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Dear Teacher Candidates,

Congratulations on your advancement to the final stage of your degree program. Internship is one of the most challenging and rewarding experiences! We are dedicated to supporting you and promoting a positive and productive clinical experience.

The purpose of clinical practice experiences is to help prepare innovative, reflective and creative, professional educators with high ethical and moral standards who have the understanding, attitudes and skills necessary for effective teaching. Please note that your clinical practice will be a full time/full day experience Monday-Friday for the duration of 15-16 weeks. The clinical practice experience is a professional commitment that must be taken seriously.

The internship handbook provides guidance for everyone involved in the internship experience. It further describes the role of the Teacher Candidate and the responsibilities he/she is expected to fulfill in the host Cooperating Teacher’s classroom, as well as in the seminar coursework. It is important to review the supporting roles involved in the clinical practice experience to understand your resources. Your commitment and determination has led you this far in the journey. I am excited to see how all of you mature into professional teachers. I wish you all the best as you begin this exciting and rewarding semester!

Best regards,

Christy Waters
Christy Waters, Director of Clinical Experiences
College of Education and Human Sciences

Disclaimer
The University of North Alabama College of Education and Human Sciences reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The University of North Alabama Teacher Preparation Program Field/Clinical Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. Advisors and other personnel are available to guide the learner with respect to the requirements; it is the ultimate responsibility of the learner to follow them.
## TEACHER EDUCATION FACULTY/STAFF

### ADMINISTRATIVE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Katie Kinney</td>
<td>Interim Dean</td>
<td><a href="mailto:ccwaters@una.edu">ccwaters@una.edu</a></td>
<td>256-765-4482</td>
</tr>
<tr>
<td>Dr. Beth Sewell</td>
<td>Associate Dean</td>
<td><a href="mailto:sknight5@una.edu">sknight5@una.edu</a></td>
<td>256-765-4252</td>
</tr>
</tbody>
</table>

### STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Christy Waters</td>
<td>Director of Clinical Experiences</td>
<td><a href="mailto:ccwaters@una.edu">ccwaters@una.edu</a></td>
<td>256-765-4482</td>
</tr>
<tr>
<td>Mr. Gyasi Kellam</td>
<td>Director of Teacher Certification</td>
<td><a href="mailto:gkellam@una.edu">gkellam@una.edu</a></td>
<td>256-765-4860</td>
</tr>
<tr>
<td>Ms. Lindsey Pittington</td>
<td>Data &amp; Assessment Specialist</td>
<td><a href="mailto:lpittington@una.edu">lpittington@una.edu</a></td>
<td>256-765-4318</td>
</tr>
<tr>
<td>Ms. Connie Sparks</td>
<td>edTPA Coordinator</td>
<td><a href="mailto:csprarks3@una.edu">csprarks3@una.edu</a></td>
<td>256-765-4317</td>
</tr>
<tr>
<td>Ms. Susan Knight</td>
<td>Executive Administrative Assistant</td>
<td><a href="mailto:sknight5@una.edu">sknight5@una.edu</a></td>
<td>256-765-4252</td>
</tr>
<tr>
<td>Ms. Jay Moraites</td>
<td>Senior Administrative Assistant</td>
<td><a href="mailto:jmoraites@una.edu">jmoraites@una.edu</a></td>
<td>256-765-4631</td>
</tr>
<tr>
<td>Ms. Lindsey Goode</td>
<td>Administrative Assistant (Elem. Ed)</td>
<td><a href="mailto:lgoode1@una.edu">lgoode1@una.edu</a></td>
<td>256-765-4251</td>
</tr>
<tr>
<td>Ms. Alicia Brooks</td>
<td>Administrative Assistant (Sec. Ed)</td>
<td><a href="mailto:abrooks5@una.edu">abrooks5@una.edu</a></td>
<td>256-765-4575</td>
</tr>
</tbody>
</table>

### ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Dr. Katie Kinney</td>
<td><a href="mailto:kckinney@una.edu">kckinney@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Linda Armstrong</td>
<td><a href="mailto:larmstrong@una.edu">larmstrong@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Lisa Clayton</td>
<td><a href="mailto:lhclayton@una.edu">lhclayton@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Trudy Abel</td>
<td><a href="mailto:tabel@una.edu">tabel@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Robert Young</td>
<td><a href="mailto:rdyoung@una.edu">rdyoung@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Lorie Johnson</td>
<td><a href="mailto:ljohnson15@una.edu">ljohnson15@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Erin Vaughn</td>
<td><a href="mailto:evaughn1@una.edu">evaughn1@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Madonna Choat</td>
<td><a href="mailto:mechoat@una.edu">mechoat@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Rebecca Smith</td>
<td><a href="mailto:rsmith27@una.edu">rsmith27@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Terri Garrison</td>
<td><a href="mailto:tgarrison2@una.edu">tgarrison2@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Rebecca Hopkins</td>
<td><a href="mailto:rhopkins@una.edu">rhopkins@una.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### SECONDARY EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Dr. Leah Whitten</td>
<td><a href="mailto:lswhitten@una.edu">lswhitten@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Matt Campbell</td>
<td><a href="mailto:mcampbell6@una.edu">mcampbell6@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Joy Brown</td>
<td><a href="mailto:jmbrown@una.edu">jmbrown@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Felecia Harris</td>
<td><a href="mailto:fyharris@una.edu">fyharris@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Beth Sewell</td>
<td><a href="mailto:bsewell@una.edu">bsewell@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Lamont Maddox</td>
<td><a href="mailto:lmaddox@una.edu">lmaddox@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Gary Padgett</td>
<td><a href="mailto:gpadgett@una.edu">gpadgett@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jessica Mitchell</td>
<td><a href="mailto:jmitchelli2@una.edu">jmitchelli2@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jeff Cornelius</td>
<td><a href="mailto:jdcornelius@una.edu">jdcornelius@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Chris James</td>
<td><a href="mailto:cljames@una.edu">cljames@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jean Ann Helm-Allen</td>
<td><a href="mailto:jhelm@una.edu">jhelm@una.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### ADJUNCTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsea Scott</td>
<td><a href="mailto:cburgess@una.edu">cburgess@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Kathy Hargett</td>
<td><a href="mailto:khargett3@una.edu">khargett3@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Susan Hamm</td>
<td><a href="mailto:shamm2@una.edu">shamm2@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Melinda Gentle</td>
<td><a href="mailto:mgentle1@una.edu">mgentle1@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Pat Stegall</td>
<td><a href="mailto:rstegall@una.edu">rstegall@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mary Moore</td>
<td><a href="mailto:mcmoore@una.edu">mcmoore@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Sharyn Head</td>
<td><a href="mailto:sghead@una.edu">sghead@una.edu</a></td>
<td></td>
</tr>
<tr>
<td>Kim Curry</td>
<td><a href="mailto:mmcurry@una.edu">mmcurry@una.edu</a></td>
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</table>
# Internship Timeline Spring 2019

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

<table>
<thead>
<tr>
<th>January 14th-March 8th</th>
<th>March 11th-May 3rd</th>
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<tbody>
<tr>
<td><strong>first placement</strong></td>
<td><strong>second placement</strong></td>
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</table>

## December:

10th-21st Make contact with your cooperating teacher

## January:

<table>
<thead>
<tr>
<th>7th</th>
<th>Orientation meeting</th>
<th>SH auditorium</th>
<th>8:30-12:30</th>
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</thead>
<tbody>
<tr>
<td>7th</td>
<td>edTPA Task 4 Elem Only</td>
<td>East Campus</td>
<td>3:00-5:30</td>
</tr>
<tr>
<td>8th</td>
<td>A.L.I.C.E training/Counseling Workshop</td>
<td>East Campus</td>
<td>Elem: 8:30-11:30; Sec: 1:30-4:30</td>
</tr>
<tr>
<td>9-11th</td>
<td>ARI training <em>(bring 2 inch three ring binder)</em></td>
<td>East Campus</td>
<td>8:30-3:30</td>
</tr>
<tr>
<td>14-18th</td>
<td>Orientation days in schools-everyone</td>
<td>Full school day</td>
<td></td>
</tr>
<tr>
<td>14th</td>
<td>ECE edTPA</td>
<td>East Campus</td>
<td>1:00-4:30</td>
</tr>
<tr>
<td>15th</td>
<td>Sec. Group A edTPA</td>
<td>East Campus</td>
<td>1:00-4:30</td>
</tr>
<tr>
<td>16th</td>
<td>Sec. Group B edTPA</td>
<td>East Campus</td>
<td>1:00-4:30</td>
</tr>
<tr>
<td>17th</td>
<td>Elem edTPA</td>
<td>East Campus</td>
<td>1:00-4:30</td>
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</table>

## February:

| 5th  | Intern confirmations due/ seminar | SH Auditorium | 3:30-5:30 |

## March:

<table>
<thead>
<tr>
<th>5th</th>
<th>Seminar</th>
<th>SH Auditorium</th>
<th>3:30-5:30</th>
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<tbody>
<tr>
<td>11th</td>
<td>edTPA submission/second placement begins</td>
<td></td>
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<tr>
<td>19th</td>
<td>Mock interview day</td>
<td>GUC</td>
<td>3:30-5:30</td>
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## April:

<table>
<thead>
<tr>
<th>16th</th>
<th>Educational Recruitment Day (Third Seminar)</th>
<th>Banquet Halls</th>
<th>12:30-3:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>30th</td>
<td>Final Seminar</td>
<td>SH Auditorium</td>
<td>3:30-5:30</td>
</tr>
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</table>

## May:

<table>
<thead>
<tr>
<th>3rd</th>
<th>Second placement ends</th>
</tr>
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<tbody>
<tr>
<td>11th</td>
<td>Graduation</td>
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</table>
The University of North Alabama Conceptual Framework

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

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

College of Education and Human Sciences Dispositions

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

Alabama Code of Ethics of the Education Profession

**Standard 1: Professional Conduct**
*An educator should demonstrate conduct that follows generally recognized professional standards.*

Ethical conduct includes, but is not limited to, the following:
- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:
- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

**Standard 2: Trustworthiness**
*An educator should exemplify honesty and integrity in the course of professional practice.*

Ethical conduct includes, but is not limited to, the following:
- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:
- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
Ethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

**Standard 3: Unlawful Acts**

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

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

**Standard 4: Teacher/Student Relationship**

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

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

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

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

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

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

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

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

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

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

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

**Standard 6: Public Funds and Property**

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

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

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

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

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

**Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Ethical conduct includes, but is not limited to, the following:

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

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

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

**Standard 8: Maintenance of Confidentiality**

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

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

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

• Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.

• Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.

• Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract
An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

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

• Abandoning the contract for professional services without prior release from the contract by the employer;

• Refusing to perform services required by the contract.

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

Alabama Administrative Code 290-3-2-.05
(1) Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

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

Alabama Administrative Code 290-3-2-.05
(1) Authority of the State Superintendent of Education
   (a) The Superintendent shall have the authority under existing legal standards to:

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

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

• Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.

• Order from a court of competent jurisdiction.

• Violation of any other laws or rules applicable to the profession.

• Any other good and sufficient cause.

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

Guidelines for Internship

Overview:

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

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

Experiences of the intern shall progress gradually to exercise full responsibilities of the teacher for at least 20 days, including at least 10 consecutive days. The intern must be in charge of all of the classroom activities, both learning and normal housekeeping, for the full day for 20 days. The 20-day requirement represents a minimum requirement. The intern should be allowed to teach as much as possible in both a full time and a part time or team teaching manner.
The intern should be exposed to and have responsibility for all of the activities and duties of a fully certified, employed teacher. This would include the use of College and Career Ready Standards, extracurricular school activities for which the cooperating teacher is responsible, faculty and in-service meetings, PTA meetings, student permanent records, morning/afternoon duty, etc.

**Attendance:**

Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship. Internship is designed as a “no cut” experience; however, serious personal illness of the intern or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**

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

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

- Interns should arrive early for the beginning of the school day, seminars, and all school functions
- Observe the same school hours as the classroom teachers at their school
- **Interns follow the assigned school calendar instead of the UNA calendar**
- Must be present at all school-related functions that the classroom teacher is expected to attend, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school
- Maintain a daily attendance log that stays in the intern’s notebook at all times (page 19)
- Please notify the Director of Clinical Experiences and the university supervisor if you will not be at the school. (Field trips, meetings off campus, etc…)
- Absences from internship that do not need to be made up:
  - Seminars
  - Career fair sponsored by the College of Education
  - edTPA days
  - Days missed due to natural disasters (tornadoes, ice storms, snow) unless a make-up day is scheduled by the district and falls during the intern’s placement time.

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

**Reporting an Absence:**

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

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

Dress Guidelines:

Interns are regarded as members of the faculty at the assigned school and must conduct themselves in a manner consistent with professional, ethical, and moral standards at all times. Dress and/or grooming that disrupts the educational environment may result in removal from internship. **School dress codes must be followed at all time.**

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

Cell Phone/Computer Use:

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

Fire Arms/Medication:

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

Social Networking:

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

Substitute teaching:

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

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

Laws that Affect Interns:

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

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

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

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

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

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

Professional Liability:

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

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

Reasons for Intervention or Possible Removal of the Teacher Candidate

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

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

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


5. Other reasons as determined by UNA.

Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

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

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

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

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

4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student’s Procedural Rights). The PEC will be assembled for the meeting to review all relevant information. During the hearing, the Director of Teacher Preparation or designee will present the information, listen to the teacher candidate, discuss circumstances regarding the information, and hear the teacher candidate’s concerns. Based upon the discussion and the preponderance of evidence, the hearing will result in the PEC making a decision. The student has three (3) working days to appeal the PEC’s decision to the Dean of the
COEHS. If the teacher candidate fails to appear at the hearing, the hearing may be held without his or her presence or statements.

5. A situation in which the teacher candidate places classroom students in danger or shows severe behavioral misconduct (refer to the Alabama Code of Ethics) toward a student(s), their family, school staff, university staff, or other university student(s), or violates state or federal law, will be cause for immediate removal from the classroom setting. Such behavior may result in suspension or dismissal from the COEHS Teacher Education Program. The Dean shall have final authority to remove a teacher candidate including, but not limited to reasons previously described.

Appeals Procedure

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

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

2. The Dean will review the appeal.

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

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

Dismissal from the Teacher Education Program

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

Role of the teacher candidate

Overview:

A successful experience in internship will largely depend on the ability to adapt to a new situation and to develop good working relationships with the other members of the team, especially the cooperating teacher(s), cooperating principal, and university supervisor. **A positive attitude can make the difference between a successful or unsuccessful experience.** Interns are assigned to full-time responsibilities in a school for a school semester as a culminating experience of a professional educator preparation program. The following list includes general responsibilities and expectations:

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

**Notebook:**

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

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

**Professionalism:**

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

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

**Relationships with parents:**

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

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

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

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

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

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

Supervisor observations during internship:

The intern will:

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

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

Reflection:

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

edTPA:

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

*edTPA Financial Responsibility Statement:* Beginning Fall 2018, teacher candidates will be responsible for all fees associated with edTPA. For information regarding submission and associated costs, candidates should access edTPA.com. Pending the Alabama State Board of Education’s approval, the Principles of Learning and Teaching Assessment will no longer be required after August 31, 2018 for certification issuance.
Role of the University Supervisor:
The university supervisor is assigned to work with the intern, cooperating teacher, and principal during the internship.
- Acts as the instructor for the professional internship
- Provides assistance and guidance in the completion of internship assignments
- Evaluates all internship assignments
- Serves as liaison between the university and the schools
- Acquaints the cooperating teacher with his/her responsibilities in relation to the interns
- Makes pertinent information concerning the intern available to the cooperating teacher
- Maintains required documentation records on each intern
- Becomes acquainted with the principal, faculty, students, policies, curriculum, and school plant facilities of the assigned schools
- Visits the intern on a regular basis throughout the semester
- Provides constructive feedback to the intern after each observation visit
- Encourages reflective thinking
- Communicates with the cooperating teacher on a regular basis so that contradictory information will not be given to the intern
- Acts as a resource person to the cooperating teacher and intern
- Encourages students to make individual decisions about their own personal philosophies of education, the curriculum, management strategies, and instructional techniques
- Helps the intern increase understanding of teaching and the responsibilities, duties, and roles of a teacher
- Counsels the intern concerning problems and assists in reconciliation of problems through alternative plans of action
- Notifies the Office of Clinical Experiences when serious problems occur
- Acts as an evaluator of the progress of the intern and assigns the final grades
- Works with the Office of Clinical Experiences in identifying schools and qualified cooperating teachers

Role of the Cooperating Teacher

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

Cooperating teacher requirements:

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

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

Cooperating teacher observation of candidate:

The cooperating teacher will conduct formal observations of the intern at appropriate times during each placement and record them through Tk20/Watermark. Two formal observations are to be completed during the first placement and two formal observations during the second placement. The cooperating teacher will utilize the Teacher Candidate Observation Instrument to document the intern’s performance.

- Teacher Candidate Observation Instrument
- Professional Assessment of Student Dispositions
- Teacher Summative Evaluation
• Verify the intern’s attendance log weekly to verifying accuracy and all absence reports
• Evaluate candidate performance while utilizing university-provided forms that address the competencies required of all beginning teachers in the State of Alabama:
  a. preparation for instruction
  b. presentation of organized instruction
  c. assessment of student performance
  d. classroom management
  e. positive learning climate
  f. oral and written communication
  g. performance of professional responsibilities
• Provide feedback to the Office of Clinical Experiences and university supervisors on pertinent knowledge and skills necessary for candidates to become effective teachers.
• Report any difficulties experienced in working with the candidate to the Director of Clinical Experiences.

University Supervisors and Cooperating Teachers Guidelines:

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

P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern’s area(s) of specialization. 290-3-3-.02(6)(f)3

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

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

Educator Preparation Internship Placement Requirements

Internships in Class B and Alternative Class A programs. 290-3-3-.02(6)(f)2
(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

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

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

(iv) For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.
(v) For early childhood education and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

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

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

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

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

Internships in Class A and AA programs. 290-3-3-.02(6)(f)2
Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).
**Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.**
REPORT OF ABSENCE FROM INTERNSHIP

Name ________________________________________________________________

Date of Absence_________________________ Hours Missed____________________

Reason for Absence__________________________________________________________________

______________________________________________________________________________

Cooperating Teacher__________________________________________________________

(Signature)

Supervisor or Director of Clinical Experiences________________________________________

(Signature)

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

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

Note: You will be required to make up any time missed from placement.

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

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

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Grade:</th>
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<th>CCRS Standard(s):</th>
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<tr>
<th>Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):</th>
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<th>Daily Lesson Objective(s) Objectives are measurable and aligned with the standard.</th>
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</table>

**Introduction to Lesson/Activating Thinking**

***Use knowledge of students’ academic, social, and cultural characteristics to meet diverse needs.***

<table>
<thead>
<tr>
<th>Body of Lesson/Teaching Strategies</th>
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</thead>
<tbody>
<tr>
<td>Body of Lesson/Teaching Strategies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials/Technology</th>
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<thead>
<tr>
<th>Closure/Summarizing Strategies:</th>
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<table>
<thead>
<tr>
<th>Assessment/ Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Reminder: Assessment plan must align with objective(s)/standard(s).</td>
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<table>
<thead>
<tr>
<th>Reflection</th>
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</table>
University of North Alabama Lesson Plan Rubric

Purpose: To provide continual monitoring of a candidate’s lesson planning performance within the college and P-12 classroom settings. The rubric is comprised of categories on the left in which each teacher candidate will be assessed. These categories have been matched to the InTASC Model Core Teacher Standards and CAEP Standard 1 - Content and Pedagogical Knowledge. This rubric is used to provide specific and frequent feedback to the teacher candidate and the EPP.

<table>
<thead>
<tr>
<th><strong>College and Career Readiness Standards</strong></th>
<th><strong>Target (3 pts)</strong></th>
<th><strong>Acceptable (2 pts)</strong></th>
<th><strong>Unacceptable (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1, 4, 5, 7, 8</td>
<td>Selects appropriate CCRS standards that link to the lesson objectives.</td>
<td>Selects appropriate CCRS standards.</td>
<td>Selects limited appropriate CCRS standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Target (3 pts)</strong></th>
<th><strong>Acceptable (2 pts)</strong></th>
<th><strong>Unacceptable (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1, 2, 4, 7, 8</td>
<td>Objectives include higher order thinking, are written in terms of observable and measurable student behavior, and appropriately fit age/ability level of students.</td>
<td>Objectives are written in terms of observable and measurable student behavior and appropriately fit age/ability level of students.</td>
<td>Objectives written in terms of unobservable and/or unmeasurable student behavior and/or do not fit age/ability level of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Target (3 pts)</strong></th>
<th><strong>Acceptable (2 pts)</strong></th>
<th><strong>Unacceptable (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1, 2, 3, 4, 6, 7, 8</td>
<td>Assessment strategies clearly match lesson objectives and are appropriate for diverse learners.</td>
<td>Assessment strategies match lesson objectives and include appropriate accommodations for diverse learners.</td>
<td>Assessment strategies do not match lesson objectives and include few or no accommodations for diverse learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Introduction to Lesson/Activating Thinking</strong></th>
<th><strong>Target (3 pts)</strong></th>
<th><strong>Acceptable (2 pts)</strong></th>
<th><strong>Unacceptable (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Includes a clear review of previously learned content, provides steps to secure students' attention, and states lesson's purpose and objective(s) related to students' lives.</td>
<td>Includes some reference to previously learned content and states purpose and objectives.</td>
<td>No review of previously learned content and no clear purpose of lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body of Lesson/Teaching Strategies</strong></th>
<th><strong>Target (3 pts)</strong></th>
<th><strong>Acceptable (2 pts)</strong></th>
<th><strong>Unacceptable (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Instruction is appropriate for diverse learners, with logical and systematic procedures, and provides evidence of knowledge of subject matter. Provides appropriate guided/independent practice for all students and opportunities for extending the learning beyond the lesson.</td>
<td>Instruction is appropriate for diverse learners, with logical systematic procedures and provides evidence of knowledge of subject matter. Provides guided/independent practice for some students.</td>
<td>Instructional procedures lack organization, evidence of knowledge of subject matter and/or appropriate accommodations. Adequate practice is not provided and/or is not appropriate for lesson objectives.</td>
</tr>
</tbody>
</table>
| **Closure**  
InTASC 1, 2, 4, 5, 6, 7, 8 | Includes details of a clearly summarized lesson related to lesson objectives. | Lesson is summarized. | Little evidence of any closure or summary of lesson. |
|----------------------------|--------------------------------------------------------------------------------|----------------------|--------------------------------------------------|
| **Materials & Resources**  
InTASC 1, 2, 3, 4, 5, 6, 7, 8 | All materials and resources are clearly identified and are appropriate for all learners to meet lesson objectives. Current technology is used for planning, instruction, and/or assessment and enhances learning beyond the lesson. | Most materials and resources are clearly identified and are appropriate for all learners. Current technology is used for planning, instruction, and/or assessment. | Materials and resources are not clearly identified and/or not appropriate for all learners. Use of current technology for planning, instruction, and/or assessment is limited. |
| **Reflection**  
InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9 | Candidate critically analyzes lesson and provides constructive feedback including strengths and weaknesses of lesson, as well as alternative ways of teaching the lesson in the future. | Candidate analyzes lesson and provides some constructive feedback. | Reflection is not included or is not a detailed analysis. |
Teacher Candidate Field and Clinical Observation Instrument

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

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

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

Observation: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6

Beginning Teacher Performance Levels:

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

U=Unobserved

<table>
<thead>
<tr>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>4</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
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<tr>
<td>Planned learning objectives appropriate for the subject, grade level, and College and Career Ready Standards; were measurable and identify criteria for mastery (CAEP 1.4, InTASC 4)</td>
<td></td>
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<tr>
<td>Planned appropriate and logically sequenced instructional strategies tied to the objectives (CAEP 1.4, InTASC 8)</td>
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<tr>
<td>Planned adaptations to accommodate for differences in individual needs, abilities, interests, and learning styles; and provided rationale for adaptations and lesson plans reflect high student expectations (CAEP 1.1, InTASC 2)</td>
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<tr>
<td>Planned appropriate formative and/or summative assessment(s) that allowed students to show mastery of the lesson’s central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned); a plan was also in place for maintaining a record of student performance. (CAEP 1.1, InTASC 7)</td>
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<tr>
<td>Planned a lesson that demonstrated a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate. (CAEP 1.1, InTASC 2)</td>
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</tbody>
</table>

Evidence & Strengths:

Questions, Suggestions, & Next Steps:
<table>
<thead>
<tr>
<th>Instruction/Assessment</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>U</th>
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</thead>
<tbody>
<tr>
<td>Demonstrated a deep knowledge of content an implemented effective instruction for students using appropriate CCRS, including opportunities for students to practice content-specific academic language/vocabulary (CAEP 1.4, InTASC 5)</td>
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<tr>
<td>Provided learning experiences that allowed students to form connections between the specific subject area and other disciplines (e.g., explanation of how and why these connections are important) (CAEP 1.1, InTASC 5)</td>
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<tr>
<td>Assisted students in connecting subject matter to prior learning and everyday life (CAEP 1.1, InTASC 1)</td>
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<tr>
<td>Used instructional judgement and flexibility in the implementation and adaptation of the lesson based on student responses (CAEP 1.1, InTASC 8)</td>
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<tr>
<td>Used a variety of instructional strategies, including demonstrations and direct and/or indirect instruction, to actively engage all students (CAEP1.1, InTASC 8)</td>
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<td>Integrated technology media into your instructional activities and actively engaged your students in the use of this technology (CAEP 1.5, InTASC 8)</td>
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<tr>
<td>Utilized open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving (CAEP 1.1, InTASC 6)</td>
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<tr>
<td>Ethically used a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessment to accommodate needs of diverse learners) Facilitation of students monitoring their own progress (CAEP 1.2, InTASC 6)</td>
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</table>

Evidence & Strengths: | Questions, Suggestions, & Next Steps:

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>3.5</th>
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<tbody>
<tr>
<td>Promoted positive, collaborative peer interactions (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Created and maintained a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Implemented effective rules, procedures, and routines that promoted respect and responsibility (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Provided smooth transitions between activities, maximized instructional time, and implemented an introduction and closure in your lesson (CAEP 1.1, InTASC 3)</td>
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Evidence & Strengths: | Questions, Suggestions, & Next Steps:
<table>
<thead>
<tr>
<th>1</th>
<th>1.5</th>
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<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Professionalism/Collaboration</strong></td>
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<tr>
<td>Demonstrated acceptable oral, written, and nonverbal communication consistent with the expectations of a college graduate (CAEP 1.1, InTASC 9)</td>
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<tr>
<td>Created a positive rapport with students (CAEP 1.1, InTASC 3)</td>
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<tr>
<td>Collaboratively and effectively planned with your cooperating teacher (CAEP 1.1, InTASC 10)</td>
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<tr>
<td>Presented self in a professional manner in terms of appearance, attitude, attire, conduct, and preparation/organization of materials (CAEP 1.1, InTASC 9)</td>
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<tr>
<td>Maintained an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and legal mandates/school policy (e.g., IEP/Section 504 accommodations) (CAEP 1.1, InTASC 9)</td>
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<tr>
<td>During post-observation conference, reflection on teaching and identifying opportunities to modify instruction or implement change based on reflections (CAEP 1.2, InTASC 9)</td>
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<tr>
<td>Communicated in ways that demonstrated sensitivity to all students by using non-biased strategies and methods during instruction (CAEP 1.1, InTASC 1)</td>
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</tbody>
</table>

**Evidence & Strengths:**

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

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

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

---

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

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

**Required Signatures:**

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

**Teacher Candidate:**

**University Supervisor:**

**Cooperating Teacher:**

*Modified document credited to UAB Student Teacher Observation Form*
University of North Alabama
Teacher Work Sample (TWS)

Purpose(s) of the TWS:

- The TWS is used to evaluate the ability of pre-service teachers to design a challenging, performance-based task and integrate the task effectively into a coherent instructional unit that supports student learning.
- Studies indicate that students who are challenged to complete high quality tasks are more likely to produce high quality work that demonstrates in-depth understanding of content. Pre-service teachers should use feedback from the TWS to improve the quality of the tasks they develop for use with students in future courses.
- This assessment intentionally incorporates some of the same areas evaluated by edTPA. Candidates should demonstrate growth in their ability to effectively design inquiry-based units and performance-based assessments.

Submission timeline: The task will be completed during the second placement (elementary) or after midterm (secondary). The internship supervisor, in collaboration with the cooperating teacher, will specify the exact deadline.

Scoring: The TWS is evaluated using two rubrics. The first rubric is used to evaluate the quality of the culminating activity task featured in the candidate’s unit design using specific criteria. The second rubric evaluates principles of unit design emphasized in the program. The internship supervisor will base his/her scoring for the second rubric on several factors to include an observation of a lesson from the candidate’s unit, review of the culminating activity task, and analysis of the candidate’s TWS template responses. Final scoring involves combining the totals on the individual rubrics to form an overall score, which will fall along a continuum of 7-23. Candidates must earn a minimum score of 16 to successfully complete the TWS element of internship.

Procedures:

What to do:

- Consult applicable standards and identify the central focus of your unit
- Frame your unit around 1-2 essential questions (secondary) or big ideas (elementary)
- Prepare a culminating activity that requires students to demonstrate their understanding of the essential question(s) or core ideas established by learning targets
- Backwards plan 2-5 lessons that will prepare students to successfully complete the culminating activity. Be sure to design formative assessments that will allow you to gauge whether students are making adequate progress towards being able to complete the learning goals embedded in the culminating activity.

The culminating activity should:

- **Be focused.** The assessment should evaluate students’ understanding or mastery of the unit essential question(s) or select big ideas (elementary).
- **Be performance-based.** Require students to produce discourse, a product, or a performance using knowledge gained from an inquiry-based unit.
- **Be authentic.** Require students to explore complex (for the specified grade), real-world issues and/or solve authentic problems.
  - Strive to explicitly connect the assessment to a broader real world purpose (relevant)
  - Engage students in work that is similar in format and/or complexity to work that is produced by adults (realistic)
  - Create a task that students will find personally interesting and meaningful (engaging)
- **Be rigorous.**
- Ensure the task is standards-based
- Engage students in higher-order thinking using discipline (or course) specific methods of inquiry (i.e. thinking like a mathematician, scientist, etc.)
- Require elaborated communication of findings/conclusions using academic language

**Impact on Student Learning**

**Directions:** As part of the Teacher Work Sample (TWS) assignment, you will need to collect and summarize data from a single target class that shows how your instruction impacts student learning. This will be accomplished through a KWL activity. Have your students submit to you (on paper or electronically) what they know about the main topic(s) associated with your TWS. In a separate paragraph, have your students add information about what they want to know. Review the student work for trends and use the “want to know” information to inform your instruction. After the culminating activity of your TWS is complete, have your students complete the “Learned” portion of the KWL and identify areas they want to investigate further.

Complete the two questions below based on your review of the KWL submissions from your students. Submit this document as an attachment with your TWS.

**Notes:**

- You may need to have students consider related and/or broader topics if you believe the focus of your TWS is going to be completely new to the students.
- The KWL information can also be collected through other means, especially if you are working with younger learners (i.e. a class brainstorming session).

1. Write a thorough summary of what your students seem to know about the topic prior to instruction. Cite specific comments from the “know” portion of the KWL to support your response.

2. Write a thorough summary of what your students learned from your instruction. Cite specific comments from the “learned” portion of the KWL to support your response.
Teacher Work Sample Rubric: Evaluating Task Quality

<table>
<thead>
<tr>
<th>Score</th>
<th>Construction of Knowledge</th>
<th>Elaborated Communication</th>
<th>Connection to Students’ Lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Standard Summary: The task asks students to organize and interpret information in addressing a concept, problem, or issue relevant to the discipline/course. Standards: InTASC #5 and #6</td>
<td>Standard Summary: The task asks students to elaborate on their understanding, explanations, or conclusions through extended use of language (written, oral, or other forms of visual/auditory expression) in the relevant discipline. Standards: InTASC #4 and #6</td>
<td>Standard Summary: The task asks students to address a concept, problem, or issue that is similar to one that they have encountered or are likely to encounter in their daily lives outside of school. Standards: InTASC #4 and #6</td>
</tr>
<tr>
<td>3</td>
<td>The assignment’s dominant expectation is for students to interpret, analyze, synthesize, or evaluate information, rather than merely to reproduce information.</td>
<td>Analysis/Persuasion/Theory. The task explicitly calls for generalization AND support. It requires the student to show his/her solution path, AND to explain the solution path with evidence such as models or examples.</td>
<td>The question, issue, or problem clearly resembles one that students have encountered or are likely to encounter in their lives. The assignment asks students to connect the topic to experiences, observations, feelings, or situations significant in their lives.</td>
</tr>
<tr>
<td>2</td>
<td>There is some expectation for students to interpret, analyze, synthesize, or evaluate information, rather than merely to reproduce information.</td>
<td>Short answer exercises. The task or its parts can be answered with only one or two sentences, clauses, or phrasal fragments that complete a thought.</td>
<td>The question, issue, or problem bears some resemblance to one that students have encountered or are likely to encounter in their lives, but the connections are not immediately apparent, and the assignment does not explicitly call for students to make the connections.</td>
</tr>
<tr>
<td>1</td>
<td>There is very little to no expectation for students to interpret, analyze, synthesize, or evaluate information. The task’s dominant expectation is for students to retrieve and reproduce fragments of knowledge or to repeatedly apply previously learned information and procedures.</td>
<td>Fill-in-the-blank or multiple choice exercises</td>
<td>The problem has virtually no resemblance to questions, issues, or problems that students have encountered or are likely to encounter in their lives. The assignment offers very minimal or no opportunity for students to connect the topic to experiences, observations, feelings, or situations significant in their lives.</td>
</tr>
</tbody>
</table>


Scoring Notes: Construction of Knowledge: Consider the extent to which the task asks the student to organize, interpret, evaluate, or synthesize complex information, rather than to retrieve or to reproduce isolated fragments of knowledge or to repeatedly apply previously learned procedures. To score high the task should call for interpretation of nuances of a topic that go deeper than surface exposure or familiarity. Nuanced interpretation often requires students to read for subtext and make inferences (depending on the discipline/course). Possible indicators of interpretation may include (but are not limited to) tasks that ask students to consider alternative solutions, strategies, perspectives and points of view. These indicators can be inferred either through explicit instructions from the teacher (on the task) or through a task that cannot be successfully completed without students doing these things.

Elaborated Communication: Assignments can ask for elaboration through prose, graphs, tables, diagrams, equations, or sketches. The assignment must ask for articulation of and support for generalizations in the relevant discipline/course.

Connection to Students’ Lives: Certain kinds of school knowledge may be considered valuable in social, civic, or vocational situations beyond the classroom (e.g., knowing the water cycle). However, assignment demands for “basic” knowledge will not be counted here unless the assignment requires applying such knowledge to a specific discipline-relevant problem likely to be encountered beyond the classroom.
Candidate Disposition Referral
Completed by faculty, staff, and cooperating teachers

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

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

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

- **Other**

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

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Recommendations of the Evaluator:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Due Process Procedures**

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

**Administrative Notes:**
Intern Disposition and Summative Evaluation Rubrics

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

Disposition Rubric

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

Summative Rubric

Purpose: The teacher candidate evaluation rubric is used as a final assessment of four key areas reflective in the InTASC standards: planning, instruction, classroom management, and professionalism. The objective of the assessment is to provide a final summative evaluation of those key areas.
Teacher Candidate Checklist

Intern:
☐ Attend internship orientation
☐ Attend A.L.I.C.E training and counselor training
☐ Attend ARI training
☐ Joined Remind 101 spring 2019 intern group
☐ Add dates of seminars and other meetings to my calendar
☐ Start building notebook (see page 14 for details)
☐ Stick to the edTPA timeline
☐ Review internship handbook policies
☐ Submit lesson plans on time each week before teaching
☐ Solicit feedback often from cooperating teacher/supervisor
☐ Alert Mrs. Waters/supervisor of any issues
☐ Sign up for a resume day (sign-up during 2nd seminar)
☐ Apply for certification (information will be emailed to you)
☐ Transcript wavier signed and submitted with certification paperwork
☐ Complete online documents in Tk20 (see Intern Evaluations and forms)

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

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

Teacher Candidates

**Tk20 Submission**

First Placement:

- Intern Confirmation Form-Due February 5th
- Lesson Plans**-supervisors will provide instructions-See template/rubric-Due March 8th
- edTPA Portfolio Submission**--March 11th
- Attendance Log**-Keep in your notebook-Supervisors will check when visiting
- Survey of Cooperating Teacher**-Due March 8th (ECE, Collaborative, and PE Only)
- Report of Absences-submit within three days to Director of Clinical Experiences

Second Placement:

- Lesson plans**-supervisors will provide instructions-See template/rubric-Due May 3rd
- Teacher Work Sample**--Due May 3rd
- Survey of Cooperating Teacher and University Supervisor**-Due May 3rd
- Graduating Senior Survey**-Due May 3rd
- Attendance Log**- Keep in your notebook-Supervisors will check when visiting
- Report of Absences-submit within three days to Director of Clinical Experiences

Cooperating Teachers

First Placement:

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

Second Placement:

- Lesson plans-See template- interns must have a lesson plan for every lesson every day
- Two Teacher Candidate Observation Instruments**-Completed during weeks 1-4 & 5-8 -Due May 3rd
- Survey of University Supervisor**-Due May 3rd
- Professional Assessment of Candidate Dispositions**-- May 3rd
- Teacher Summative Evaluation**- May 3rd

Supervisors

First Placement:

- Lesson plan rubric**-Due March 8th
- Minimum of two Teacher Candidate Observation Instruments**-Due March 8th
- edTPA local evaluation**-Due March 29th
- Survey of Cooperating Teacher**-Due March 8th (ECE, Collaborative, and PE Only Candidates Only)

Second Placement:

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

Intern grades are due at noon May 8th

Supervisors have the ability to change due dates
I, ____________________________________________________________, the undersigned University of North Alabama student and College of Education and Human Sciences 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: 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 also am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences. I further voluntarily state that I understand that I am a guest in my designated school and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and copyright laws to adherence of local school rules) set forth within the above-listed publications and documents with respect to internship and interns. As a responsible candidate for teacher certification, I will refrain from unprofessional behavior including but not limited to inappropriate internet and/or mobile phone usage (Snapchat, Facebook, personal blogs, etc.) at all times. In addition, I will refrain from all electronic communications during the school day. I also understand that a failure to act consistently with said rules, policies, guidelines, and standards of conduct and professional behavior, within the discretion of the University of North Alabama, the school, or school system, may result in my permanent removal from internship.

The University of North Alabama Ethics Pledge:

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

The University of North Alabama Confidentiality Pledge:

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

Intern’s Name (print):

Intern’s Signature:

Date: