University of North Alabama
College of Education & Human Sciences

“Engaging Learners, Inspiring Leaders, Transforming Lives”

Internship Handbook
Spring 2020
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Dear Teacher Candidates,

Congratulations on your advancement to this final stage! 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. 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. Teacher candidates are responsible for familiarizing themselves with the contents of the handbook. 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. UNA reserves the right to address issues not covered in this Handbook that arise during a given semester on an individual basis. Procedures stated in this handbook require continuing evaluation, review, and approval by appropriate University and School of Education (SOE) officials. 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>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Katie Kinney</td>
<td>256-765-4257</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. Matt Green</td>
<td>256-765-4554</td>
</tr>
</tbody>
</table>

### STAFF

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Teacher Education</td>
<td>Dr. Chris James</td>
<td><a href="mailto:cljames@una.edu">cljames@una.edu</a></td>
</tr>
<tr>
<td>Director of Continuous Improvement</td>
<td>Dr. Lorie Johnson</td>
<td><a href="mailto:ljohnson15@una.edu">ljohnson15@una.edu</a></td>
</tr>
<tr>
<td>Director of Clinical Experiences</td>
<td>Ms. Christy Waters</td>
<td><a href="mailto:ccwaters@una.edu">ccwaters@una.edu</a></td>
</tr>
<tr>
<td>Director of Teacher Certification</td>
<td>Mr. Gyasi Kellam</td>
<td><a href="mailto:gkellam@una.edu">gkellam@una.edu</a></td>
</tr>
<tr>
<td>Director of Teacher Education</td>
<td>Ms. Lindsey Pittington</td>
<td><a href="mailto:lpittington@una.edu">lpittington@una.edu</a></td>
</tr>
<tr>
<td>edTPA Coordinator</td>
<td>Ms. Connie Sparks</td>
<td><a href="mailto:csprarks3@una.edu">csprarks3@una.edu</a></td>
</tr>
<tr>
<td>Executive Administrative Assistant</td>
<td>Ms. Susan Knight</td>
<td><a href="mailto:sknight5@una.edu">sknight5@una.edu</a></td>
</tr>
<tr>
<td>Senior Administrative Assistant</td>
<td>Ms. Janet Jones</td>
<td><a href="mailto:jamjones3@una.edu">jamjones3@una.edu</a></td>
</tr>
<tr>
<td>Senior Administrative Assistant (Elem. Ed)</td>
<td>Ms. Jay Moraites</td>
<td><a href="mailto:jmoraites@una.edu">jmoraites@una.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant (Sec. Ed)</td>
<td>Ms. Alicia Brooks</td>
<td><a href="mailto:abrooks5@una.edu">abrooks5@una.edu</a></td>
</tr>
</tbody>
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### ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr. Linda Armstrong, Chair</td>
<td><a href="mailto:ljarmstrong@una.edu">ljarmstrong@una.edu</a></td>
</tr>
<tr>
<td>Dr. Lisa Clayton</td>
<td><a href="mailto:lhclayton@una.edu">lhclayton@una.edu</a></td>
</tr>
<tr>
<td>Dr. Trudy Abel</td>
<td><a href="mailto:tabel@una.edu">tabel@una.edu</a></td>
</tr>
<tr>
<td>Dr. Lorie Johnson</td>
<td><a href="mailto:ljohnson15@una.edu">ljohnson15@una.edu</a></td>
</tr>
<tr>
<td>Dr. Erin Vaughn</td>
<td><a href="mailto:evaughn1@una.edu">evaughn1@una.edu</a></td>
</tr>
<tr>
<td>Ms. Madonna Choat</td>
<td><a href="mailto:mechoat@una.edu">mechoat@una.edu</a></td>
</tr>
<tr>
<td>Dr. Rebecca Smith</td>
<td><a href="mailto:rsmith27@una.edu">rsmith27@una.edu</a></td>
</tr>
<tr>
<td>Dr. Terri Garrison</td>
<td><a href="mailto:tgarrison2@una.edu">tgarrison2@una.edu</a></td>
</tr>
<tr>
<td>Dr. Rebecca Hopkins</td>
<td><a href="mailto:rhopkins@una.edu">rhopkins@una.edu</a></td>
</tr>
<tr>
<td>Dr. Katie Kinney</td>
<td><a href="mailto:kckinney@una.edu">kckinney@una.edu</a></td>
</tr>
<tr>
<td>Dr. Linda Armstrong, Chair</td>
<td><a href="mailto:ljarmstrong@una.edu">ljarmstrong@una.edu</a></td>
</tr>
<tr>
<td>Dr. Leah Whitten, Chair</td>
<td><a href="mailto:lswhitten@una.edu">lswhitten@una.edu</a></td>
</tr>
<tr>
<td>Dr. Matt Campbell</td>
<td><a href="mailto:mcampbell6@una.edu">mcampbell6@una.edu</a></td>
</tr>
<tr>
<td>Dr. Joy Brown</td>
<td><a href="mailto:jmbrown@una.edu">jmbrown@una.edu</a></td>
</tr>
<tr>
<td>Dr. Felecia Harris</td>
<td><a href="mailto:fyharris@una.edu">fyharris@una.edu</a></td>
</tr>
<tr>
<td>Dr. Beth Sewell</td>
<td><a href="mailto:bsewell@una.edu">bsewell@una.edu</a></td>
</tr>
<tr>
<td>Dr. Lamont Maddox</td>
<td><a href="mailto:lmaddox@una.edu">lmaddox@una.edu</a></td>
</tr>
<tr>
<td>Dr. Gary Padgett</td>
<td><a href="mailto:gpadgett@una.edu">gpadgett@una.edu</a></td>
</tr>
<tr>
<td>Dr. Jessica Mitchell</td>
<td><a href="mailto:jmitchell12@una.edu">jmitchell12@una.edu</a></td>
</tr>
<tr>
<td>Dr. Jeff Cornelius</td>
<td><a href="mailto:jdcornelius@una.edu">jdcornelius@una.edu</a></td>
</tr>
<tr>
<td>Dr. Chris James</td>
<td><a href="mailto:cljames@una.edu">cljames@una.edu</a></td>
</tr>
<tr>
<td>Dr. Jean Ann Helm-Allen</td>
<td><a href="mailto:jhelm@una.edu">jhelm@una.edu</a></td>
</tr>
</tbody>
</table>

### SECONDARY EDUCATION
Internship Timeline Spring 2020
Interns follow school calendars for holidays not UNA’s schedule
Check edTPA timelines for specific due dates and trainings

January 13th-March 6th  first placement  March 9th-May 1st  second placement

January:
6th  Orientation meeting  SH auditorium  8:30-12:30
7th  A.L.I.C.E training  East Campus  (ECE/Elem: 8:30-11:30; Sec: 1:00-4:00)
7th  Elem Only—edTPA (Task 4)  East Campus  1:00-4:00
8th-10th  ARI training  East Campus  8:30-3:30
(bring 2 inch three ring binder)
13th-17th  Orientation days in schools  First placement begins  Full school day

February:
4th  First Seminar  SH Auditorium  3:30-5:30

March:
3rd  Second Seminar  SH Auditorium  3:30-5:30
9th  edTPA submission/second placement begins
17th  Mock interview day  GUC  3:30-5:30

April:
8th  Educational Recruitment Day  Banquet Halls  12:30-3:00
28th  Final Seminar  SH Auditorium  3:30-4:00

May:
1st  Internship placement ends
8th  Graduation Reception/Ceremony  GUC/Flowers
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.

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

Full version of the document:

Standard 1: Professional Conduct
Standard 2: Trustworthiness
Standard 3: Unlawful Acts
Standard 4: Teacher/Student Relationship
Standard 5: Alcohol, Drug and Tobacco Use or Possession
Standard 6: Public Funds and Property
Standard 7: Remunerative Conduct
Standard 8: Maintenance of Confidentiality
Standard 9: Abandonment of Contract
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 interns. 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 oversee 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 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.

Transportation: Teacher candidates must provide their own sustenance and transportation to and from School Systems.

Attendance:

Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance throughout the entire period of the internship. During internship, a serious personal illness 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 time from placement and will need to be documented. If illness or an emergency makes it necessary for you to be tardy from the internship assignment, please follow the three-step procedure for reporting and absence.

Three-Step Procedure for Reporting an Absence:
1. Notify the Cooperating Teacher and University Supervisor via phone or text by 7:00 a.m. If the Cooperating Teacher cannot be reached, call the school office and leave a message with the secretary.
2. Send one email including the Cooperating Teacher, University Supervisor, and Director of Clinical Experiences documenting the absence.
3. Fill out a Report of Absence form (see page 19). It must be submitted to the Office of Clinical Experiences within three business days following each absence. Email a copy or drop it by Stevens 502.

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 cannot leave early for coaching duties, other duties, or because the cooperating teacher leaves before the end of the school day.
- Interns follow the assigned school calendar instead of the UNA calendar
- Must be present at all school-related functions that the classroom teacher attends, 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 remains in the intern’s notebook at all times (page 18)
- 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…).

**Seminars:**

Interns will participate in seminar meetings during the semester. **Attendance at all seminars is mandatory.** 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.**

**Please consider:**

- Administrators, parents, and mentors browse postings on sites such as Facebook or Twitter, forming impressions and judging the moral character of pre-service and practicing teachers.
- You cannot completely control how others judge you, fairly or unfairly, but you can control the information from which others make judgments.
Students look to their teachers to model appropriate behaviors and choices. Students may not be able to distinguish between adult choices and appropriate behaviors for children. Further, behaviors and choices that may seem appropriate in private contexts may be inappropriate in public and professional situations.

**Professional Guidelines:**
- Maintain separate sites for professional and personal use.
- Do not share your username or personal web-addresses with students.
- If you do have personal web-space, such as Facebook or Twitter, arrange for it to be password protected and readable only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.

**Voicemail messages:**
Please be sure that your messages are professional. Remember that voicemail messages may be your first introduction to your supervisor, mentor teacher or a potential employer.

**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.

**Employment:**
Internship requires a full-time commitment on the part of the teacher candidate, and normally no other courses are taken during this time. It is recognized that many university students maintain part-time employment while attending university classes. However, due to the excessive demands on the student’s time during the student teaching period, students are to arrange their schedules so that they **do not report to work during required school hours including afterschool duties.** Candidates shall not be an employee of the district or under contract, while student teaching. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities). Only Alternative Master's Program interns can be hired as full-time teachers during their internship if they are teaching within their field of certification at a SACS or NAEYC accredited school.

**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. As summary of some of the most important legal provisions that interns may encounter is 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](http://www.nea.org), [www.aaeteachers.org](http://www.aaeteachers.org), or [www.acoe.us](http://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 has 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 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 meeting with the Professional Ethics Committee (PEC) to determine removal. The teacher candidate will be removed from the P-12 classroom setting pending the outcome of the meeting.

4. The teacher candidate will be given notice of the meeting in writing through university email within three (3) business days of removal from the P-12 classroom setting. The teacher candidate is permitted to have a university advisor of their choice 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 related to the intervention or removal. During the meeting, the Director of Teacher Preparation or designee will present the information, listen to the teacher candidate, discuss circumstances regarding the information, and hear and review information presented by the teacher candidate. Following the conclusion of the meeting, the PEC will review the information discussed and presented and make a decision regarding intervention and/or removal of the teacher candidate. Such decision will be communicated to the teacher candidate in writing through university email within three (3) business days.

5. If the teacher candidate fails to attend the meeting, the hearing may be held without his or her presence and information.

6. 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.

7. Should the teacher candidate wish to appeal the PEC’s decision, the teacher candidate must do so within three (3) business days of receipt of the decision.

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) business days from receipt of the PEC’s decision, 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 PEC’s decision is reversed, the Dean will provide a written letter via university email explaining to the teacher candidate the Dean’s decision and outlining additional requirements and/or conditions.

4. If the PEC decision is upheld, the PEC’s decision will be final. The Dean will provide a written letter via university email to the teacher candidate.
**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.

** The intern may be removed from the internship site at any time upon the request of the host institution in which the student teacher is placed. UNA maintains the right to remove any student teacher not following policies and procedures. If an intern is removed from an internship setting under such circumstances or an intern chooses to stop his/her internship a subsequent placement is not automatic. Decisions about subsequent placements for student teachers who have been removed from student teaching, chose to stop their student teaching, or express interest in repeating their internship will be made by a Professional Ethics Committee.

**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 principal, and the cooperating teacher.
- **Use initiative** and find things to do without 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 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.

**Corporal Punishment:**

Student teachers may neither participate in administering corporal punishment to students, nor serve as witnesses while staff-members administer corporal punishment.

**Meeting/Transporting Students:**

Interns should always meet with students in a visible, public location—even for one-on-one tutoring, conferencing, or interviewing. Special care must be taken to ensure that the cooperating teacher is aware of all interactions with students. You may not transport students in your own vehicle. Any visit to a student’s home must include your cooperating teacher. Likewise, you should not meet with parents or students at non-school locations without your cooperating teacher being present.

**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>
</tr>
</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
• Serves as an evaluator of the progress of the intern and assigns the final grades
• Works with the Office of Clinical Experiences in identifying schools and qualified cooperating teachers

Role of the Cooperating Teacher

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

Cooperating teacher requirements:

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

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

Last Period Planning-Leaving Early: Interns are never permitted to leave placement before the end of the school day. They should not stay in the classroom if the cooperating is off campus. Interns can either move to common work areas (workroom, library) and finish planning or rotate to another teacher’s classroom within their content area.

Departmentalized Teachers: Elementary interns are being certified in all subject areas and must have experience in each content area. The University Supervisor will provide assistance in working out the best plan for rotating among the other team members. Only the cooperating teacher assigned to the intern must hold a master’s degree and three years of teaching experience.

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. Two formal observations are to be completed during the first placement and two formal observations during the second placement. The cooperating teacher will use 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 Log**

Intern: ___________________________  Cooperating Teacher: ___________________________

School: ___________________________  Internship Placement: (circle)  1  2

Accurately record the hours you are present each day. The intern should maintain this record and ask the Cooperating Teacher to sign and verify attendance weekly. This report must be completed and kept in the intern’s notebook at all times.

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Hours</th>
<th>Cooperating Teacher’s Verification Signature</th>
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<tbody>
<tr>
<td>Week 1:</td>
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<td>Week 4:</td>
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<td>Week 5:</td>
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<td>Week 8:</td>
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**Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.**
REPORT OF ABSENCE FROM INTERNSHIP

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Absence</th>
<th>Hours Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date of Absence</td>
<td>Hours Missed</td>
</tr>
<tr>
<td>Reason for Absence</td>
<td>Signature</td>
<td></td>
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<tr>
<td>Cooperating Teacher</td>
<td>(Signature)</td>
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<tr>
<td>Supervisor or Director of Clinical Experiences</td>
<td>(Signature)</td>
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</tbody>
</table>

**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 business 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
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>Date:</td>
</tr>
<tr>
<td>Secondary (content area): _____________________________</td>
<td></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 1,2,3,4,6,7,8,9,10) (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 COEHS 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

Candidate Signature: Date:

Evaluator Signature: Date:

Department Chair Signature: Date:

Administrative Notes:
# Internship Experience Checklist

**Teacher Candidate’s Name:** ________________________________

**Placement Location:** ___________________  **Grade/Content:** ___________________  

**University Supervisor:** ________________________________________________

**Cooperating Teacher:** ________________________________________________

---

The teacher candidate should establish and facilitate meetings during orientation week with the cooperating teacher and supervisor. The goal is to gain an understanding of expectations outline within this form.

<table>
<thead>
<tr>
<th>Date</th>
<th>Cooperating Teacher Initials</th>
<th>Teacher Candidate Initials</th>
</tr>
</thead>
</table>

## Orientation

Meet building personnel
- Secretary/Office Staff
- Principal
- Team/Partner Teachers
- Other/Special Area
- Support Staff (Custodians, Nurse, Counselor, Library, Aides)

Tour Building

Visit the following classrooms for observations
- Music / Band
- Title I / Interventionist
- ESL or ESOL
- Special Education

Review regulations regarding parking, faculty restroom, lunch, and space for personal items

Discuss other supervisory duties
- Hall Area
- Playground Area
- Study Hall Area
- Lunchroom Area
- Before/After School (Bus/Car duty)

Introduction to class—Review introduction letter to be sent to parents

Share contact information for questions or concerns

Procedures if/when student teacher may be tardy or absent

(see handbook policy)

Expectation of when lesson plans will be due Date:__________ Time:_________

Expectation of when to arrive ___________ and leave_________ each day

Share internship and edTPA timeline

## Review School Policies (District, Building, & Classroom)

Locate and read school handbook/Code of Conduct

Review room policies regarding discipline, illness, injuries, absences, student referrals
<table>
<thead>
<tr>
<th>Review and obtain a copy of the daily schedule and transitions</th>
<th>Date</th>
<th>Cooperating Teacher Initials</th>
<th>Teacher Candidate Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire, disaster, medical, and other drill procedures</td>
<td></td>
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<tr>
<td>General housekeeping procedures to include student absences</td>
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<tr>
<td>Visit the workroom-How and when to use copiers</td>
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<tr>
<td>Share special regulations concerning who may pick up a student from school</td>
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<tr>
<td>Share necessary information regarding student needs, medications, health concerns, and custody issues</td>
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<tr>
<td>School social media rules and regulations-using the school Wi-Fi</td>
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<tr>
<td>Review/discuss IEP and 504-other special accommodations</td>
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<tr>
<td>Cell phone usage in the classroom/during the school day is not permitted—where to go for emergency use only</td>
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<tr>
<td>Policy for posting classroom pictures on social media (classroom sites only)</td>
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<tr>
<td>Policies concerning school closings (late start, early out, cancelation) due to inclement weather or other special circumstances</td>
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</tbody>
</table>

**Instructional Strategies and Considerations**

<table>
<thead>
<tr>
<th>Share expectations for instructional design, planning, classroom management, record keeping, and evaluation</th>
<th>Date</th>
<th>Cooperating Teacher Initials</th>
<th>Teacher Candidate Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide guidance and expectation for testing practices</td>
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<tr>
<td>Identify student teacher responsibilities and develop a timeline</td>
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<tr>
<td>Locate and review Tk20 assessment documents (CT &amp; Intern)</td>
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</table>

**Active Participation—Plan to attend (add to calendars)**

<table>
<thead>
<tr>
<th>Arranged for parental/guardian contact —newsletter etc..</th>
<th>Date</th>
<th>Cooperating Teacher Initials</th>
<th>Teacher Candidate Initials</th>
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</thead>
<tbody>
<tr>
<td>Attend a meeting for student(s) with IEP/504</td>
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<td>Attend an open house, school assembly, or other extra curricular activity</td>
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<td>Observe/Participate in Parent-Teacher Conferences</td>
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<td>Attend a faculty meeting before or after school</td>
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<tr>
<td>Attend a committee or club meeting</td>
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</tbody>
</table>

**Add additional questions in this section:**

***Bring a copy of pages 21-22 to the first seminar***
<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Date</th>
<th>Supervisor Initials</th>
<th>Teacher Candidate Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange contact information—How are they to be contacted?</td>
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<tr>
<td>Provide a class schedule</td>
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<tr>
<td>Set day/time for lesson plans to be due Day:____________ Time:____________</td>
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<tr>
<td>Establish an internship timeline to include solo dates</td>
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<tr>
<td>Review notebook set-up (see handbook)</td>
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<tr>
<td>Expectations during observations</td>
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<td></td>
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<tr>
<td>What to expect/provide in post-lesson conferences</td>
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</tbody>
</table>
# Internship Evaluations and Forms

## Teacher Candidates

**First Placement:**
- Lesson Plans**-supervisors will provide instructions-See template (rubric-Due March 6th)
- edTPA Portfolio Submission**--March 9th
- Attendance Log**-Keep in your notebook-Supervisors will check when visiting
- Survey of Cooperating Teacher**-Due March 9th (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 1st)
- Teacher Work Sample**--Due May 1st
- Survey of Cooperating Teacher and University Supervisor**--Due May 1st
- Graduating Senior Survey**--Due May 1st
- 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—interns must have a lesson plan for every lesson every day
- Two Field Experience Rubrics**--Completed during weeks 1-4 & 5-8 -Due March 6th
- Survey of University Supervisor**-Due March 6th (ECE, Collaborative, and PE Only)
- Education Disposition Assessment (EDA)**--Due March 6th (ECE, Collaborative, and PE Only)
- Teacher Summative Evaluation**-Due March 6th (Elementary/ECE and PE Only)

**Second and Full Semester Placements:**
- Lesson plans—interns must have a lesson plan for every lesson every day
- Two Field Experience Rubrics**-Completed during weeks 1-4 & 5-8 -Due May 1st
- Survey of University Supervisor**-Due May 1st
- Education Dispositions Assessment (EDA)**-- May 1st
- Teacher Summative Evaluation**- May 1st

## Supervisors

**First Placement:**
- Lesson plan rubric**-- Due March 6th
- Minimum of two Field Experience Rubrics **-- Due March 6th
- Survey of Cooperating Teacher** (ECE, Collaborative, and PE Only Candidates Only)-- Due March 6th

**Second Placement:**
- Intern grades are due at noon May 7th
- Lesson plan rubric**
- Minimum of two Field Experience Rubrics **
- Teacher Work Sample (TWS)**
- Survey of Cooperating Teacher**
- Education Dispositions Assessment (EDA)**
- Teacher Summative Evaluation**

Supervisors have the ability to change due dates