	765-4656

### ELEMENTARY EDUCATION

Dr. Linda Armstrong, Chair	765-4230
Dr. Pam Fernstrom Chaney	765-4264
Dr. Lisa H. Clayton	765-4732
Dr. Ann Dillon	765-4283
Dr. Ruth Dumas	765-4299
Dr. Barbra Goodnite	765-4679
Dr. Victoria Hulsey	765-5024
Dr. Katie Kinney	765-4623
Dr. Janice Myhan	765-4958
Dr. Greg Risner	765-4325
Dr. Robert Young	765-4327

### SECONDARY EDUCATION

Dr. Lee Hurren, Chair	765-4686
Dr. Linda Blount	765-4545
Dr. Joy Brown	765-4837
Dr. Peggy Campbell	765-4578
Dr. Lelon Davidson	765-4598
Dr. Robert Johnson	765-4573
Dr. Linda Lewis	765-4568
Dr. Carolyn Lovett	765-4253
Dr. Laura Stokes	765-4619
Dr. John Wakefield	765-4482

### HEALTH, PHYSICAL EDUCATION & RECREATION

Dr. Tom Coates, Chair	765-4378
-----------------------	----------

### HUMAN ENVIRONMENTAL SCIENCES

Ms. Jane Wilson, Chair	765-4313
------------------------	----------

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



UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

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



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

*“Changing lives. Creating futures.”*

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

**“Knowledgeable Practicing Professionals”**

**who:**

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

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.



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

- The candidate demonstrates commitment to professionalism and ethical standards.
- The candidate demonstrates a desire to analyze/evaluate concepts and clinical practices, and to evaluate and/or initiate innovative practice.
- The candidate demonstrates dedication to life-long learning by being current with technology and research in his/her field.
- The candidate demonstrates having high expectations for all learners.
- The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all.
- The candidate demonstrates desire to communicate with family and community members to make them partners in education.
- The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.

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



**Every Student Should Have:**

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

---

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



# Code of Ethics of the Education Profession

## Preamble

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

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

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

## PRINCIPLE I

### Commitment to the Student

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

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

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

## PRINCIPLE II

### Commitment to the Profession

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



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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*

## **ALABAMA EDUCATOR CODE OF ETHICS**

### **Introduction**

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

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

### **Code of Ethics Standards**

*Standard 1: Professional Conduct*

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

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

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

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

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.



- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

#### *Standard 2: Trustworthiness*

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

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

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

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

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

#### *Standard 3: Unlawful Acts*

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

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

#### *Standard 4: Teacher/Student Relationship*

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

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

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

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

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

#### *Standard 5: Alcohol, Drug and Tobacco Use or Possession*

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

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

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



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

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

*Standard 6: Public Funds and Property*

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

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

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

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

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

*Standard 7: Remunerative Conduct*

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

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

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

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

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

*Standard 8: Maintenance of Confidentiality*

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

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

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

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

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



#### *Standard 9: Abandonment of Contract*

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

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

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

#### **Reporting**

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

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

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

#### **Disciplinary Action**

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

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

(1) Authority of the State Superintendent of Education

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

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

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

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

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



## **PURPOSES AND OBJECTIVES OF THE INTERSHIP PROGRAM**

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

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

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

### **Practical Teaching Abilities**

This includes competent performance in at least the following areas:

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

### **Appropriate Personal Qualities and Professional Attitudes**

This includes a sensitivity to and continuous effort to:

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

### **Personal Philosophy of Education**

This includes a consideration of at least the following:

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

### **Reflective Practice**

This includes a consideration of at least the following:

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



## GENERAL GUIDELINES FOR INTERNS

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

## ATTENDANCE REGULATIONS

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

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

Interns will follow the schedule set by the school and teacher for reporting to and leaving the school. The intern may be asked to sign in and out in the school office. In addition, the intern is required to maintain a daily attendance log (p.21). If the intern is absent from teaching **for any reason**, the intern must notify the cooperating teacher, the university supervisor, and clinical experiences office. The intern should contact the appropriate people **as soon as possible** (by 7:15 a.m. of the day of absence, earlier if possible). If the intern cannot reach the cooperating teacher, the intern should call the school office and leave a message with the secretary or principal. A Report of Absence (p.22) form is to be completed and submitted to the Office of Clinical Experiences **within three working days** following each absence. Internship is designed as a “no cut” experience; however, interns are allotted two absences from internship. **Absences for any reason beyond the two allotted days require make-up time and may result in grade reduction and/or delayed credit for the internship experience. This includes any partial days missed.**

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

## CERTIFICATE APPLICATION PROCESS

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

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



## CLASSROOM MANAGEMENT

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

## CONDUCT, DRESS, AND GROOMING

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

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

## HOLIDAYS AND VACATIONS

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

## LAWS THAT AFFECT INTERNS

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

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

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

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

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



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

## PROFESSIONAL LIABILITY

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

## REFLECTION

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

## RELATIONS WITH PARENTS

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

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

## SEMINARS

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

## SUBSTITUTE TEACHING

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



## THE INTERNSHIP TEAM

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

## THE ROLE OF THE INTERN

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

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

## RESPONSIBILITIES CONCERNING OBSERVATIONS

The intern will:

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



- Prepare students for the University supervisor's visit.

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

## Projected Responsibilities Outline

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

### FIRST PLACEMENT

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

### SECOND PLACEMENT

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

## THE ROLE OF THE COOPERATING TEACHER

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

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

Before the intern arrives, the cooperating teacher should:

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

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

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



- \_\_\_\_\_ Familiarize the intern with
  - the school building
  - the school personnel
  - school policies
  - classroom management procedures
  - methods of keeping attendance
  - grading procedures
  - report cards
  - cumulative folders
  - fire & tornado drill procedures
  - media and technological equipment
  - resource materials
- \_\_\_\_\_ Discuss projected responsibilities outline
- \_\_\_\_\_ Establish, with the intern, a unit topic to be implemented with the total class.
- \_\_\_\_\_ Discuss the cultural diversity of the school with the intern.

Throughout the term, the cooperating teacher should:

- \_\_\_\_\_ Encourage the intern's positive attitude about the teaching profession.
- \_\_\_\_\_ Through weekly discussions, update the projected responsibilities.
- \_\_\_\_\_ Provide the opportunity and guidance necessary for the intern to learn the art of teaching through involvement with students.
- \_\_\_\_\_ Plan for intern to have intern about his/her concerns and needs. The cooperating teacher and intern should schedule a conference time each week to reflect upon areas of teaching that have been successful and others that have been unsuccessful. They should also discuss teaching and management strategies, upcoming lessons, and the individual needs and learning styles of the students.
- \_\_\_\_\_ Check the intern's daily and long-range lesson plans well in advance of their intended use. Any worksheets for children need to be approved by the cooperating teacher.
- \_\_\_\_\_ Encourage the intern to use his/her own ideas.
- \_\_\_\_\_ Increase teaching responsibilities as the intern shows that he/she has the ability to assume them.
- \_\_\_\_\_ Assist the intern in selecting other teachers to observe and in setting up times for observations.
- \_\_\_\_\_ Inform the university supervisor or director of clinical experiences immediately when serious problems occur.
- \_\_\_\_\_ Make at least one structured observation each week.
- \_\_\_\_\_ Work closely with the university supervisor so that contradictory information is not given to the intern.
- \_\_\_\_\_ Share with the university supervisor your own evaluation of the intern's performance.
- \_\_\_\_\_ Be on school grounds and accessible to the intern.
- \_\_\_\_\_ Always arrange for a substitute teacher if any absence is necessary. The intern may teach provided the substitute teacher is in the room.

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

- \_\_\_\_\_ Plan to leave the classroom as much as possible. Students need to be told that the intern is "in charge." If the cooperating teacher is always present, this is often difficult for the students to understand.  
However, the cooperating teacher should be accessible to the intern **at all times**.
- \_\_\_\_\_ Let the intern be responsible for management of the classroom. Although cooperating teachers must often assist with extreme discipline problems, the intern needs to manage the day as much as possible.
- \_\_\_\_\_ Observe in the classroom for some portion of every day during the "solo" teaching. These observations, both scheduled and unscheduled, should be discussed to provide reflective feedback for the intern.

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

- \_\_\_\_\_ Fill out the final evaluation. Discuss the assessment with the intern and the university supervisor.
- \_\_\_\_\_ Return the completed evaluation and observation records to the university supervisor.



## **OBSERVATIONS & EVALUATION BY THE COOPERATING TEACHER**

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

## **THE ROLE OF THE UNIVERSITY SUPERVISOR**

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

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

## **OBSERVATIONS & EVALUATIONS BY THE UNIVERSITY SUPERVISOR**

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

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



## **THE ROLE OF THE COOPERATING PRINCIPAL**

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

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

## **THE ROLE OF THE SUPERINTENDENT**

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

## **THE ROLE OF THE OFFICE OF CLINICAL EXPERIENCES**

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

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



# **ADDITIONAL INFORMATION AND FORMS**



## Documentation of Attendance

Intern: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Internship Placement: (circle) 1<sup>st</sup> Placement      2<sup>nd</sup> Placement

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

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

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

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



## REPORT OF ABSENCE FROM INTERNSHIP

Name \_\_\_\_\_

Date of Absence \_\_\_\_\_ Hours Missed \_\_\_\_\_

Reason for Absence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

(Signature)

University Supervisor \_\_\_\_\_

(Signature)

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

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

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

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



## Lesson Plan

(Detailed lesson plan format available on LiveText)

Candidate's Name:

Lesson Prepared for:

Date of Lesson:

Grade:

Content Area:

Topic:

Approximate Allocated Time for Lesson:

Student(s) with IEPs/504 plan? Yes

No

Don't Know

P-12 Standards

### Lesson Objective(s)

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

### Assessment

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

Accommodations:

### Instruction

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

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

### Guided/Independent Practice

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

Accommodations: Individual and/or groups of students need.

### Closure

### Materials and Resources

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

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

### Unitedstreaming or Other Electronic Resources

### Reflection

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



## **Portfolio Requirements**

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

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

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

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

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



## SUPERVISOR'S OBSERVATION LOG

\_\_\_\_\_ Semester, 20\_\_\_\_

UNA Supervisor\_\_\_\_\_ School\_\_\_\_\_

**Intern** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**Cooperating Teacher**\_\_\_\_\_

[illegible]

**Note: A minimum of four written observations utilizing the Observation Report of Intern Narrative form are required for supervision documentation. A minimum of two formal observations are completed and documented during weeks 1-8 & a minimum of two formal observations are completed and documented during weeks 9-16). Supervisors are encouraged to maintain regular (weekly) contact with all interns and cooperating teachers to promote collaboration and assure success.**



## OBSERVATION REPORT OF INTERN NARRATIVE

Student Intern: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ Time: From \_\_\_\_\_ To \_\_\_\_\_

### Area I – Preparation for Instruction:

---

---

---

### Area II – Presentation of Organized Instruction:

---

---

---

---

---

---

---

---

---

---

---

---

### Area III – Assessment of Performance:

---

---

---

### Area IV – Classroom Management:

---

---

---

### Area V – Positive Learning Climate:

---

---

---

### Area VI – Communication:

---

---

---

### Area VII – Performance of Professional Responsibilities:

---

---

---



Student Intern:

Completed by:

Additional Comments/Suggestions:

Student Intern:

University Supervisor:

Cooperating Teacher:

Date:

**NOTE: Additional comments may be attached**

**PEPE Teacher Competencies and Indicators**

**Preparation for Instruction**

1. Select objectives from approved state and/or school system sources
2. Selects long-range goals
3. States short-term, measurable objectives of the lesson
4. Selects and uses various instructional resources, including available technology
5. Selects and uses resources appropriate to individual needs of students
6. Ensures equipment is in working order and ready for use when needed

**Presentation of Organized Instruction**

1. Secures student attention
2. Orients students to lesson
3. Gives clear, concise, and age appropriate directions
4. Provides modeling of how to do a task
5. Explains concepts, terms, vocabulary
6. Encourages critical thinking through effective questioning
7. Designs activities related to objective
8. Relates current lesson to previous and future lesson content and experiences
9. Provides guided practice
10. Summarizes lesson
11. Monitors and adjust instruction to accommodate all learners' need
12. Exhibits knowledge of subject matter and pedagogy

**Assessment of Student Performance**

1. Monitors student performance and measures progress frequently and systematically
2. Designs assessments to elicit higher level responses
3. Includes current technologies to enhance assessment processes

4. Provides feedback to students
5. Uses assessment results to make instructional decisions

**Classroom Management**

1. Uses time effectively
2. Disseminates materials and supplies efficiently
3. Manages student behavior using positive behavioral supports

**Positive Learning Climate**

1. Communicates high expectations
2. Involves students in interactions
3. Expresses positive affect/minimizes negative affect
4. Maintains physical environment conducive to learning

**Communication**

1. Uses standard speech/uses correct grammar
2. Pronounces words correctly
3. Adjusts rate of speaking/volume as needed
4. Writes legibly
5. Spells words correctly
6. Employs a variety of modes of communication
7. Organizes verbal/written presentations

**Performance of Professional Responsibilities**

1. Completes assigned task on time
2. Is punctual for school, class, meetings, and other scheduled activities
3. Adheres to local personnel policies and procedures
4. Treats confidential information about students, staff, and school in a professional and ethical manner
5. Exhibits professionalism in communications with parents/guardians
6. Collaborates on a professional level with colleagues and administrators



## INTERN PROGRESS REPORT

***Submit to the Office of Clinical Experiences***

Intern: \_\_\_\_\_

School Placement: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

This form is to be completed by the Cooperating Teacher and the University Supervisor when there is a concern about the progress and performance of the Intern.

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**Please attach copies of all observation forms to date and return to the Office of Clinical Experiences**



# **COPIES OF EVALUATION FORMS**

**(All evaluations will be completed in  
LiveText)**



**1. UNIVERSITY OF NORTH ALABAMA ~**

**EVALUATION OF COOPERATING TEACHER BY TEACHER CANDIDATE**

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

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

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

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



**1. UNIVERSITY OF NORTH ALABAMA ~ OFFICE OF CLINICAL EXPERIENCES**

**CANDIDATE SELF-ASSESSMENT OF DISPOSITIONS**

*The purpose of this form is to help you identify your current level of development of professional dispositions.*

*You will use these responses to measure your personal growth throughout the education program.*

2Date . I am presently functioning at the followin.

(MM/DD/YYYY)

3Semester ☒

Fall ☐ Spring

☐ Summer

4Year ☐

2008 ☐ 2009

☐ 2010 ☐

2011 ☐ 2012

5Candidate First Name

6Candidate Last Name

7E-mail address

8Ethnicity

☐ Non-Resident

Alien ☐ African

American, Non-

Hispanic ☐ American

Indian or Alaskan

Native

☐ Asian or Pacific

Islander ☐

Hispanic ☐ White,

Non-Hispanic ☐

Other

9Gender ☐ Male ☒

Female

10Major

☐ Elementary  
Education  
(undergraduate)

☐ Elementary  
Education  
(graduate  
program)

☐ Special  
Education Graduate  
Program ☐

Human  
Environmental  
Science

☐ Secondary  
Education  
(undergraduate)

☐ Secondary  
(graduate  
program)

☐ Counselor  
Education

☐  
Instructional  
Leadership (Ed  
Leadership)



- ☐ Alternative 5th year Program
- ☐ HPER
- 11 Content Area
- ☐ Art ☐ Biology
- ☐ Business/Marketing
- ☐ Chemistry
- ☐ Counseling ☐
- ☐ Elem. Education
- ☐ Graduate Elem. Education ☐
- ☐ Graduate Sec. Education ☐
- ☐ English/LA ☐ ESL
- ☐ Family Consumer Science
- ☐ French ☐
- ☐ General Science
- ☐ Geography ☐
- ☐ German
- ☐ Physical Education ☐
- ☐ History ☐
- ☐ Mathematics ☐
- ☐ Physics ☐ Ed. Leadership
- ☐ V/C Music ☐
- ☐ I/Music ☐
- ☐ Graduate Special Education ☐
- ☐ Social Science ☐
- ☐ Spanish
- 12 At which point is this evaluation being completed?
- ☐ ED 292 ☐
- ☐ Internship ☐
- ☐ ED000/CHD000
- ☐ Endling Graduate Program
- 13 **Please rate yourself on your level of demonstration professional dispositions using the following criteria:**
- Proficient**=Adept (expert); **Evolving**=(growing,);
- Entry**= beginning to develop;
- Deficient**=lack any level of this



- disposition
- 14 Disposition 1:  
Demonstrate commitment to professionalism and ethical standards.  
I am presently functioning at the following level for Disposition 1:
- ☐ Proficient ☒ Evolving ☐ Entry ☐ Deficient
- 15 Disposition 2:  
Demonstrate a desire to analyze/evaluate concepts and clinical practices and to evaluate and/or initiate innovative practice.  
I am presently functioning at the following level for Disposition 2:
- ☐ Proficient ☒ Evolving ☐ Entry ☐ Deficient
- 16 Disposition 3:  
Demonstrate dedication to life-long learning  
I am presently functioning at the following level for Disposition 3:
- ☐ Proficient ☒ Evolving ☐ Entry ☐ Deficient
- 17 Disposition 4:  
Demonstrate having expectations for all learners.  
I am presently functioning at the following level for Disposition 4:
- ☐ Proficient ☒ Evolving ☐ Entry ☐ Deficient



- Entry ☐  
Deficient
- 18 Disposition 5:  
Demonstrate respect for cultural and individual differences by providing equitable learning opportunities for all.  
I am presently functioning at the following level for Disposition 5:  
☐ Proficient ☐  
Evolving ☐  
Entry ☐  
Deficient
- 19 Disposition 6:  
Demonstrate desire to communicate with family and community members to make them partners in education.  
I am presently functioning at the following level for Disposition 6:  
☐ Proficient ☐  
Evolving ☐  
Entry ☐  
Deficient
- 20 Disposition 7:  
Demonstrate commitment to collaboration with other professionals to improve the overall learning of students.  
I am presently functioning at the following level for Disposition 7:  
☐ Proficient ☐  
Evolving ☐



Entry  
Deficient



**UNIVERSITY OF NORTH ALABAMA ~**

**EVALUATION OF INTERN SUPERVISOR BY TEACHER CANDIDATE**

1. Date (MM/DD/YYYY)

2. Semester

3. Year

4. Supervisor First Name

5. Supervisor Last Name

6. School Name

7. Subject Area

8. Major

9. Grade Level

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

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

11. Showed professional respect for me as a teacher.

12. Demonstrated professional attitude.

13. Was knowledgeable about teaching and management strategies.

14. Observed me often enough to adequately evaluate my performance.

15. Gave me written and oral feedback about my strengths and weaknesses.

16. Helped me outline clear objectives for the improvement of my teaching.

17. Checked my portfolio/notebook on a regular basis.

18. Had regular conferences with me.

19. Encouraged me to engage in self reflection after each lesson.

20. Provided feedback and suggested ways to improve my planning and presentation of instruction.

21. Provided feedback and suggested ways to improve my assessment of student performance.

22. Provided feedback and suggested ways to improve my classroom management skills.

23. Provided feedback and suggested ways to develop a positive learning climate.

24. Provided feedback and suggested ways to improve my communication skills.

25. Provided feedback and suggested ways to improve my performance of professional responsibilities.

26. Was fair and objective in evaluating my performance.

27. Worked closely with my cooperating teacher.

28. Number of times University Supervisor visited. (Include short visits and visits for entire lessons.)

29. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.



**UNIVERSITY OF NORTH ALABAMA ~ GRADUATING SENIOR SURVEY**

1. Today's Date (MM/DD/YYYY)

2. Semester

3. Year

4. Ethnicity

*Information and data provided is used for data collection only. Any information about the University of North Alabama students, faculty and staff and will be kept in the strictest confidence.*

5. Gender

6. Program of Studies

7. My major is:

8. My academic major was adequate and I feel confident that I am prepared to meet the challenges of my profession.

9. My required courses prepared me in the knowledge, uses, and applications of technology relevant to my major.

10. My required courses presented material in a global context, preparing me to interact with individuals from different cultural, ethnic, racial, gender and socioeconomic groups including individuals with disabilities.

11. My program of study included field and clinical/laboratory experiences and/or internship/cooperative opportunities that allowed me to apply theory to practice in my major.

12. Through the courses in my major I developed effective communication skills.

13. Through the courses in my major I developed effective communication skills.

14. The courses in my major assisted me in developing critical thinking skills.

15. Because of the coursework in my major, I am confident that I can seek out and acquire the knowledge necessary for me to be successful in my profession.

16. Faculty members in my major courses provided effective and appropriate instructional opportunities.

17. I am pleased with the overall quality of instruction I received in my major.

18. Faculty in my major provided appropriate academic advising and support throughout my program.

19. The library has adequate holdings relevant to my major.

20. Facilities and equipment (including classrooms, labs, etc.) were adequate.

21. I would classify myself as

22 . Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.



1 . **UNIVERSITY OF NORTH ALABAMA ~ OFFICE OF CLINICAL EXPERIENCES**  
**(PEPE) INTERN EVALUATION**

2. Date (MM/DD/YYYY)
3. Semester
4. Year
5. Candidate First Name
6. Candidate Last Name
7. School
8. Subject Area (Secondary only)
9. Grade Level of this Internship Placement

**Rating Scale: A=Target B=Acceptable C=Unacceptable D=Not Applicable**

10. \_\_\_\_\_ *PREPARATION FOR INSTRUCTION*
11. Selects objectives from approved state and/or school system sources
12. Selects long-range goals
13. States short-term, measurable objectives of the lesson
14. Selects and uses various instructional resources, including available technology
15. Selects and uses resources appropriate to individual needs of students
16. Ensures equipment is in working order and ready for use when needed
17. \_\_\_\_\_ *PRESENTATION OF ORGANIZED INSTRUCTION*
18. Secures student attention
19. Orients students to lesson
20. Gives clear, concise, and age appropriate directions
21. Provides modeling of how to do task
22. Explains concepts, terms, vocabulary
23. Encourages critical thinking through effective questioning
24. Designs activities related to objective
25. Relates current lesson to previous and future lesson content and experiences
26. Provides guided practice
27. Summarizes lesson
28. Monitors and adjusts instruction to accommodate all learners' needs
29. Exhibits knowledge of subject matter and pedagogy
30. \_\_\_\_\_ *ASSESSMENT OF STUDENT PERFORMANCE*
31. Monitors student performance and measures progress frequently and systematically
32. Designs assessments to elicit higher level responses
33. Includes current technologies to enhance assessment processes
34. Provides feedback to students
35. Uses assessment results to make instructional decisions
36. \_\_\_\_\_ *CLASSROOM MANAGEMENT*
37. Uses time effectively
38. Disseminates materials and supplies efficiently
39. Manages student behavior using positive behavioral supports
40. \_\_\_\_\_ *POSITIVE LEARNING CLIMATE*
41. Communicates high expectations
42. Involves students in interactions
43. Expresses positive affect/minimizes negative affect
44. Maintains physical environment conducive to learning
45. \_\_\_\_\_ *COMMUNICATION*
46. Uses standard speech/uses correct grammar
47. Pronounces words correctly
48. Adjusts rate of speaking/volume as needed
49. Writes legibly
50. Spells words correctly
51. Employs a variety of modes of communication
52. Organizes verbal/written presentations
53. \_\_\_\_\_ *PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES*
54. Completes assigned tasks on time
55. Is punctual for school, class, meetings, and other scheduled activities
56. Adheres to local personnel policies and procedures
57. Treats confidential information about students, staff, and school in a professional and ethical manner
58. Exhibits professionalism in communications with parents/guardians
59. Collaborates on a professional level with colleagues and administrators
60. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.
61. Supervisor Signature



**1.UNIVERSITY OF NORTH ALABAMA ~ OFFICE OF CLINICAL EXPERIENCES**  
**INTERN SUPERVISOR EVALUATION BY COOPERATING TEACHER**

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

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

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

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



**1. UNIVERSITY OF NORTH ALABAMA ~ OFFICE OF CLINICAL EXPERIENCES**

**PROFESSIONAL ASSESSMENT OF STUDENT DISPOSITIONS**

**Completed by: University Supervisor and Cooperating Teacher**

2 Date (MM/DD/YYYY)

3 Semester ☐ Fall ☐ Spring ☐ Summer

4 Year ☐ 2008 ☐ 2009 ☐ 2010 ☐ 2011 ☐ 2012

5 Candidate First Name

6 Candidate Last Name

7 Ethnicity

☐ Non-Resident Alien ☐ African American, Non-Hispanic ☐ American Indian or Alaskan Native  
☐ Asian or Pacific Islander ☐ Hispanic ☐ White, Non-Hispanic ☐ Other

8 Gender

☐ Male ☐ Female

9 Major

☐ Elementary Education (undergraduate) ☐ Elementary Education (graduate program)  
☐ Special Education Graduate Program ☐ Human Environmental Science  
☐ Secondary Education (undergraduate) ☐ Secondary (graduate program)  
☐ Counselor Education ☐ Instructional Leadership (Ed Leadership)  
☐ Alternative 5th year Program ☐ HPER

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

**Proficient** = Target; **Evolving** = **Acceptable** (growing); **Entry** = just beginning; **Deficient** = not suitable at any level of the program

11 The candidate demonstrates commitment to professionalism and ethical standards.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

12 The candidate demonstrates a desire to analyze/evaluate concepts and clinical practices, and to evaluate and/or initiate innovative practice.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

13 The candidate demonstrates dedication to life-long learning by being current with technology and research in his/her field.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

14 The candidate demonstrates having high expectations for all learners.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

15 The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

16 The candidate demonstrates desire to communicate with family and community members to make them partners in education.

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

17 The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students

Proficient = Target; Evolving = Acceptable (growing); Entry = just beginning; Deficient = not suitable at any level of the program

☐ Proficient ☐ Evolving ☐ Entry ☐ Deficient

18 Evaluator First Name

19 Evaluator Last Name

20 Role of Evaluator

☐ University Supervisor ☐ Cooperating Teacher ☐ Instructor

21 Comments



**1. UNIVERSITY OF NORTH ALABAMA ~ OFFICE OF CLINICAL EXPERIENCES**  
**COOPERATING TEACHER EVALUATION BY UNIVERSITY SUPERVISOR**

2. Date (MM/DD/YYYY)

3. Semester

4. Year

5. Cooperating Teacher First Name

6. Cooperating Teacher Last Name

7. Cooperating Teacher School

8. Subject Area/Cooperating Teacher

9. Grade level/Cooperating Teacher

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

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

11. Planned activities to involve the teacher candidate in the classroom at a gradual pace.

12. Allowed the teacher candidate to try out new ideas.

13. Required the development of daily lesson plans.

14. Worked closely with me and had regular conferences with me concerning teacher candidate progress.

15. Encouraged the teacher candidate to engage in self reflection after each lesson.

16. Provided the teacher candidate feedback and suggestions concerning planning and preparation of instruction.

17. Provided the teacher candidate feedback and suggestions concerning assessment of student performance.

18. Provided the teacher candidate feedback and suggestions concerning classroom management skills.

19. Provided the teacher candidate feedback and suggestions concerning developing a positive learning climate.

20. Provided the teacher candidate feedback and suggestions concerning communication skills.

21. Provided the teacher candidate feedback and suggestions concerning performance of professional responsibilities.

22. Was fair and objective in evaluating the teacher candidate performance.

23. Demonstrated professional attitude.

24. Was prompt in completing and turning in teacher candidate internship documentation, forms, etc.

25. Do you recommend that this teacher be used again for future internships?

26. Please provide additional comments or explanation here. Make sure to include the question number when providing clarification or commentary.

27. Name of Supervisor

28. Title



**1. UNIVERSITY OF NORTH ALABAMA~OFFICE OF CLINICAL EXPERIENCES**  
**INTERN FINAL EVALUATION**

*To be completed at the end of the intern placement (by UNA candidate supervisor)*

INSTRUCTION FOR REFERENCE: As a supervisor of this student, please evaluate his/her ability and merit as a prospective teacher.

2. Semester
3. Year
4. Placement
5. Intern First Name
6. Intern Last Name
7. School Name
8. Subject Taught

**Rating Scale: A=Target B=Acceptable C=Unacceptable D=Not Applicable**

9. \_\_\_\_\_ *PERSONAL COMPETENCY*

10. Professionally Dressed
11. Grammatical Expression
12. Creativeness
13. Patience & Understanding
14. Initiative & Enthusiasm
15. Judgment
16. Professional Attitude

17. \_\_\_\_\_ *TEACHING COMPETENCY*

18. Preparation for Instruction
19. Presentation of Organized Instruction
20. Assessment of Student Performance
21. Classroom Management
22. Positive Learning Environment
23. Communication
24. Performance of Professional Responsibilities
25. Supervisor Name
- 26 . Title



1. **UNIVERSITY OF NORTH ALABAMA~OFFICE OF CLINICAL EXPERIENCES**  
**COE COMPETENCIES ASSESSMENT**

*To be completed at the end of the intern placement (by UNA candidate supervisor)*

*Instruction for Reference: As a supervisor of this candidate, please assess his/her ability and merit as a prospective teacher.*

2. Today's Date (MM/DD/YYYY)

3. Semester

4. Year

5. Candidate Last Name

6. Candidate First Name

7. E-mail address

*Please provide us with an e-mail address other than your university e-mail. This information is for internal use only and will not be shared with anyone outside of the University of North Alabama.*

*This address may be used to contact you after graduation for survey purposes.*

8. Ethnicity

9. Gender

10. Please Select Major

11. Subject Area (Secondary only)

12. **Do not make a selection here, Please use the following criteria to rate the candidate beginning with item 14 as:**

**Exceptional** - Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers

**Proficient** - Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers.

**Basic**-Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.

**Unacceptable**-Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

13. \_\_\_\_\_ **WITH REGARD TO SUBJECT MATTER KNOWLEDGE THE CANDIDATE:**

14. Demonstrated the process of inquiry in subject matter content areas that they taught.

15. Provided accommodations, modifications, and/or adaptations to general curriculum.

16. Used students' prior knowledge and experiences to introduce new subject-area related concepts and ideas.

17. Created interdisciplinary learning experiences that allowed students to integrate knowledge, skills, and methods of inquiry from several subject areas.

18. Accessed resources to gain information about state, district, and school policies and procedures.

19. Appropriately structured activities that reflected the scope and sequence of the content area.

20. \_\_\_\_\_ **WITH REGARD TO STUDENT DEVELOPMENT THE CANDIDATE:**

21. Recognized individual variations in learning and development that exceeded the typical range and used this information to provide appropriate learning activities.

22. Applied knowledge of student learning and development in planning, selection of instructional strategies, classroom management techniques, communication, assessment, and collaboration to create appropriate, challenging and supportive learning opportunities for students.

23. \_\_\_\_\_ **WITH REGARD TO DIVERSITY THE CANDIDATE:**

24. Built students' awareness, sensitivity, acceptance, and appreciation of all students including those with manifestations of a disability.

25. Modeled, taught, and integrated multicultural awareness, acceptance, and appreciation.

26. Communicated in ways that demonstrate a sensitivity to cultural, gender, disability, linguistic, and family diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation.

27. \_\_\_\_\_ **WITH REGARD TO INSTRUCTIONAL STRATEGIES THE CANDIDATE:**

28. Shared responsibility for education of students with diverse needs including students with disabilities to ensure implementation of appropriate instructional strategies.

29. Used research-based practices.

30. Modified tasks and/or accommodated individual needs.



31. Provided a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning.
32. Adjusted instruction in response to information gathered from ongoing monitoring of performance and progress of students with diverse needs including students with disabilities.
33. Used strategies that promoted the independence, self-control, and self-advocacy of all students.
34. Made developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners.
35. Provided accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expanded and increased students' pace of learning and competence in reading, writing, speaking, and listening.
36. Stimulated interest in and fostered appreciation for the written word, promoted reading growth, and increased the motivation of students to read widely and independently for information and pleasure.
37. Provided integration of reading and writing instruction.
38. Provided the application of technology across all content areas.
39. Provided opportunities for all students to develop skills and strategies in critical thinking and problem solving.
40. Evaluated, selected, and integrated a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction.
41. Varied teaching roles such as instructor, facilitator, coach, listener, and mentor.
42. Facilitated students' individual and collaborative use of technologies.
43. \_\_\_\_\_ *WITH REGARD TO CLASSROOM MANAGEMENT AND THE LEARNING ENVIRONMENT*  
*THE CANDIDATE:*
44. Used interests and preferences of students to design activities that encouraged students with diverse needs including students with disabilities to make positive contributions.
45. Took action to promote social relationships among students, including age-appropriate peers and students with disabilities.
46. Created learning environments that encouraged engagement, self-motivation, academic, and social learning.
47. Used individual behavioral support plans to proactively respond to the needs of all students.
48. Designed learning environments that encouraged engagement, self-motivation, academic, and social learning.
49. Encouraged students to assume increasing responsibility for themselves and promote each others' learning.
50. Organized, allocated, and managed the resources of time, space, and activities.
51. Used appropriate classroom/behavior management and discipline techniques.
52. Communicated optimal expectations for each student.
53. Organized, used, and monitored a variety of student groupings for instruction.
54. \_\_\_\_\_ *WITH REGARD TO COMMUNICATION THE CANDIDATE:*
55. Provided multiple opportunities to foster effective verbal and nonverbal communication including assistive technologies.
56. Demonstrated appropriate listening strategies that included questioning and reflective listening.
57. Used effective nonverbal communication and responded appropriately to nonverbal cues from students.
58. Modeled appropriate verbal and written communication.
59. \_\_\_\_\_ *WITH REGARD TO PLANNING THE CANDIDATE:*
60. Planned learning opportunities based on the Alabama Course(s) of Study applicable to his/her teaching field and appropriate for diverse learners.
61. Used data to guide instruction.
62. Collaborated to plan instruction for an expanded curriculum in general education to include IEPs and other plans such as Section 504 for students with disabilities.
63. Selected teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills.
64. \_\_\_\_\_ *WITH REGARD TO ASSESSMENT THE CANDIDATE:*
65. Designed and used a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives.



66. Collaborated with others to incorporate accommodations into all assessments.
67. Engaged all students in assessing and understanding their own learning and behavior.
68. Used technology to assess student progress and manage records.
69. Used classroom observation, student response and other sources to evaluate students' learning and revise practice.
70. Evaluated students' technology proficiency and students' technology-based products within curricular areas.
71. Focused on student learning based on: interpretation of reports from standardized tests currently required statewide, other assessments of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.
72. \_\_\_\_\_ *WITH REGARD TO PROFESSIONALISM THE CANDIDATE:*
73. Engaged in and reflected on meaningful professional development activities in order to enhance teaching and learning.
74. Kept accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.
75. Communicated and collaborated effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.
76. Conducted professional activities in an ethical manner consistent with the requirement of law, rules, regulations, policies, and procedures.
77. Used best practices, professional literature, and collegial assistance to improve as a teacher and learner.
78. Maintained confidential student information in a professional manner.
79. Practiced safe, responsible, legal, and ethical use of technology and complied with school and district acceptable use policies including fair-use and copyright guidelines and Internet-user protection policies.
80. Exhibited the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.
81. \_\_\_\_\_ *WITH REGARD TO COLLABORATION THE CANDIDATE:*
82. Shared instructional responsibility for students with diverse needs, including students with disabilities, to develop collaborative teaching relationships and instructional strategies.
83. Participated as reflective members of different types of teams including but not limited to Building-Based Student Support Teams with the education process.
84. Collaborated with para-educators and other para-professionals.
85. Used confidential student information in a professional manner.
86. Name of Supervisor
87. Title



## ***Dispositions' Assessment Rubric***

<b>Disposition</b>	<b>Proficient = Adept (Expert)</b>	<b>Evolving (Growing)</b>	<b>Entry (Beginning to Develop)</b>	<b>Deficient</b>
1. The candidate demonstrates commitment to professionalism and ethical standards.	S/he is punctual and regularly attends classes. S/he maintains positive attitude during and outside of class. S/he is honest and trustworthy in communications and interactions with others. S/he demonstrates ethical behavior. S/he is open and receptive to change and even seeks opportunity to change for the better. S/he often goes beyond required assignments. Dresses appropriately and neatly during visits to schools and for class.	S/he is punctual and regularly attends classes; proper notification is given if otherwise. S/he maintains positive attitude during and outside of class. S/he is honest and trustworthy in communications and interactions with others. S/he demonstrates ethical behavior. S/he is open and receptive to change. S/he is willing to go beyond required assignments. Dresses appropriately during visits to schools.	May include any of the following: S/he is rarely punctual and regularly misses classes. S/he maintains negative attitude during and outside of class. S/he demonstrates dishonesty in communications and interactions with others. S/he lacks ethical behavior. S/he is not open and receptive to change. S/he is unwilling to go beyond required assignments. Dresses inappropriately during visits to schools.	Lacks evidence of demonstrating disposition.
2. The candidate demonstrates a desire to analyze/evaluate concepts and clinical practices, and to evaluate and/or initiate innovative practice.	S/he welcomes constructive feedback from others. S/he is committed to and searches for ideas to provide a variety of ways for students to learn. S/he conducts self assessment through reflection and encourages the same from others.	S/he is accepting of constructive feedback from others. S/he is committed to providing a variety of ways for students to learn. S/he conducts self assessment through reflection.	May include any of the following: S/he resists constructive feedback from others. S/he does not find value in providing a variety of ways for students to learn. S/he rarely, if ever, conducts self assessment through reflection.	Lacks evidence of demonstrating disposition.
3. The candidate demonstrates dedication to life-long learning by being current with technology and research in his/her field.	S/he demonstrates a willingness to read and/or conduct research on his/her own. S/he seeks opportunities to participate in professional development. S/he takes responsibility for personal learning. S/he demonstrates proper use of current technology and shares it with others.	S/he demonstrates a willingness to read and/or conduct research on his/her own. S/he seeks opportunities for professional development. S/he takes responsibility for personal learning. S/he demonstrates proper use of current technology.	May include any of the following: S/he lacks a willingness to read and/or conduct research on his/her own. S/he avoids professional development. S/he does not take responsibility for personal learning. S/he is unfamiliar with common technology.	Lacks evidence of demonstrating disposition.
4. The candidate demonstrates having high expectations for all learners.	S/he demonstrates that all students can learn at their potential. S/he often makes positive contributions to the learning of others. S/he understands the role of standards and outcomes	S/he demonstrates that all students can learn at their potential. S/he makes a positive contribution to the learning of others. S/he understands the role of standards and outcomes.	The candidate fails to demonstrate high expectations for all learners.	Lacks evidence of demonstrating disposition.
5. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all.	S/he is tolerant and appreciative of, ideas and views of others. S/he is respectful of and responsive to individual differences, and encourages the sharing of them. S/he provides challenging, exciting, and equitable learning opportunities for all. S/he considers backgrounds, interests, and attitudes of all students when planning, and adjusts lessons accordingly.	S/he is tolerant of, and responsive to, ideas and views of others. S/he is respectful of and responsive to individual differences. S/he provides equitable learning opportunities for all. S/he considers backgrounds, interests, and attitudes of all students when planning.	May include any of the following: S/he is intolerant of the ideas and views of others. S/he is disrespectful of individual differences. S/he does not provide equitable learning opportunities for all. S/he fails to consider backgrounds, interests, and attitudes of all students when planning.	Lacks evidence of demonstrating disposition.
6. The candidate demonstrates desire to communicate with family and community members to make them partners in education.	S/he is sensitive to students, peers, and families of different cultures and with special needs, and offers special assistance when appropriate. S/he encourages interactions in a mutually respectful and friendly manner.	S/he is sensitive to students, peers, and families of different cultures and with special needs. S/he encourages interactions in a mutually respectful and friendly manner.	May include any of the following: S/he is insensitive to students, peers, and families of different cultures and with special needs. S/he does not encourage interactions in a mutually respectful and friendly manner.	Lacks evidence of demonstrating disposition.
7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.	S/he relates well to peers, faculty, staff, and other professionals. S/he is willing to share information and ideas with others, and does so often. S/he works well with others to develop opportunities for peer and student learning, and seeks opportunities to do so. S/he acts as a consultant with other individuals/systems related to students/clients.	S/he relates well to peers, faculty, staff, and other professionals. S/he is willing to share information and ideas with others. S/he works well with others to develop opportunities for peer and student learning. S/he acts as a consultant with other individuals/systems related to students/clients.	May include any of the following: S/he does not relate well to peers, faculty, staff, and other professionals. S/he is unwilling to share information and ideas with others. S/he resists working with individuals/systems related to students/clients.	Lacks evidence of demonstrating disposition.



## Evaluation Forms

<b>Forms completed on LiveText (Per Internship Placement Session)</b>			
	<b>Elementary</b>	<b>Secondary</b>	<b>Fifth Year</b>
<b>Supervisors</b>			
Prof. Assessment of Student Dispositions	<b>1</b>	<b>1</b>	<b>1</b>
Cooperating Teacher Evaluation	<b>1</b>	<b>1</b>	<b>1</b>
*Intern Final Evaluation <i>(Print &amp; Submit)</i>	<b>1</b>	<b>1</b>	<b>1</b>
*PEPE Student Intern Evaluation <i>(Print &amp; Submit)</i>	<b>1</b>	<b>2</b>	<b>2</b>
Educate Alabama <i>(Pilot) (Print &amp; Submit)</i>	<b>1</b>	1 completed weeks 1-8 & 1 completed weeks 9-16	
<b>Cooperating Teachers</b>			
Prof. Assessment of Student Dispositions	<b>1</b>	<b>1</b>	<b>1</b>
Intern Supervisor Eval. by Coop. Teacher	<b>1</b>	<b>1</b>	<b>1</b>
*PEPE Student Intern Evaluation <i>(Print &amp; Submit)</i>	<b>1</b>	<b>2</b>	<b>2</b>
		1 completed weeks 1-8 & 1 completed weeks 9-16	
<b>Interns</b>			
Evaluation of Cooperating Teacher	<b>1</b>	<b>1</b>	<b>1</b>
Evaluation of Intern Supervisor	<b>1</b>	<b>1</b>	<b>1</b>
Candidate Self-Assessment of Dispositions	<b>1</b>	<b>1</b>	<b>1</b>
Graduating Senior Survey	<b>1</b>	<b>1</b>	<b>1</b>
<b>Written Forms</b>			
<b>Supervisors</b>			
Observation Log	<b>1</b>	<b>1</b>	<b>1</b>
Observation Narrative	<b>2</b>	<b>4</b>	<b>4</b>
		2 completed weeks 1-8 & 2 completed weeks 9-16	
<b>Cooperating Teachers</b>			
Observation Narrative	<b>1</b>	<b>2</b>	<b>2</b>
		1 completed weeks 1-8 & 1 completed weeks 9-16	
<b>Interns</b>			
Documentation of Attendance	<b>1</b>	<b>2</b>	<b>2</b>
Intern Confirmation	<b>1</b>	<b>1</b>	<b>1</b>

**Note:** *\*PEPE Student Intern Evaluation* and *\*Intern Final Evaluation* form should be printed before the form is submitted in LiveText and included in intern files.



**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 (myspace, 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 breeches 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.

Name of School: \_\_\_\_\_

Intern's Name (print): \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return this form within two weeks (01/29/10) to your supervisor who will in turn file it with the Director of Clinical Experiences.**