

The University of North Alabama

College of Education and Human Sciences



Internship Handbook

Spring 2021

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Dear Teacher Candidates,

Congratulations on your advancement to this final stage! Internship will be 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.

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SECONDARY EDUCATION

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Internship Timeline Spring 2021 (Tentative)

Interns follow school calendars for holidays not UNA's schedule

Check edTPA timelines for specific due dates and trainings

January 11th-March 5th first placement March 8th-April 30th second placement

January:

4th	Orientation meeting	SH Auditorium	(ECE/Elem: 8:30-12:30; Sec: 1:00-5:00)
5th	A.L.I.C.E training	East Campus	(ECE/Elem: 8:00-12:00; Sec: 1:00-5:00)
5th	Elem Only—edTPA (Task 4)	SH Auditorium	1:00-4:00
6th-8th	ARI training (everyone)	Zoom	8:30-3:30
11th-15th	Orientation days in schools	Assigned School	Full school day

February:

2 nd	First Seminar	Zoom	3:30-5:30
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March:

2 nd	Second Seminar	Zoom	3:30-5:30
8 th	edTPA submission/second placement begins		

April:

15 th	Mock interview day	TBA	3:30-5:30
21 st	Educational Recruitment Day	Banquet Halls	12:30-3:00
27 th	Final Seminar	Zoom	3:30-4:00
30 th	Internship placement ends		

May:

7 th	Graduation Reception/Ceremony	GUC/Flowers	
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Overview of Clinical Experiences

The University of North Alabama teacher candidates will be in the school five days a week for the full school day. Interns will observe and teach under the direction of a master cooperating teacher, a university supervisor, and the Office of Clinical Experiences.

School placements rely on the positive, collaborative, and ongoing relationships that exist between the university and schools systems. These strong partnerships are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. When teacher candidates are placed in the schools for clinical experiences, they become part of this long-standing partnership and should conduct themselves in this manner.

The Director of Clinical Experiences is responsible for the placement of teacher candidates in the school setting. Clinical placements are made in close collaboration with school administrators, cooperating teachers, and university faculty.

Clinical placements are primarily made within the Shoals area. Teacher candidates should expect to incur travel time and associated expenses. Teacher candidates must provide their own insurance and transportation to and from their placement.

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.

Professionalism

A vital area of training as a teacher is developing the attitudes, skills, and capacity to work productively and professionally with all populations. During clinical experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will typically be positive, teacher candidates are also likely to encounter some situations that are uncomfortable or challenging. Teacher candidates are responsible for their behavior during school visits. Continuation in an internship placement and in the College of Education and Human Sciences can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.

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:

https://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf

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

General Procedures and Policies for Clinical Experiences

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 21**). 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.
- Death of immediate family members
- Covid relate illness and quarantine-Must be documented through University Health Services.

****Make-up time may be added if internships requirements have not been met.**

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 (substitute teaching, coaching, dance team, school clubs, 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:

The first step toward becoming a professional is to dress like one. 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, www.aateachers.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 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.

4. Breach of Alabama Code of Ethics.
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.

Intern Expectations and Responsibilities

Overview:

A successful experience in placement 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. 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:

1. Adhere to time requirements for the school-based experiences each semester.
2. Abide by the academic calendar of the school system which you are assigned and not the academic calendar for the university.
3. Meet the university supervisor's requirements, including attendance at meetings and submission of lesson plans.
4. Observe the school's daily schedule and schedule time for related professional activities such as planning, conferences, and meetings.
5. Notify your cooperating teacher as soon as possible if you will be late. See the policy in this handbook on attendance and absences during student teaching.
6. Be conscientious about preparation and participation in classroom activities in the school. This includes providing your cooperating teachers with university expectations, assignments, and due dates.
7. Act professionally at all times. Such behavior applies to accepted dress codes; attendance; confidentiality of pupil and teacher information; interactions with parents; interactions with the cooperating teachers and other school personnel; and any additional behavior code that is required or expected at the placement site.
8. Attend all student teaching seminars, edTPA meetings, and other required events.
9. Evaluate your university supervisor and cooperating teacher fairly and honestly to ensure the improvement of our teacher education program.
10. Thank your cooperating teacher and your university supervisor for working with you during your student teaching experience. Cooperating teachers and university supervisors are typically characterized by high degrees of professional achievement and commitment. They work with student teachers out of a sense of professional responsibility and a continuing desire to make a positive difference in the lives of other people.

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 and current 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

Lesson Planning:

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the teacher candidates' effort to gain maximum benefit from the clinical experience. Lesson plans are evidence of advanced preparation and provide an outline of objectives and activities to guide learning experiences. Instruction on content, pedagogy and format in each methods course will provide teacher candidates with the detailed information necessary to effectively plan lessons. Lesson plans must be approved by the university supervisor and cooperating teacher before a teacher candidate may teach a lesson in their clinical placements. The lesson plan template (page 22)

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.**

First Half of Semester	Second Half of Semester
Faculty Evaluations, 50% edTPA Completion, 30% Dispositions/Professionalism, 20%	Faculty Evaluations, 50% Teacher Work Sample, 30% Dispositions/Professionalism, 20%

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.

University 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 or can be conducted be Zoom.***

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.

Certification:

Applying for graduation and applying for teacher certification are two separate processes. The College of Education and Human Sciences does not certify teachers. The sole authority to certify teachers rests with the Alabama State Department of Education (ALSDE).

A teacher candidate will not be recommended for certification until passing scores for all state mandated tests are officially on file with the Office of Educator Preparation at the University of North Alabama College of Education and Human Sciences.

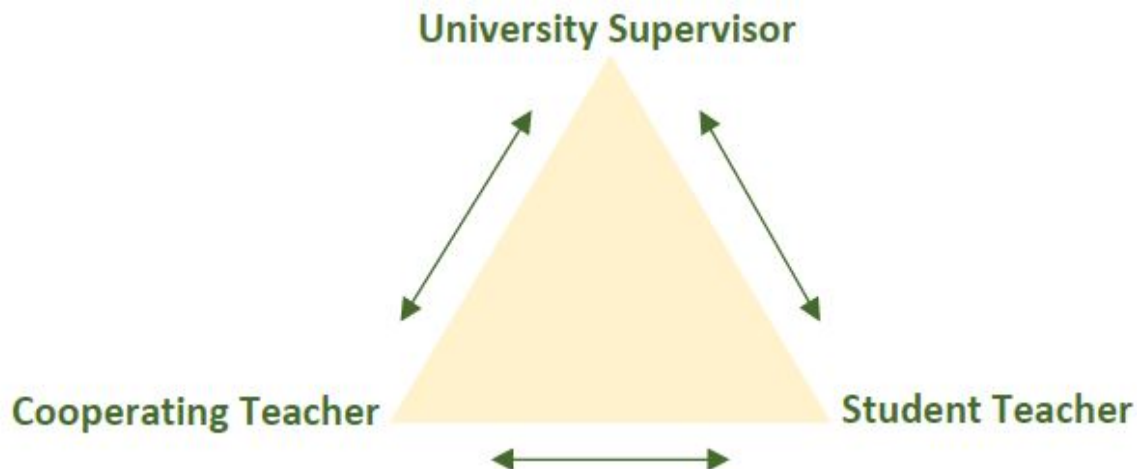
Additionally, a complete application packet and recommendation for professional certification based on program completion must be received by ALSDE Educator Certification Section within four years (48 months) from the date of unconditional admission; otherwise, current requirements in effect at the time the application is received in the Educator Certification Section of the ALSDE will have to be met.

The teacher candidate is responsible for submitting the NAL form, a transcript release form (which allows UNA to obtain and submit your transcript to the ALSDE on your behalf), the Citizenship Verification form (CIT), and a \$30 application fee (or receipt of payment) to the UNA Certification Officer.

Certification applications are not submitted to the ALSDE by the UNA Certification Officer until your degree is confirmed (upon graduation) and all required documents are received and reviewed. These documents include the application fee, your official transcript, a completed Citizenship Verification form, and a completed NAL Form. The certification materials should be submitted to Stevens Hall Room 515 or emailed to the Certification Officer (Mr. Gyasi Kellam at gkellam@una.edu). The Office of Educator Preparation is your point of contact for certification question, please do not contact the state department.

Guidelines for Cooperating Teachers, University Supervisors, and School Administrators

A successful student teaching experience requires the cooperating teacher (CT), student teacher (ST), and university supervisor (US) are willing to collaborate and communicate openly throughout the clinical experience process.



The following guidelines are designed to assist the student teacher, cooperating teacher, university supervisor, and building-level administrator in fulfilling their respective roles and responsibilities. These guidelines cannot specifically address each setting. It is the responsibility of the cooperating teacher, university supervisor, and teacher candidate to cooperatively address the unique variations in classroom procedures for individual placements.

Guidelines for Cooperating Teachers

As a cooperating teacher, you will serve as a mentor, role model, supervisor, evaluator and collaborator to the student teacher throughout the practicum and student teaching experiences. The main role of the cooperating teacher includes modeling, mentoring, providing feedback, observing, and conferencing with the student teacher. In general, the cooperating teacher should strive to make the teacher candidate's experience as productive, meaningful, and rewarding as possible. The cooperating teacher should provide ongoing feedback to the Office of Clinical Experiences and university supervisors necessary for candidates to become effective teachers and report any difficulties experienced in working with the candidate to the Director of Clinical

Experiences.

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.

Qualifications:

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.

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. ALSDE Code 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. ALSDE Code 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. ALSDE Code 290-3-3-.02(6)(f)3

Responsibilities of the Cooperating Teacher during Student Teaching:

1. Participate in trainings, meetings, and other requirements as requested.
2. Assist the university supervisor in planning the student teacher's schedule.
3. Maintain overall responsibility for the instructional and behavioral management of students in the classroom.
4. Maintain primary responsibility for determining the manner in which the student teacher assumes instructional responsibilities.
5. Monitor all aspects of the student teacher's performance and provide the student teacher with professional guidance and assistance.

6. Share with the student teacher ideas, discoveries and innovations in education. Demonstrate different techniques and procedures of teaching and explain their underlying principles.
7. Be present or immediately available when the student teacher is working with the classroom students.
8. Hold regularly scheduled conferences to discuss concerns and progress, modeling and emphasizing the importance of reflective practices.
9. Complete all necessary evaluations through TK20 as indicated in the evaluation section of this handbook (page 29) and be sure to discuss all evaluations with the university supervisor and student teacher.
10. Verify the intern's attendance log weekly to verifying accuracy and all absence reports
11. Contact the Office of Teacher Education to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the university supervisor, faculty, or the program.

Observation of candidate:

The cooperating teacher will conduct formal observations of the intern at appropriate times during each placement and record them through Tk20. The candidate's performance is evaluated 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

TK20 Rubrics/Surveys: (See page 29 for more details)

- Teacher Candidate Field Observation Instrument
- Professional Assessment of Student Dispositions (EDA)
- Teacher Summative Evaluation
- Evaluation of the university supervisor

Guidelines for University Supervisors

The main role of the university supervisor is to serve as a mentor and evaluator to the student teacher throughout the student teaching experience. They will also act as the liaison between the university and the partner P-12 school. They should communicate regularly with the cooperating teacher, student intern, and Director of Clinical Experiences.

Qualifications:

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. ALSDE Code 290-3-3-.02(6)(f)3

Responsibilities of the University Supervisor:

1. Attend the annual university supervisor professional development training.
2. Establish contact with the cooperating teacher and maintain communication with the CT throughout the student teaching experience to discuss the student teacher's performance and progress.
3. Make at least four formal observations of the student teacher and provide feedback to the student teacher following each observation. CTs often appreciate seeing this feedback as well.
4. Coordinate the expectations of the university with the school and cooperating teacher.

5. Serve as a resource person for the student teacher concerning techniques, materials, and curricula.
6. Mediate between the student teacher and cooperating teacher when differences arise over any facet of the student teaching experience.
7. Keep the student teacher informed on their progress and set appropriate additional expectations.
8. Examine and analyze teaching plans, materials, and evaluation instruments prepared by the intern.
9. Complete all necessary evaluations through TK20, as indicated in the evaluation section of this Handbook. (See page 30)
10. Submit a final grade for student teaching per the procedures required by the university.
13. Contact the Director of Clinical Experiences to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding the intern, the cooperating teacher, the hosting school, or the program.

Guidelines for Hosting Schools

Hosting a student teacher should be mutually beneficial for the cooperating teacher and the school as a whole. While the cooperating teacher's role is essential, the ultimate responsibility for what occurs within the school is held by the school principal. On a general basis, the school principal or designee should ensure that the student teacher has received an orientation to the school and any information concerning pertinent administrative policy and procedures that faculty members are expected to follow. Any communication that the student teacher has with the building administration in regards to his or her professional responsibilities as a teacher can only strengthen the student teaching experience and, ultimately, the teaching that the students are receiving. It is our hope that the building administration will assist in helping the student teacher to develop a cooperative and professional attitude toward the teaching profession.

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.

Interim Employment Certificate

(a) An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.

(b) Special provisions for holders of Interim Employment Certificates.

1. A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three semester hour practicum at the preschool and/or kindergarten level to meet the divided internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades 1, 2, and/or 3 to meet the divided internship requirements applicable to early childhood education (or early childhood special education) programs.
3. A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the divided internship requirements applicable to the P12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the divided internship requirements applicable to the P-12 program.

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

You will need two copies of this form (first & second placement)

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.

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

*****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 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



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

Lesson Title:		Grade:
		Date:
CCRS Standard(s):		
Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):		

teachers.

	Strategies
Daily Lesson Objective(s) Objectives are measurable and aligned with the standard.	
Introduction to Lesson/ Activating Thinking ***Use knowledge of students' academic, social, and cultural characteristics to meet diverse needs.	
Body of Lesson/Teaching Strategies Body of Lesson/ Teaching Strategies	
Materials/Technology	
Closure/ Summarizing	

Strategies:	
Assessment/ Evaluation	<u>Reminder: Assessment plan must align with objective(s)/standard(s).</u>
Reflection	



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)

Candidate Name:		Course Name:	
☐ Elementary ☐ Secondary (content area): _____		Date:	
☐	The candidate demonstrates commitment to professional responsibility. (InTASC 1,2,3,4,5,6,7,8,9,10)		
☐	The candidate demonstrates commitment to ethical standards. (InTASC 9,10)		
☐	The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. (InTASC 1,4,6,7,8,9,10)		
☐	The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. (InTASC 3,5,7,8,9,10)		
☐	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 1,2,3,5,7,8,9,10)		
☐	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 1,2,3,7,9,10)		
☐	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:	
Program Coordinator Signature:		Date:	
Administrative Notes:			



Internship Experience Checklist

Teacher Candidate's Name: _____

Placement Location: _____ **Grade/Content:** _____

University Supervisor: _____

Cooperating Teacher: _____

<i>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.</i>	Date	Cooperating Teacher Initials	Teacher Candidate Initials
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			

	Date	Cooperating Teacher Initials	Teacher Candidate Initials
Review and obtain a copy of the daily schedule and transitions			
Fire, disaster, medical, and other drill procedures			
General housekeeping procedures to include student absences			
Visit the workroom-How and when to use copiers			
Share special regulations concerning who may pick up a student from school			
Share necessary information regarding student needs, medications, health concerns, and custody issues			
School social media rules and regulations-using the school Wi-Fi			
Review/discuss IEP and 504-other special accommodations			
Cell phone usage in the classroom/during the school day is not permitted—where to go for emergency use only			
Policy for posting classroom pictures on social media (classroom sites only)			
Policies concerning school closings (late start, early out, cancelation) due to inclement weather or other special circumstances			
Instructional Strategies and Considerations			
Share expectations for instructional design, planning, classroom management, record keeping, and evaluation			
Provide guidance and expectation for testing practices			
Identify student teacher responsibilities and develop a timeline			
Locate and review Tk20 assessment documents (CT & Intern)			
Active Participation—Plan to attend (add to calendars)			
Arranged for parental/guardian contact –newsletter etc..			
Attend a meeting for student(s) with IEP/504			
Attend an open house, school assembly, or other extra curricular activity			
Observe/Participate in Parent-Teacher Conferences			
Attend a faculty meeting before or after school			
Attend a committee or club meeting			
<u>Add additional questions in this section:</u>			

University Supervisor	Date	Supervisor Initials	Teacher Candidate Initials
Exchange contact information—How are they to be contacted?			
Provide a class schedule			
Set day/time for lesson plans to be due Day: _____ Time: _____			
Establish an internship timeline to include solo dates			
Review notebook set-up (see handbook)			
Expectations during observations			
What to expect/provide in post-lesson conferences			



Teacher Candidate Forms and Evaluations

All evaluations are completed in TK20 (UNA Database). Each teacher candidate will login their Tk20 accounts to complete the assessments and surveys. If you need support with Tk20, please email tk20@una.edu. Internship orientation must be completed before rubrics can be scored. The training will be provided at the beginning of the semester by the Director of Clinical Experiences.

First placement (January 11th-March 5th)

- ❖ Lesson plan submission—**Due March 5th**
- ❖ Survey of Cooperating Teacher—Complete only if changing placements—**Due March 5th**
- ❖ edTPA Portfolio Submission—**Due March 8th**

Second placement (March 8th-April 30th)

- ❖ Lesson plan submission —**Due April 30th**
- ❖ Teacher Work Sample--**Due April 30th**
- ❖ Survey of Cooperating Teacher and University Supervisor--**Due April 30th**
- ❖ Graduating Senior Survey--**Due April 30th**
- ❖ Alabama Code of Ethics Assessment—**Launched March 8th-Due March 18th**

Ongoing:

- ❖ Lesson plans-supervisors will provide instructions-See template in handbook
- ❖ Attendance Log-Keep in your notebook—Supervisors and Director of Clinical Experience will check
- ❖ Report of Absences-submit within three days to the Director of Clinical Experiences

Please note: *Supervisors have the ability to change due dates*



Cooperating Teachers Forms and Evaluations

All evaluations are completed in TK20 (UNA Database). A direct link to the intern's assessments will be sent out from lpittington@una.edu at the beginning of the placement. Please check junk/spam folders. If you are unable to locate your links, please email tk20@una.edu to have them resent. The cooperating teacher training must be completed before rubrics can be scored. The training will be provided at the beginning of the semester by the Director of Clinical Experiences.

Hosting first placement (January 11th-March 5th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

***Assessments/Surveys are due March 5th**

Hosting second placement (March 8th-April 30th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

***Assessments/Surveys are due April 30th**

Hosting full semester (January 11th-April 30th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8—**Due March 5th**

- ❖ Two Field Experience Rubrics-Completed during weeks 9-12 & 13-16—**Due April 30th**
- ❖ Survey of University Supervisor—**Due April 30th**
- ❖ Education Disposition Assessment (EDA)—**Due April 30th**
- ❖ Teacher Summative Evaluation—**Due April 30th**



Supervisor Forms and Evaluations

All evaluations are completed in TK20 (UNA Database). Each supervisor will login their Tk20 accounts to complete the assessments and surveys. If you need support with Tk20, please email tk20@una.edu. The supervisor training must be completed before rubrics can be scored. The training will be provided at the beginning of the semester by the Director of Clinical Experiences.

First placement (January 11th-March 5th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ One Lesson Plan Rubric
- ❖ Survey of Cooperating Teacher
- ❖ Education Disposition Assessment (EDA)—Only supervisor of collaborative interns
- ❖ Teacher Summative Evaluation—Only supervisor of collaborative interns

***Assessments/Surveys are due March 5th**

Second placement (March 8th-April 30th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ One Lesson Plan Rubric
- ❖ Survey of Cooperating Teacher
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Work Sample (TWS)
- ❖ Teacher Summative Evaluation

***Assessments/Surveys are due April 30th**

Intern Confirmation Acknowledgment

All interns will sign during orientation

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 had the opportunity to ask questions about the documents: School Handbook, University Catalog, Internship Handbook, and Internship Syllabus.

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. I must provide my own sustenance and transportation to and from School Systems, and other transportation as is appropriate for educational experiences. 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.

If I am pulled from my placement (including being asked to leave by the K-12 school site), all contact with the school (including the cooperating teacher) must cease immediately. Any and all materials belonging to the placement school or cooperating teacher must be immediately returned or replaced by the candidate via the Director of the Office of Clinical Experiences. Inappropriate contact by the candidate and/or failure to return materials may result in a record of unsatisfactory professional dispositions, a lowered final grade (if the review committee approves the intern to repeat the internship), and/or removal from the student teacher's program. I understand that a second placement is not guaranteed and is based on availability and time for completion in the semester.

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.