



Student Teaching Handbook

*A Guide for Student Teachers,
Cooperating Teachers,
University Supervisors,
and School Administrators*

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**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
DEPARTMENT OF EDUCATION**

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Forward

We thank all of you who, as University faculty or as public school teachers and administrators, work with our preservice education candidates year-in and year-out. We know the task of training teachers to be proficient in the complex and often highly technical skills of their profession is a demanding one.

We appreciate the opportunity to work with the local public school systems. The combination of formal college instruction and classroom practice is essential in the preparation of teachers as reflective leaders and professionals.

The *Handbook* is intended to coordinate our joint undertaking and to make it a little easier to manage. You will find inside the handbook information about The University of Alabama in Huntsville student teaching program. Included is an explanation of the role of each party involved, forms to be filled out and returned to the Department of Education office, and suggestions for making the on-site experience of our students thorough and appropriate.

We look forward to working with each one of you through the clinical experiences of our Department of Education candidates. Thank you for your many contributions to UAH students and prospective teachers.

Sincerely,

Mary L. Piersma

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THE UNIVERSITY OF ALABAMA IN HUNTSVILLE THE DEPARTMENT OF EDUCATION

History of the Department

The Department of Education at The University of Alabama in Huntsville has been concerned with the preparation of educators since the University's inception in 1949. The earliest teacher education programs were offered under the auspices of the Extension Division at the University of Alabama, Tuscaloosa. During the next 18 years, the Department grew and became more autonomous as the demand for courses and programs expanded. By 1967, students could complete all coursework in teacher education at UAH. That spring the education program at UAH was officially approved, and the first independent Department of Education was established.

The Teacher Education program has continued to grow and expand its programs. Today we prepare elementary, high school, and P-12 music teacher candidates at the undergraduate level, as well as high school and P-12 reading and ESL personnel at the graduate level to assume leadership roles in public and private schools.

Mission Statement

The Department of Education at The University of Alabama in Huntsville prepares prospective elementary and high school teachers at the graduate and undergraduate levels to assume leadership roles in public and private schools. The faculty in the department is committed to a knowledge base for these programs that reflects the views that educators are reflective decision-makers who facilitate student learning.

Our vision is led by the motto: "***Through Teaching We Lead.***" We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be enfolded with a substantive preparation from the disciplinary knowledge. We want our teacher candidates to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an elevated balance of both support and challenge for learners.

The establishment of the theme, "***Through Teaching We Lead,***" codifies the major purpose of our department: to graduate teachers who are exceptionally well- prepared in disciplinary, pedagogical, and professional knowledge; who understand and are prepared to address the needs of all learners; and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The vision and mission statements of the Department are realized through the goals and outcomes for the program. These goals represent the department's expectations for all teacher education candidates.

UAH Teacher Candidate Competencies

1. CONTENT. The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.

2. PEDAGOGY.

a. Teaching. Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.

b. Assessing Student Learning. Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.

c. Managing the Learning Environment. Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive social interactions and active engagement in learning.

3. CRITICAL THINKING. Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4. DIVERSITY. Candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate also understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for *all* students.

5. COMMUNICATION. Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.

6. PROFESSIONALISM. Candidate evidences leadership capacity and a solid commitment to the teaching profession.

a. Collaboration and Relationships. Candidate communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

b. Reflective and Professional Development. Candidate is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally.

c. Professional Dispositions. Candidate exhibits ethical and professional dispositions and conduct..

Dispositions of Teacher Candidates

Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the candidate’s own professional growth.” Often, the professional dispositions and commitments exhibited by teacher candidates are one of the most critical factors in determining their future success in the classroom.

1. **Intellectual Curiosity.** The teacher candidate enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, the teacher candidate fosters and encourages students to extend their personal immersion in learning beyond course content.
2. **Respect for all Learners.** The teacher candidate demonstrates respect for and fosters positive rapport with all students.
3. **Multicultural Sensitivity.** The teacher candidate promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.
4. **Self-initiative.** The teacher candidate accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.
5. **Flexibility.** The teacher candidate identifies and positively adapts when unanticipated occurrences arise.
6. **Interaction with Others.** The teacher candidate initiates positive interactions with students, faculty, peers, and others.
7. **Tact and Judgment.** The teacher candidate is diplomatic. The teacher candidate is sensitive to others’ feelings and opinions.
8. **Reliability/Dependability.** The teacher candidate is always responsible. The teacher candidate attends to tasks or duties without prompting.
9. **Oral Communication Skills.** The teacher candidate is articulate, expressive, and conversant. The teacher candidate is able to adapt his or her communicative style to the situation; the teacher candidate listens well and responds appropriately.
10. **Written Expression.** The teacher candidate expresses ideas clearly and concisely. The teacher reviews written communication to eliminate mechanical errors.
11. **Attendance/Punctuality.** The teacher candidate is punctual and has regular attendance. The candidate provides prior notification and reasonable explanations for absences.
12. **Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

INTRODUCTION TO THE INTERNSHIP

The internship represents the culminating experience in the university's teacher preparation program. Candidates have the opportunity to synthesize and apply theoretical knowledge from their professional education courses in professional K-12 schools.

Teacher candidates are learners. Planning for full-time instruction means assigning some immediate, easily-accomplished responsibilities with a gradual induction into the various phases of teaching. This should lead to full teaching responsibilities for the teacher candidate.

Teacher candidates participate in all activities normally expected of regular faculty members, including non-teaching duties, communication with parents, faculty inservice and other meetings, and extracurricular activities. Teacher candidates may adapt assignments to the pupils, content, and instructional methods of their cooperating teachers. However, teacher candidates are at their best when initiating, negotiating, and successfully implementing their own teaching ideas.

The internship is more than simple practice. Rather, it is learning the art of teaching under supervision. In this context, supervision is defined as helping prospective teachers improve their instructional performance through systematic cycles of planning, observation, and intensive intellectual analysis of teaching performances. Thus, the internship experience represents hard work with a definite and worthwhile purpose – the improvement of instructional performance.

Because of the special significance of the internship experience in the professional preparation of our teacher candidates, the UAH Department of Education is particularly indebted to the schools and to the master teachers and their administrators who make this clinical experience possible.

PURPOSES OF INTERNSHIP

Three compelling purposes support the desirability of an internship program. The first purpose is to help prospective teachers become skillful and creative teachers, depending less and less on direct supervision, in preparation for their first professional teaching assignment under limited supervision.

The second purpose of the internship is to provide many opportunities for prospective teachers to raise questions, problems, and issues that should provide the basis for determining further needs and study. Thus, the internship should provide growth experiences, with each experience furnishing the basis for the next step in the continual process of professional growth and development.

The third purpose is to ensure that teacher candidates exhibit the competencies (knowledge, abilities, and dispositions) of effective teachers. The Department of Education was granted full accreditation of all programs by the National Council for the Accreditation of Teacher Education (NCATE) in March 2006. The programs are framed by six competencies that reflect the mission and vision of the department and are defined in the UAH conceptual framework. These competencies are aligned with professional organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC), Alabama Quality Teaching Standards (AQTS), *EDUCATE* Alabama, and the National Board of Professional Teaching Standards (NBPTS).

DEPARTMENT OF EDUCATION

Alignment of Standards

UAH Teacher Candidate Competencies	Alabama Quality Teaching Standards (AQTs)	<i>EDUCATE</i> Alabama	INTASC Principles	National Board for Professional Teaching Standards (NBPTS)
Content	1c. Content Knowledge 1 Academic Disciplines 2 Curriculum	#1 – Content Knowledge	#1 – Subject Matter	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
Pedagogy: a. Teaching b. Assessing Student Learning c. Managing the Learning Environment	2c. Teaching and Learning 2 Organization and Management 3 Learning Environment 4 Instructional Strategies 5 Assessment 3c. Literacy 2 Reading 3 Mathematics 4 Technology	#2a – Organization and Management of Learning #2b - Using Instructional Strategies to Engage Learners #2c – Assessment of Learning #3b – Development of Reading Skills & Accessing K-12 Literacy #3d – Utilizes Technology	#2 - Student Learning #5 - Learning Environment #7 – Planning Instruction # 8 - Assessment	#2 Teachers know the subjects they teach and how to teach those subjects to their students. #3 Teachers are responsible for managing and monitoring student learning.
Critical Thinking		#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#4 - Instructional Strategies 4.32 - promotes the development of critical thinking, problem solving and performance.	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
Diversity	2c. Teaching and Learning 1 Human Development 4c. Diversity 1 Cultural, Ethnic, and Social Diversity 2 Language Diversity 3 Special Needs 4 Learning Styles	#4a – Cultural, Ethnic, and Social Diversity #4b – Language Diversity #4c – Special Needs #4d – Learning Styles	#3 - Diverse Learners	#1 Teachers are committed to students and their learning. #5 Teachers are members of learning communities.
Communication	3c. Literacy 1 Oral and Written Communication	#3a – Oral and Written Communication	#6 - Communication	#5 Teachers are members of learning communities.
Professionalism	5c. Professionalism 1 Collaboration 2 Continuous, Lifelong Professional Learning 3 Alabama-Specific Improvement Initiatives 4 School Improvement 5 Ethics 6 Local, State, and Federal Laws and Policies	#5 - Professionalism	#9 – Reflection and Professional Development #10 – Collaboration, Ethics, and Relationships	#4 Teachers think systematically about their practice and learn from experience. #5 Teachers are members of learning communities.

DEFINITION OF TERMS

Cooperating Teacher - The cooperating teacher is a fully certified teacher responsible for working daily to support the professional growth of the teacher candidate through demonstration of and instruction in teaching skills and attitudes. The cooperating teacher works cooperatively with the university supervisor in providing ongoing feedback and evaluation of the teacher candidate's performance.

Cooperating School - A public or regionally accredited private school that is neither controlled nor supported by a higher education institution but provides opportunities and facilities for professional internship experiences in a teacher education program. The University of Alabama in Huntsville is privileged to cooperate with three local school systems for placement of teacher candidates: Huntsville City School system, Madison City School system, and the Madison County School system.

Director of Field Experiences – The director of field experiences is the individual responsible for developing, coordinating, implementing, and evaluating all phases of the Field Experience Program.

Internship/Student Teaching - The internship is that period of the teacher education program, organized and directed by the university, during which the student is placed in an accredited public school under the supervision of a fully certified classroom teacher and university faculty member for a full semester (15 weeks). To meet Alabama State Department of Education standards, candidates will have two placements. See page 16 additional information about placements.

Teacher Candidate – The teacher candidate is “novice teacher” completing the university's professional teacher education program in a clinical setting and under the guidance of a fully certified teacher. The teacher candidate has met certain general academic requirements and has participated in extensive field experiences prior to the internship. He/she is enrolled in an internship for academic credit.

University Supervisor - The university supervisor represents the education department and the academic department and is the faculty member directly responsible for supervision and evaluation of the teacher candidate. Services provided by the university supervisor include observation and evaluation of teacher candidates and direct assistance to students and cooperating teachers.

Eligibility and Placement of Teacher Candidates

ELIGIBILITY OF TEACHER CANDIDATES

The internship is one of the most important experiences for Department of Education students. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of Alabama in Huntsville, the internship is a full-semester, full-time assignment and must be taken in residence. Undergraduate, alternative certification (nontraditional, fifth year), and graduate candidates must submit an application to the Certification Officer (MH 241-C) according to the following deadlines:

- January 30 for Fall semester internship
- June 30 for Spring semester internship.

CRITERIA FOR INTERNSHIP ELIGIBILITY

Undergraduate Candidates

All teacher candidates completing the requirements for Class B certification must have met the following criteria to be eligible for the internship:

1. Pass the Basic Skills Test – Alabama Prospective Teacher Testing Program (APTTP);
2. Have satisfactory dispositions ratings and faculty evaluations;
3. Complete all courses in the teacher candidate's teaching field (major) with a minimum grade point average of 2.50 in the major teaching field and no grade lower than a "C". Candidates who wish to enroll in the internship prior to completion of teaching field courses must request an exception and secure written approval by the chair of the Department of Education;
4. Complete all methods courses and other appropriate professional education courses with a minimum grade point average of 2.75 and no grade lower than a "C";
5. Pass Praxis II subject area examination (APTTP);
6. Remove all incomplete ("I") grades in required courses (an incomplete is treated as an "F");
7. Complete a minimum of 200 hours of field experience with satisfactory field evaluations;
8. Be cleared by ABI and FBI background checks.

Graduate Candidates Seeking Initial Certification

All teacher candidates completing the requirements for the alternative fifth year program receiving a Class A certification must have met the following criteria to be eligible for the internship:

1. Pass Basic Skills Test – Alabama Prospective Teacher Testing Program (APTTP);
2. Have satisfactory dispositions ratings and faculty evaluations;
3. Pass the Praxis II subject area examination (APTTP);
4. Complete all courses in the teacher candidate's major with a grade point average of 3.0 in the teaching field courses with no grade lower than a "C". Candidates who wish to

- enroll in the internship prior to completion of all teaching field courses, must request an exception and secure written approval by the chair of the Education Department;
5. Complete all professional education courses with a grade point average of 3.0 in professional education courses with no grade lower than a “C”;
 6. Remove all incomplete (“I”) grades in required courses (an incomplete is treated as an “F”);
 7. Complete a minimum of 200 hours of field experience with satisfactory evaluations.
 8. Be cleared by ABI and FBI background checks.

During the semester prior to internship, the Certification Officer and the Director of Field Experiences review each application to determine the teacher candidate’s eligibility for the internship. Approval is granted if all criteria have been met.

Teacher candidate applicants are then contacted by letter to inform them whether or not they have been approved, and, if so, that they should register in the appropriate courses. Elementary education and elementary/collaborative candidates register for ED 493. Secondary education candidates register for ED 497. Music teacher candidates register for ED 499. Fifth-year candidates register for ED 698. Candidates desiring dual certification or seeking an additional endorsement should seek counseling from the Chair of the Department of Education.

PLACEMENT OF TEACHER CANDIDATES

The Director of Field Experiences coordinates all teacher candidate placements. Placements vary in grade, subject, ethnic, cultural, socio-economic setting, and include both city and county schools. Placements are selected in a manner to assure the quality of the internship experience and supervision provided by the classroom teacher. All internship placements will ordinarily be made in public schools in the Huntsville-Madison County area. Placements outside of the Huntsville-Madison County area will be made only when the Director of Field Experiences determines that an appropriate local placement is not available or a placement has been established in a designated school by the Department of Education.

FACTORS DETERMINING TEACHER CANDIDATE PLACEMENTS

Appropriate field-based experiences are an essential component in preparing the candidate as a reflective leader. Candidates are assigned throughout their programs to different settings to provide diversity in experiences. Variables considered in determining the type of diversity of placements are: grade levels, city/county schools, rural/urban setting, large/small schools, ethnicity, and differing socio-economic levels of schools. When placements for internship are coordinated, previous field experience placements are reviewed. Final placements for the internship are usually made in a setting other than the one in which the student has been previously assigned.

While previous field-based experiences are a major consideration in placing teacher candidates, other variables are also considered. They are:

- approved schools for internship placements and classroom teachers,
- schools and classroom teacher previous participation with field-based experiences,
- teaching schedule of university supervisors (constraints of time/travel),
- special requests,
- number of teacher candidates in a particular discipline, and
- total number of teacher candidates.

The specific assignment of a teacher candidate in a school, then, is a decision made cooperatively by the principal and the Director of Field Experiences. In accordance with university policy, teacher candidates are placed only with those teachers who are qualified and willing to accept this responsibility. The assignment procedure is as follows:

- An official request for placement is sent to the appropriate school administrator for approval.
- Once the placement is made, the cooperating teacher, the classroom teacher to whom the teacher candidate is assigned, will receive a packet of biographical information on the teacher candidate.
- A letter is also sent to teacher candidates informing them of the date and place for an introductory orientation meeting.
- At the orientation meeting, the teacher candidates will receive notification of their placement. They will also receive a thorough briefing of all aspects of the internship. Necessary forms will be provided and discussed, and time will be made available for student questions. It is the purpose of this meeting to ensure a smooth transition into internship, and for this reason, attendance at this meeting is mandatory.
- The cooperating teacher receives an orientation from the University Supervisor during the first two weeks of the assignment.
- The student teacher provides the cooperating teacher with a copy of the *Student Teaching Handbook* at the beginning of the assignment.

PLACEMENT INFORMATION

Elementary Education (Kindergarten-Grade 6) teacher candidates will receive a split internship assignment—eight weeks/ seven weeks. One placement will be in grade K, 1, or 2; and the other in grade 3, 4, 5, or 6.

Elementary Education/Collaborative Teacher (Kindergarten-Grade 6) teacher candidates will receive a split internship assignment—eight weeks/seven weeks. One placement will be in an elementary classroom and the other in a special education setting. Throughout the experience teacher candidates will have a K, 1, or 2, placement and a 3, 4, 5, or 6 placement.

Secondary Education (Grade 6-Grade 12) undergraduate and graduate nontraditional fifth year teacher candidates with a single teaching field (major) will receive a split internship assignment—eight weeks/seven weeks. One placement will be in a middle school and the other in a high school.

Secondary Education (Grade 6-Grade 12) teacher candidates with a comprehensive teaching field (English Language Arts, History/Social Science, or Biology/General Science) will receive a split internship (eight weeks/seven weeks), with opportunities to teach at least two subjects in the comprehensive field.

Teacher candidates seeking a middle school endorsement will complete a portion of their internship in grades 4-8. The other placement will be determined by their primary major (elementary or secondary).

P-12 Music teacher candidates will receive a split internship assignment—eight weeks/seven weeks. One placement will be in an elementary school and the other in a middle or high school.

P-12 ESL graduate nontraditional fifth year teacher candidates will receive a split internship assignment—eight weeks/seven weeks. One placement will be in an elementary school and the other in a middle or high school. Special arrangements may be requested for ESL teacher candidates who are employed by public school systems.

For candidates seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., Math and History; Biology and Collaborative Teacher)

**RESPONSIBILITIES
OF THE
PROFESSIONAL
TEAM**

THE TEACHER CANDIDATE

Teacher candidates consistently rank the internship experience among the most valuable components of their preparation. The internship is indeed the culmination of the teacher preparation program, the time to “put it all together,” to learn in the real world of the schools.

During the semester, teacher candidates are expected to effect current research-based practices and strategies, including technology, that provide vehicles for growth in students’ learning and critical thinking, not only within the structure of the school system but also within the broader context of lifelong learning. At the same time, teacher candidates are to exhibit and develop dispositions such as cooperation, collegiality, initiative, and positive attitude--fundamental to teaching effectiveness and professional growth.

Student teachers are required to give their full attention to the student teaching semester. Work outside of the student teaching experience and personal plans should not be allowed to interfere with the intern experience.

Teaching Responsibilities:

- Demonstrate knowledge of the subject and pedagogy.
- Provide adequate time to plan and prepare for instruction.
- Plan lessons on a weekly and daily basis and submit them to the cooperating teacher for review prior to teaching the class. Lesson plans should be placed in your internship notebook and made available to the university supervisor on each visit.
- Develop unit plans and submit them to the cooperating teacher for review prior to beginning the unit of instruction.
- Use a variety of instructional and assessment strategies to meet the needs of all learners.
- Accept criticism and seek out suggestions from the cooperating teacher and university supervisor. Use the feedback and suggestions to improve your professional and personal abilities and dispositions.
- Engage in self-assessment and reflection.

Collaboration and Communication Responsibilities:

- Exhibit a cooperative attitude and collaborate with the cooperating teacher and other school personnel.
- Communicate openly with the cooperating teacher and university supervisor about expectations, performance, and progress.
- Report an absence due to illness or an emergency to the cooperating teacher and the university supervisor before school begins on the day of the absence. If the cooperating teacher or university supervisor cannot be reached the student teacher is to call the school office and the message is to be given to the secretary or the principal.
- Take the initiative and find things to do to be of service without always having to be told by the supervising teacher. Offer to do things and be alert to lending a helping hand.

Personal and Professional Responsibilities:

- Exemplify positive attitudes and actions of a professional teacher.
- Maintain confidentiality of student information.

- Take the initiative in assuming responsibilities in the classroom.
- Conform to the school's rules, policies and local standards of behavior and attire.
- Conduct oneself in a mature, responsible and professional manner and maintain a professional appearance.
- Be punctual and attend to all administrative and instructional responsibilities in a timely manner
- Attend the full school day corresponding to that of the cooperating teacher's.
- Support and participate in extra-curricular school activities.
- Demonstrate loyalty to the school, students, and cooperating teacher.
- Attend the weekly student teaching seminars.
- Complete and submit all required paperwork and forms to the designated person according to the timeline included in this Handbook (p. 28-29).

THE COOPERATING TEACHER

The cooperating teacher plays an important part in assuring successful internship. In fact, the cooperating teacher may be the most important member of the internship team. Teacher candidates often contend that during their internship they learn the most from their cooperating teachers. In a large part this is a tribute to the dedication and quality of our cooperating teachers. It is the cooperating teacher who is present every day to give the teacher candidate feedback on how well he or she is doing as a teacher. Because cooperating teachers are so important in the success of the internship process and to the development of the teacher candidate, it is important that quality teachers be selected to serve this important function. This quality selection process is mandated by the Alabama State Board of Education Administrative Code.

Cooperating teachers must complete the Cooperating Teacher Information Form (FORM 101) during the first two weeks of the assignment. Teacher candidates will bring the completed form to the Staff Assistant in the Education Department.

Professional Criteria for Cooperating Teachers in the State of Alabama

- Be a highly competent teacher who is properly certified in the area of specialization of the intern.
- Have at least three years of successful teaching experience.
- Hold at least a master's degree and a Class A certificate with an endorsement in the teaching field(s) of the teacher candidate.
- Be currently teaching classes in the intern's area of specialization.
- Understand the program of each intern supervised and levels of achievement of each.
- Be approved, in writing, by the appropriate school principal and dean or director of teacher education.

In certain circumstances a teacher who does not meet these requirements may serve as a cooperating teacher. A waiver, signed by the school principal, is required for teachers who do not hold a Class A certificate or have at least three years of successful teaching experience.

Responsibilities of the Cooperating Teachers

Preparation:

- Attend an orientation scheduled by the university supervisor of the student teachers at your school.
- Acquaint the student teacher with the policies and practices of the school as to grades and records, testing and reporting, internal administrative procedures, supplies and equipment, and use of school facilities. It would be a professional courtesy for the cooperating teacher to introduce the student teacher to fellow faculty members.
- Prepare the class (or classes) for the arrival of the teacher candidate.
- Make tentative arrangements for teacher candidate to visit various service components of the school, such as administrative, guidance, library instructional materials, health, etc.
- Make available to the teacher candidate pertinent information about the school: school handbook district policy book, school-wide forms and procedures, manuals, etc.

Observation:

- Observe the teacher candidate very closely during his/her first teaching experiences to identify and communicate any difficulties.
- Observe teacher candidate consistently throughout the entire experience to provide continuing, specific feedback and evaluation.
- Make arrangements for the teacher candidate to observe other teachers at the end of the assignment.

Planning for Teaching:

- Provide opportunity and guidance necessary for the student teacher to learn the art of teaching through involvement with real students.
- Openly communicate expectations to the teacher candidate.
- Review teacher candidate's written lesson and unit plans, daily throughout the program and provide constructive feedback about plans both before and after their implementation.
- Encourage the teacher candidate to evaluate his/her own plans immediately after using them.
- Be responsible for the student teacher's innovative methods, assuring that they are ethical and acceptable within the framework of school policy and professional standards.
- Inform the student teacher within the first two weeks of the assignment concerning the unit of content the student teacher will be responsible for teaching and when the content is scheduled to be taught. This planning will allow the student teacher to begin preparation for the teaching weeks.

Teaching:

- Model a variety of teaching and assessment strategies for the teacher candidate to observe.
- Allow the student teacher to begin teaching a class or two, gradually adding a class or two as the adjustment is made to the added responsibility.
- Arrange for the student teacher to gradually add classes until a full day has been completed. The student teacher must teach a minimum of two weeks in each assignment for a total of four weeks during the full 15 week internship.
- Provide the flexibility necessary for the student teacher to reflect on his/her experiences and make decisions about his/her own style of teaching appropriate and complimentary to the student teacher's own personality.
- Encourage initiative and creativity on the part of the teacher candidate.

Conferences:

- Set aside time each week for a formal conference with the teacher candidate.
- Discuss the student teacher's weaknesses and strengths, providing both constructive criticism and suggestions to the teacher candidate.
- Encourage the teacher candidate to ask questions and to discuss all lessons taught.
- Confer with both the teacher candidate and university supervisor during the program.
- Engage in an exit conference with the teacher candidate.

Evaluation and Assessment:

- Provide for ongoing evaluation, making sure the teacher candidate knows exactly where he/she stands in relation to strengths and weaknesses at every stage of the program.
- Provide the teacher candidate both specific suggestions for improvement and specific praise for his/her successes.
- Encourage the teacher candidate to evaluate and reflect on his/her own teaching.
- Complete an objective midterm and final evaluation (Form 103) of the teacher candidate's knowledge, abilities, and dispositions.
- Complete a final evaluation using the *EDUCATE* Alabama form (Form 104).
- Discuss all evaluations with the student teacher and university supervisor.

Classroom Management and Discipline:

- Model and instruct the teacher candidate in various strategies of classroom management.
- Give the teacher candidate full support when it was necessary for him/her to take disciplinary action.
- Encourage the teacher candidate to try his/her own ideas for classroom management.

Personal and Professional Relations:

- Respect the personal integrity and feelings of the teacher candidate.
- Accept the teacher candidate as both a student and fellow professional.
- Assist the teacher candidate in developing suitable professional attitudes and relationships.
- Include the teacher candidate in professional meetings, student-teacher-parent conferences, and faculty meetings.

Other Considerations:

- Encourage the teacher candidate to observe and participate in extracurricular activities.
- Help the teacher candidate to manage the routine tasks of a teacher: keeping records, recording grades, securing audio-visual materials, bus duty, etc.
- Arrange a meeting with the principal, so teacher candidate could learn of the school's philosophy and the administrator's expectations for teachers.
- Help the teacher candidate learn about the school's curriculum and how it is organized for instruction.

THE UNIVERSITY SUPERVISOR

The university supervisor occupies a unique role among education professionals, in that the professor in a teacher education program is knowledgeable about teaching in public schools, has first-hand teaching experience, and has engaged in the training of prospective teachers prior to their entrance into the teaching profession. The university supervisor serves both the teacher candidate and cooperating teacher and is a readily accessible confidant, trouble shooter, resource person, and teacher.

Professional Criteria for University Supervisors

According to the Alabama State Board of Education Administrative Code, the university faculty who supervise teacher candidates shall meet the following criteria:

- Shall have recent professional experiences in P-12 school settings at the levels they supervise;
- Shall participate each semester in substantive, real-world experiences in the P-12 setting to complement and add to their past educational experiences.
- Shall be actively involved in the professional world of practice in P-12 schools;
- Shall provide education related services at the local, state, national, and/or international levels.

Responsibilities of the University Supervisor

Preparation:

- Be involved in the orientation of the student teacher to the school assigned.
- Be involved in acquainting the cooperating teacher with his/her responsibilities in relation to the student teacher.

Observation:

- Schedule observations that are timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation.
- Complete five formal written evaluations for each teacher candidate scheduled throughout the semester. Formal observations are based on a full class period (or 45 minutes) during which time the candidate is responsible for instruction. Additional informal observations may be scheduled as needed or requested by the student teacher or cooperating teacher.
- Observe the teacher candidate in a variety of settings (classes, subjects, grades).
- Schedule a follow-up conference to provide feedback to the candidate following each formal observation.

Communication of Feedback:

- Provide the teacher candidate with both written and oral feedback based on observation of specific lessons or activities.
- Give candidate constructive feedback and specific suggestions for improving lessons planned and taught.
- Provide feedback that includes specific praise for teacher candidate's successes.
- Communicate feedback to teacher candidate and cooperating teacher.

- Inform teacher candidate of less-than-satisfactory teaching performance no later than midway of the first internship assignment. In such cases, written recommendations for improvement (often in the form of a Professional Development Plan - PDP) will be clearly identified. The candidate is expected to act on the recommendations if he/she is to continue in the internship.

Assessment and Evaluation:

- Provide for ongoing evaluation, making sure the teacher candidate knew exactly where he/she stands in relation to strengths and weaknesses at every stage of the program.
- Provide fair and objective assessment based on specific lessons observed.
- Identify specific weaknesses early enough to allow for improvement during internship.
- Encourage the teacher candidate to engage in self-evaluation and reflection of lessons taught.
- Value the teacher candidate's self-evaluation and reflection and use this alongside of supervisor's assessment in providing reinforcement to the teacher candidate.
- Provide fair and objective evaluations of the teacher candidate's knowledge, abilities, and dispositions.

Personal and Professional Support:

- Become acquainted with the school, policies, facilities, and personnel at the assigned schools.
- Meet with appropriate school administrators.
- Respect the integrity and professionalism of the cooperating teacher and teacher candidate.
- Support teacher candidate's efforts in developing professional attitudes and relationships.
- Model appropriate professional attitudes and relationships.
- Encourage and support the teacher candidate in developing his/her own teaching style.
- Provide a timely response to professional concerns or problems, including inadequate performance and inappropriate behavior by teacher candidate.

Other Considerations:

- Inform Director of Field Experiences of concerns about placement, performance, or progress of teacher candidates before a problem develops.
- Consult with the Director of Field Experiences if withdrawal or reassignment is necessary.
- Complete all required evaluations and exit forms at the end of the semester.
- Collect all documentation on the teacher candidate from the cooperating teacher and teacher candidate and submit them to the Department Office following the portfolio exit conference.
- Serve as chairperson for the teacher candidate's portfolio exit committee and submit all portfolio related forms to the Department Office.

THE SCHOOL PRINCIPAL

The principal has the ultimate responsibility for the school to which the teacher candidate is assigned. As the academic leader of the school, he/she plays a significant role in the internship program. The principal not only serves the major role as advisor, but is responsible for selecting and approving competent and experienced classroom teachers to serve as mentors for teacher candidates.

Responsibilities of the Principal:

- Become familiar with the UAH internship program.
- Recommend qualified cooperating teachers who are willing to mentor UAH teacher candidates.
- Prepare the faculty for the arrival of teacher candidates.
- Provide an orientation for the teacher candidates assigned to their school. The school orientation should prevent any problems concerning school discipline and safety procedures, dress codes, faculty meetings, and other school policies.
- Work closely with the university supervisor and Director of Field Experiences.
- Be available to assist the cooperating teacher in the evaluation of teacher candidates assigned to the school.
- Arrange for a substitute teacher to be present should the cooperating teacher be absent, even if the student teacher is teaching the class.
- Arrange for student teacher to observe at other schools.
- Communicate with the university supervisor and Director of Field Experiences concerning any problems that may arise.
- University supervisors will meet with school principals to provide update information about the student teaching program at UAH.

Even though the principal has many additional responsibilities, as academic leader of the school, we encourage the principal to observe each teacher candidate during the semester. The evaluation may be formal (preferred) or informal using forms provided by the Department of Education, the school or the school system. These evaluations are very useful in evaluating the teacher candidates and in providing data about the internship program

THE DIRECTOR OF FIELD EXPERIENCES

At The University of Alabama in Huntsville, the Chair of the Department of Education serves as the Director of Field Experiences. The Director of Field Experiences collaborates with the school administrators in scheduling and implementing arrangements for all field experiences. The Director, with the support of the Staff Assistant, strives to provide a variety of field experiences to all students enrolled in teacher education programs in the Department of Education. Field experiences are defined as student observation, practicum, and the internship experiences in school-based settings. The Director is responsible for administration of the program which includes, but is not limited to, the following:

- Serve as liaison between teacher education programs and school systems.
- Provide overall leadership and direction for the program.
- Implement all approved standards and policies governing field experiences.
- Accept applications from students who wish to enroll in their internships and, along with the Certification Officer, determine which applicants meet the internship qualifications.
- Work with the school principals to identify teachers to serve as cooperating teachers.
- Arrange for placement of teacher candidates.
- Coordinate a professional development workshop on mentoring for cooperating teachers.
- Coordinate the field experience placements for teacher education courses, in coordination with the Staff Assistant.
- Provide university supervisors with all pertinent information regarding interns and placements.
- Coordinate seminars for teacher candidates.

The Director of Field Experiences regularly confers with department faculty who supervise teacher candidates. The Director maintains regular contact with principals and curriculum leaders in local school systems in the Huntsville-Madison County area.

POLICIES AND PROCEDURES

SUGGESTED TIMELINE FOR INTERNSHIP

The following timeline will guide the teacher candidate's induction into full time teaching. The teacher candidate (TC) and the cooperating teacher (CT) will read and discuss the timeline during the first week of the assignment. They will use this in planning a timeline that meets the needs of the teacher, student teacher, and courses/subjects being taught. Changes to the timeline will be approved by the university supervisor (US). The teacher candidate (TC) must keep copies of all documents for his/her file.

SCHEDULE	ACTIVITIES	DOCUMENTATION
<p>Week One</p> <p>Observation and Participation</p>	<ul style="list-style-type: none"> • Observe instruction by cooperating teacher and/or colleagues • Observe individual students • Observe small/large group instruction • Observe classroom routines • Observe classroom management strategies • Assist individual students and teacher • Attend faculty meetings • Attend school activities • With CT's assistance, write letter to parent/guardian asking for permission to videotape or photograph their child (Form 109) • Conference with CT 	<p><u>TC</u></p> <ul style="list-style-type: none"> • Send Weekly Report (Form 102) to US according to schedule set by US
<p>Week Two</p> <p>Observation and Participation</p> <p>Teach one subject or one period</p>	<ul style="list-style-type: none"> • Team teach lessons or parts of lessons • Work with small groups • Plan collaboratively with cooperating teacher • Plan for and teach one subject or period per day • Identify subject/period _____ • Think about evidence for portfolio based on competencies • Plan for integration of technology • Attend faculty meetings • Attend school activities • Conference with CT 	<p><u>CT</u></p> <ul style="list-style-type: none"> • Complete Cooperating Teacher Information Form (101) Give to student teacher for submission to Education Office. <p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US • CT Information Form to Department of Education Office <p><u>CT & TC</u></p> <ul style="list-style-type: none"> • Complete Timeline and Submit copy to US

<p>Week Three</p> <p>Add a second subject or period</p>	<ul style="list-style-type: none"> • Identify additional subject or period _____ • Identify topic for unit of study _____ • Begin planning the unit • Continue to gather evidence for portfolio • Participate in faculty meetings • Attend school activities • Conference with CT 	<p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US <p>**University Supervisor observations may occur any time during weeks three – seven.</p>
<p>Week Four</p> <p>Add a third subject or period</p>	<ul style="list-style-type: none"> • Identify additional subject • Identify topic of study • Video tape a lesson and reflect on strengths and areas for improvement (or video tape in week five) • Continue to gather evidence for portfolio • Review Midpoint Evaluation Form with CT • Conference with CT 	<p><u>CT</u></p> <ul style="list-style-type: none"> • Complete Midpoint Evaluation (Form 103) and discuss evaluation with candidate <p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US • Midpoint Evaluation Form to US; keep a copy for your file
<p>Week Five</p> <p>Add final subjects</p>	<ul style="list-style-type: none"> • Identify additional subjects _____ • Video tape a lesson and reflect on strengths and areas for improvement • Continue to participate in life of the school • Continue to gather evidence for portfolio • Continue to conference with CT 	<p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US
<p>Week Six</p> <p>Full time teaching responsibilities</p>	<ul style="list-style-type: none"> • Continue to participate in the life of the school • Continue to gather evidence for portfolio • Continue to conference with CT 	<p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US
<p>Week Seven</p> <p>Full time teaching responsibilities</p>	<ul style="list-style-type: none"> • Continue to participate in the life of the school • Continue to gather evidence for portfolio • Continue to conference with CT 	<p><u>CT</u></p> <ul style="list-style-type: none"> • Complete End of Assignment Evaluation (Form 103) and discuss evaluation with candidate <p><u>TC</u></p> <ul style="list-style-type: none"> • Weekly Report (Form 102) to US • End of Assignment Evaluation to US
<p>Week Eight</p> <p>Phase out of full time teaching</p> <p>Observe other teachers</p>	<ul style="list-style-type: none"> • Specify teaching and observation times • Final Exit Conference with CT <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>CT</u></p> <ul style="list-style-type: none"> • Complete <i>EDUCATE</i> Alabama (Form 104) • Sign Summary Report (Form 105) • Complete Subject Area Assessment <p><u>TC</u></p> <ul style="list-style-type: none"> • Summary Report (Form 105) to US • Complete <i>EDUCATE</i> Alabama self-evaluation form (Form 105) • Evaluation of Coop Teacher (Form 106) to ED Office • All <u>signed</u> observation reports to US

DISTRIBUTION OF INTERNSHIP TIME

The internship assignment at The University of Alabama in Huntsville is a full-time, full-semester experience, as designated by the Alabama State Department of Education. At the University of Alabama in Huntsville the internship consists of 15 weeks. Each candidate will complete two assignments during the 15 week internship.

Teacher candidates are required to be in their classrooms every day at the times designated by their school and cooperating teachers. Teacher candidates are reminded that they are required to keep the same hours as the classroom teacher, as well as attend seminars, faculty meetings, and in-service meetings with the school faculty.

The total hours of internship will be broken down into five major categories, (1) teaching, (2) participation, (3) observation, (4) conference, and (5) school-related activities. Students are required to keep a record of their hours and the distribution of the hours within these categories. (Form 102) To help you do this, a short discussion of each category follows. The actual decision as to what hours should be recorded in each category is yours. Teacher candidates must submit the Weekly Report to the university supervisor each week according to deadline set by university supervisor. All of the time, from your arrival in the morning to your departure at the end of the school day should be accounted for in your weekly report.

Since you obviously cannot do a minute by minute breakdown of your activities, it is suggested that, at the end of each day, you take time to think over what you actually did, break your time into the five categories for your records, and record this information on the appropriate form. You are not expected to be accurate within a minute; a reasonable summary will be quite acceptable. The five categories are:

Teaching.

Teaching is defined in its most general form and includes individual, small group and large group instruction. The teacher candidate can either be totally in charge or act in a team approach with the cooperating teacher. (As you gain experience, the team approach allows the students to have the benefit of two or more teachers.) In either case, however, the teacher candidate will be responsible for the planning and the learning that occurs.

The total amount of actual teaching time depends on many factors, most of which are beyond the control of the teacher candidates. The teacher candidate will begin by teaching one class or subject, gradually adding subjects or classes, until he/she assumes full responsibility for the full day. The Alabama State Department of Education requires that teacher candidates complete a minimum of 20 full days of responsible teaching, of which at least 10 must be consecutive. UAH teacher candidates who complete two assignments are required to complete a minimum of ten consecutive days of full time teaching in each assignment.

Observation.

There will be times in the classroom, particularly at first, when you will primarily observe how the cooperating teacher does things. When observing, candidates should make detailed notes of teaching strategies, classroom routines, management strategies, and resources your cooperating teacher uses.

The candidate will also be required to visit and observe other teachers in your assigned building, particularly those teaching in your major area or at your grade level; these observations, however, are to be scheduled during the last week of each assignment. Plans for these visits will be made either by your cooperating teacher, your university supervisor or by the appropriate assistant principal.

Conferences.

Teacher candidates expect and must receive ongoing feedback via conferences with the cooperating teacher and the university supervisor throughout the semester. Time spent in formal and informal conferences with the cooperating teacher and/or university supervisor is critical to your growth as a professional and to the communication necessary for a successful experience

Initial conferences provide opportunities for the members of the team—the teacher candidate, the cooperating teacher, and the university supervisor to get acquainted and to set expectations for the assignment. At the first conference, the classroom teacher, the university supervisor, and the teacher candidate will make long-range plans based on the guidelines presented in the *Teacher Candidate Internship Handbook* (Timeline). These early conferences set the tone of the experience and may prevent problems later in the internship.

The cooperating teacher will schedule weekly conferences with the student teacher at a regularly scheduled time. The information collected from the classroom observation(s) should serve as the basis for the conference. This is in addition to impromptu, informal discussions that occur during the school day. The primary purpose of most conferences is to provide guidance for the student teacher in improving teaching competencies.

The university supervisor will also arrange a time and place for a conference with the student teacher following each of his/her observations. If it is not convenient to hold a conference immediately after the observation, then one will be planned as soon as possible. It is generally expected that university supervisors will meet with their student teachers on a regular basis (every week or alternate weeks).

Every conference is unique, but the following suggestions are provided as guidelines.

- Use the assessment instrument to guide discussions of student performance.
- First follow up on previous evaluations and observations.
- Discuss observations from the most recent observation/evaluation.
- Plan ahead to address areas (competencies) in need of improvement.
- Plan ahead for teaching upcoming lessons, units, projects, etc.
- Discuss student teacher's self-evaluation and reflections about teaching practices.
- End on a positive note whenever possible.

The value of feedback from formal conferences cannot be underestimated. Each conference will be directed toward helping the student teacher to become a better teacher—more competent in teaching skills and dispositions, more self-evaluative and reflective.

School-related Activities.

Several hours a week will be spent in observing or helping with extra-curricular or extra-class activities. These include assemblies, intramural, intra-scholastic sports, musical events, plays, faculty meetings, school board meetings, PTA meetings, Student Alabama Education Association meetings at UAH, teacher candidate workshops, etc. There are many other acceptable events. Use your own judgment, about most out-of-class activities, but you are **required** to attend all faculty meetings.

The major purpose of requiring your participation in school-related activities [non-class] is to encourage you to become a part of the many aspects of the school community and its programs beyond your classroom. It is important that you gain this experience in a wide variety of out-of-class activities rather than limit yourself to only a few. Emphasis should be on activities in which you can participate rather than merely observe.

The following activities are appropriate for your observation, participation, or leadership; you will need to arrange these with your cooperating teacher and with those in charge of the activities.

- Faculty meetings
- Student social functions
- In-service or professional development workshops and programs
- Student assemblies
- Parent-teacher association meetings
- “Extra-curricular” organizations and activities
- Studying the community resources which may support your instructional units/lessons
- Participation in the SAEA (Student Alabama Education Association), CEC (Council for Exceptional Children or KDPI (Kappa Delta Pi) on campus
- School Board meetings

Participation.

This category includes all other activities that occur in the classroom. In effect, participation includes duties that are normally done by the teacher aides or other paraprofessionals. Passing out papers, assisting the teacher in demonstrations, preparing learning materials, correcting class work (at school), helping supervise field trips, helping monitor tests, are examples of this category. If an activity does not specifically fit into one of the other four categories, put it here. Remember, all of the time from your arrival in the morning to your departure at the end of the school day should be accounted for in your weekly report.

GENERAL POLICIES AND PROCEDURES FOR THE INTERNSHIP

Attendance and Absences

Teacher candidates are expected to be in attendance every day of the internship. They are expected to keep the same hours as the cooperating teacher and to abide by the school guidelines for arrival and departure.

If an illness or an emergency makes it necessary to be absent, the teacher candidate must contact his/her cooperating teacher as soon as possible (by the night before or 7:15 a.m. of the day to be absent). If the classroom teacher cannot be reached, call the school office and leave a message with the secretary or the principal. Make a note of the time, date, and the name of the person who took the message. In addition, the university supervisor must be notified whether an observation is planned or not. Absences from the internship seminar will be recorded and noted on the weekly report; excessive absences may impact the final grade for the course.

Candidates who are absent more than three (3) days for-- illness or emergency--will be required to make up the time. All make-up time will be arranged with the cooperating teacher and the university supervisor and scheduled **at the end of the assignment**. In the event that extended absences are necessary, the university supervisor should notify the Director of Field Experiences.

Teacher candidates may be excused from their teaching internship to participate in Recruitment or Job Fairs and if being honored at the University Honors Day program. However, teaching assignments should be planned and coordinated if the teacher intern plans to participate in these two University-approved events.

Academic Honor Code

Teacher candidates must follow the academic honor code as outlined in *The University of Alabama in Huntsville Student Handbook*. A copy of the Student Handbook may be obtained from Charger Central, located in the University Center.

Attire and Grooming

Teacher candidates, though students by University standards, are regarded as members of the faculty at the assigned school. The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities and not those of the University campus. Dress and appearance must not present health or safety problems. Dress and/or grooming that disrupt the educational environment may result in the intern's removal from the internship placement. Professional appearance may include but not be limited to length and style of hair, beards and mustaches, style of dress, body piercing, tattoos, and other matters of personal appearance. Dress for special theme days should still reflect an attitude of professionalism. To determine acceptable dress and grooming, teacher interns should observe the attire of others and seek the guidance of the

cooperating teacher or the building principal.

Certification Process

When teacher candidates have successfully completed (1) all UAH requirements, (2) an approved teacher education program, (3) the internship with a “C” or better, and (4) all exit examinations, they may apply for the Alabama certification for which they are eligible. Candidates who do not apply for certification at the time of the completion of their program will have to meet the requirements of the program in place at the time of their application for certification; this may include additional courses. Therefore, it is important to apply for their certification as soon as they are eligible whether or not that person ever intends to teach in Alabama.

The following procedures are in place to facilitate the certification process.

1. Week 5 of Internship – Certification Officer informs student teachers about the process. Student teachers advised to request transcripts from institutions other than UAH.
2. Week 15 of Internship – Certification Officer schedules an appointment with each student teacher to begin the certification process.
3. Portfolio Week – Student teachers request an official UAH transcript. Be sure to check “hold for degree statement” on the *Request for Transcript*.
4. Portfolio Week – Certification Officer meets individually with student teachers to complete paperwork for certificate. Student teachers must bring a \$30 cashier’s check or money order (one for each certification area) made out to the Alabama State Department of Education.
5. Graduation
6. Two (2) weeks after graduation – Registrar begins to send official transcripts to Certification Officer. (Holds or missing information may delay receipt of transcripts.)
7. One to two weeks after arrival of transcripts – Certification Officer sends completed application for certificate and accompanying documents to ALSDE. Letters of completion sent to graduate at that time.

Course Registration

Undergraduate teacher candidates will register for the internship specified in their program of study. Elementary education teacher candidates will register for ED 493 –12 hours; elementary education/ collaborative teacher candidates also register for ED 493. Candidates seeking secondary certification will register for ED 497 – 12 hours. P-12 music teacher candidates will register for ED 499 – 12 hours.

Nontraditional fifth year teacher candidates will be required to register for ED 698 - 9 hours. ESL teacher candidates will be required to register for ED 699 – 9 hours. Internship assignments for individuals seeking certification in a second field or completing a deficiency letter will be determined on an individual basis depending upon their prior internship and teaching experience.

Only in exceptional circumstances will teacher candidates be permitted to enroll in other courses during the internship. Advance written approval must be obtained from the Chair of the Department of Education before the candidate will be allowed to enroll in additional coursework. Students must submit written request to take a course during the internship with the application

for student teaching and be approved to enroll in additional coursework.

Exit Examinations

All undergraduate and graduate candidates are also required to develop and present a professional electronic portfolio as part of their internship and exit requirements for education. In addition, alternative fifth year graduate candidates are required to pass subject area comprehensive examinations in their major according to the UAH graduate school policy and a written comprehensive examination covering the professional education portion of the curriculum in their program of study. Fifth year candidates should consult the major department early in their program to be informed of the format, requirements, and deadlines of the comprehensive exit examination.

Exit Portfolio

All teacher candidates must develop a professional electronic portfolio and present that portfolio to a faculty review committee at the end of the internship semester. The portfolio will contain artifacts that document the teacher candidate's ability to integrate the UAH competencies into major units of study. Professional development workshops will be scheduled during the semester to assist student teachers in developing the electronic portfolio. The portfolio is the professional education exit examination for all education students; students must earn a minimum passing score of 2.00 on the portfolio if they are to be recommended by the University for a teaching certificate. The electronic portfolio comprises 30% of the final grade for student teaching.

Graduation and Degree Requirements

To graduate, all teacher candidates must meet the general UAH and degree program requirements as outlined in the catalog. Undergraduate candidates must have maintained a 2.5 grade point average in all teaching field courses and a 2.75 in all professional education courses. Graduate candidates must have maintained a 3.0 grade point average in all teaching field and professional education courses. All candidates must earn a grade of "C" or better in all teaching field and professional education courses, including the internship.

Teacher candidates who plan to graduate upon successful completion of the internship ("C" or better) must arrange for a degree audit with the Registrar's Office and must apply for graduation at least seven months in advance. The Department of Education recommends that teacher candidates submit a degree application at the same time they submit their application for student teaching. If the teacher candidate plans to participate in the graduation exercise, he/she must make reservations in advance. IT IS THE TEACHER CANDIDATE'S RESPONSIBILITY TO COMPLETE AND SUBMIT THE APPLICATION FOR DEGREE. UAH official application deadlines are as follows:

- Oct. 1 application for May graduation;
- Feb. 1 for August graduation; and
- June 1 application for December graduation.

Fingerprinting and Background

According to the current version of the *Alabama Teacher Education Chapter of the Administrative Code*, all individuals who apply for Alabama certification shall be required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation. Essentially this applies to all persons seeking INITIAL teacher certification, to persons changing school systems, and to persons whose certificates have lapsed for more than 90 days. UAH requires all teacher candidates to be fingerprinted prior to beginning Block 1 classes.

The Alabama State Department of Education has contracted to have *Cogent Systems* provide fingerprinting services for all teacher education candidates. Candidates should consult the website (www.cogentid.com/AL) for information about registration and scheduling their fingerprinting at a site near their residence. Current cost for fingerprinting is \$54.15.

Holidays and Vacations

Teacher interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with The University of Alabama in Huntsville's schedule. In all cases, teacher interns are obligated to adhere to the schedules of their assigned schools.

Internship Notebook and Journal

For documentary, organizational, and planning purposes, the teacher candidates will keep a notebook (three ring binder) of their experiences. Materials such as the following are to be included: detailed notes of teaching strategies, classroom routines, management strategies, and resources you have observed. The notebook should also include: the daily schedule, internship calendar, units, lesson plans, evaluation sheets, school information, etc. The notebook should be available to the university supervisor when he/she comes to observe the student teacher.

Students will also keep a reflective journal of their internship experiences; a minimum of one entry per week is expected. The journal may be kept in the notebook or a separate folder. Artifacts from the notebook and journal may be selected for the teacher candidate's exit portfolio. Journal entries will be calculated into the final grade for student teaching.

Laws that Affect Teacher Interns

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

First Amendment: Teachers must refrain from promoting religious activities in school. For the intern, this primarily means activities such as audible praying, Bible reading, and discussing religious beliefs are inappropriate and illegal in the school. 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. Teacher interns should familiarize themselves with the school system policies. Any type speech of that disrupts the educational process is not protected by the First Amendment.

Fourth Amendment: This amendment addresses the right of an individual's freedom from unreasonable 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 his/her classroom teacher. If a search is warranted, a school official should conduct the search. A related matter concerns students' bringing to school 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 your classroom teacher before taking any action.

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, she/she should discuss it with his/her classroom teacher.

Negligence: Teacher interns should take all precautions to avoid injuries to students. Most lawsuits filed against teachers are those in which the standard of supervision is questioned in regard to an injury. Did the teacher exercise the appropriate degree of supervision under the circumstances? 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 supervised at all times during any activity in which the likelihood of injury exists.

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.

Legal Status of Teacher Candidates

It must be understood that teacher candidates are in the schools strictly at the invitation of the administrators involved and that the privilege of completing an internship can be withdrawn at any time. This rarely occurs, but it has happened. Because the teacher candidate has no legal status in classrooms in Alabama there is no appeal process. In fact, little legal action is on record which has established precedent regarding clarification of this status. The teacher candidate should also be aware that the university supervisors are also invited guests of the schools.

Because of this unique situation, student teachers, may not serve as substitute teachers, participate in administering corporal punishment to students, or transport students home or on field trips.

Lesson Plans

Thorough planning is essential for good teaching. Teacher candidates are **REQUIRED** to prepare and submit lesson plans to the cooperating teacher **at least two days in advance** of the lesson being taught. This will give the cooperating teacher an opportunity to review and make suggestions for improvement. The policy and format governing lesson plans will be a joint decision between the cooperating teacher and the university supervisor. Lesson plans at the beginning of each assignment are expected to be more detailed than those prepared for lessons later in the assignment; however, they are always required. In general, lesson plans should include the following:

- **Specific objectives:** These should be carefully stated (measurable) and should guide the teaching and assessment of the lesson and student learning. (Aligned with Alabama State Course of Study standards, graduation exam competencies, and the SAT-10.
- **Procedure:** This should be specifically outlined to assure that the teacher candidate has carefully thought through each step of the lesson, from introduction to closure, in terms of the stated objectives for student learning.
- **Materials/Resources:** This should include all materials necessary for achieving the objectives of the lesson, (books, media-technology, handouts, etc.).
- **Accommodations/Adaptations:** How will you meet the needs of at risk, ESL, accelerated learners?
- **Student Assessment:** What procedures will you use to assess student learning? How will you know if you have met the stated objectives? Consider both formative and summative assessment.

Upon completion of the lesson the candidates should engage in reflection and self-evaluation. Develop the habit of reflection and self-evaluation. Ask yourself questions such as these: “Why did _____ occur during the lesson? Why was _____ not accomplished? Did students respond to _____ as I anticipated? If I taught the lesson again, what would I do differently? How could I better meet the needs of _____?” Critical self-evaluation leads to improvement of instruction and greater student learning.

All lesson plans should be kept in the internship notebook and be available for review by the university supervisor at any time. (Sample lesson plan formats will be distributed during the student teacher orientation.)

Long-range Unit Plans

Candidates must plan and teach at least one unit plan during each assignment. The length of the unit plan will vary depending upon the grade and subject assigned. Thorough planning is required to ensure the success of a unit plan. Candidates may follow the unit plan guidelines from any of their methods classes or a format suggested by the cooperating teacher. Details of daily lesson plans may evolve during the unit, but an outline containing unit goals, state and/or national standards addressed, accommodations, resources, a timeline for the lessons, and assessments must be submitted for review by the cooperating teacher at least **one week prior to the start of the unit.** (Sample unit plan formats will be distributed during the student teacher orientation.)

Orientation Workshops

Teacher candidates are required to participate in all Orientation Workshops. These workshops precede the internship placement(s) and are intended to provide students with information about the internship, their school assignment, expectations, and the exit portfolio. Candidates who do not attend the orientation workshops will be withdrawn from the internship.

Placement Services

The teacher candidate is encouraged to register with the UAH Office of Career Services (located in the Student Success Center MD 118) during the semester prior to internship or early in the internship semester. The Career Services Office will assist the teacher candidates in preparation of their placement file. Credentials on file with the Office of Career Services should be updated regularly with information about graduate studies and work experience. Teacher candidates should have each cooperating teacher and the university supervisor complete a letter of recommendation for inclusion in their placement file.

Professional Conduct

Teacher candidates must conduct themselves in a manner that is consistent with professional, ethical, and moral standards at all times. Guidelines are specified in the National Education Association's Code of Ethics www.nea.org/code.html and the [Alabama Code of Ethics](#), and in the assigned school's handbook. Teacher candidates will always maintain a professional relationship with students and colleagues. Teacher interns may not date students at the school in which they are completing their teaching internship. It is also recommended that that teacher interns not date any personnel employed at the school in which they are placed. Failure to conform to professional conduct outlined the NEA Code of Ethics or that of the assigned school will result in termination of the internship. Copies of the Alabama Code of Ethics and the NEA Code of Ethics are included in the appendix.

Professional Liability

Students enrolled in their internship semester are required to provide proof of professional liability insurance before being allowed to participate in the internship. Professional liability may be purchased through an independent insurer or is available to teacher candidates who are members of the UAH chapter of the Student Alabama Education Association (SAEA) or the Council for Exceptional Children (SCEC). Further information and membership applications will be made available at the teacher candidate Orientation Workshop.

Resume'

All teacher candidates are required to prepare a resume' with copies for their placement file and their portfolio. Instructions and suggestions concerning preparation of a resume' will be presented during a student teacher seminar.

Safety

Teacher candidates must be alert to any hazards to students in instructional activities. Safety

instructions are a vital part of planning any student activity. Physical education, laboratory activities, and playgrounds are due special attention. Any school activity will be properly supervised and students must be cautioned about hazards. The students under your charge must NEVER be left alone. Teacher candidates must be familiar with and comply with the assigned school's handbook policies and procedures regarding safety issues.

School Materials

Although schools have limited budgets for materials, personnel in schools generally permit teacher candidates to use their materials. Be sure to ask your cooperating teacher about securing materials or using the library, copy machines, and other instructional resources. It is the teacher candidate's responsibility to learn the correct procedure for checking out these materials and returning them to their proper place.

School Policies

Teacher candidates must become familiar with school policies, regulations, and physical facilities of the school. Teacher candidates will request a copy of the school handbook from the classroom teacher or the principal at the start of the assignment. School handbooks may also be available on the school website.

Seminars

Teacher candidates are required to attend weekly seminar meetings during the semester. Attendance and participation at the weekly seminars comprises 10% of the final student teaching grade and provides evidence of the student teacher's commitment to lifelong learning. The seminars are held on the UAH campus and are usually held on Tuesday afternoons (3:55-5:15) throughout the semester. Meeting dates and topics will be announced at the beginning of each semester.

Substitute Teaching

Student teachers may not serve as substitute teachers. A substitute teacher must be provided by the school should the classroom teacher be absent. However, teacher interns who have progressed to the teaching portion of their internship may teach in the classroom to which they are assigned in the presence of a substitute teacher. In an emergency, the student teacher could not take over the class; even in an emergency, the principal or another teacher should be designated as a supervisor for the brief period of the school day, if needed.

Student teachers are not employees of the assigned school or school system. Therefore using a student teacher in lieu of a substitute teacher could place the student teacher, the school system, and the University in a precarious legal position. Student teachers who are requested to serve as substitute teachers should inform his/her university supervisor who can then remind the appropriate school official that such requests are not in keeping with placement agreements.

Team Planning

Development of reflective leadership skills requires a team effort. While the cooperating teacher

and the university supervisor have an important professional responsibility to prepare the teacher candidate for entrance into the teaching profession, the teacher candidate is not only allowed, but encouraged to participate in deciding which activities should be undertaken during the internship. Teacher candidates have been exposed to many perspectives of teaching and a variety of curricula and methods during their pre-internship coursework at the University of Alabama in Huntsville. Teacher candidates are encouraged within reason, to plan for and implement a variety of teaching methodologies/strategies to discover the teaching style that is most successful for them.

Videotaping

Teacher candidates are required to videotape lessons during their internship assignments. They are responsible for arranging the videotaping of at least one lesson during each assignment. Teacher candidates may use videotaping equipment at the school (if available) or they may check out the equipment from the Department of Education office. Teacher candidates will arrange a time to review their video with their cooperating teacher and/or university supervisor. They must also select one lesson for review and write a reflective summary of the videotaped lesson. A brief clip of the video taped lessons may be included in the teacher candidate's exit portfolio. Teacher candidates will notify and secure permission for videotaping from parents and/or guardians of students in their class(es). A sample permission is included in the *Student Teaching Handbook* (FORM 108). Video tapes and reflections will be calculated into the final grade for student teaching.

Warranty

For a period of two years after program completion and recommendation for certification, the University of Alabama in Huntsville, through the Departments of Education, shall warranty and provide remediation at no cost to students who are evaluated to be unsatisfactory or deficient in any area of preparation. Remediation in professional education and/or teaching field departments will be based upon recommendations from the performance evaluations conducted by public school administrators who use the *EDUCATE* Alabama process or comparable evaluations recognized and approved by the State Board of Education. Specific assistance will be agreed upon by the Department of Education, school system personnel, and the first year teacher. This policy, the *New Teacher Warranty Program* is consistent with the Alabama State Department of Education Code of Education.

Weekly Report

Teacher candidates must complete a weekly report to document their progress and activities during the internship. Teacher candidates will report time spent in observation, participation, teaching, conferencing, other school-related activities, and hours absent. Teacher candidates are responsible for the accuracy of the hours/ activities reported in this form. The number of hours recorded on the report will be used for certification purposes; therefore teacher candidates must complete the report with as much accuracy as possible. The cooperating teacher will sign off on the Weekly Report at the end of each week. Teacher candidates must submit the report to the university supervisor each week (FORM 102) according to the deadline set by the university supervisor.

Withdrawal or Removal from the Internship

The Department of Education, with its admissions standards and procedures, attempts to place only those individuals who have satisfactorily met the knowledge, abilities, and dispositions competencies identified in the department's conceptual framework. To that end, the department agrees to support the teacher candidate and serve as a resource. The teacher candidate must recognize, however, that placement does not guarantee completion. Successful progress and completion of the internship is the responsibility of the teacher candidate and is determined by ongoing assessment of the specified competencies.

Teacher candidates who represent the UAH Department of Education are expected to comply with policies, regulations, and expectations of the school in which they are placed. The school or the University may remove a student teacher from an assignment.

Removal Based on School Request

Upon request from the school where the teacher candidate is placed, the internship may be terminated by the school's administrator at any time during the experience. If an intern is removed from an internship assignment under such circumstances, a subsequent placement is not automatic. The Department of Education also reserves the right to remove any student teacher not following UAH policies and procedures.

Withdraw for Personal Reasons

If a teacher candidate decides to withdraw from the internship, it is the responsibility of the teacher candidate to provide a written explanation to the cooperating teacher, the university supervisor, and the Director of Field Experiences. The teacher candidate is expected to follow standard University procedures to withdraw from courses (*UAH Catalog*).

Withdrawal for Unsatisfactory Progress

If the teacher candidate's progress is considered unsatisfactory based upon observation and evaluation by the cooperating teacher and/or the university supervisor, they will contact the Director of Field Experiences. The Director of Field Experiences, upon written recommendation from the university supervisor, may recommend that a teacher candidate be removed from his/her placement at any time during the internship experience. If the teacher candidate is removed from the internship assignment under such circumstances, the director will discuss possible options for the teacher candidate. This may include creating a Professional Development Plan (PDP) or withdrawal from the internship. The plan (PDP) may include but is not limited to, remediation in terms of coursework, and/or additional field placement, etc., — prior to a second attempt at the internship. Student teachers who fail to complete a specified Professional Development Plan may be dismissed from the Internship. This may ultimately result in dismissal from the Teacher Education Program. Re-enrolling in the internship is not automatic.

Student teachers are permitted only one additional attempt at an internship, providing he/she has met all re-enrollment criteria determined by the Director of Field Experiences. The teacher candidate must also complete the program within a time limit specified in the *UAH Catalog*.

Removal for Inappropriate, Unprofessional or Illegal Actions

Teacher candidates who are removed from their internship assignment for documented actions, inactions, or behaviors deemed inappropriate or unprofessional will receive a failing grade for the internship and will be dismissed with recourse or appeal. The Director of Field Experiences will inform the student of the decision.

Teacher candidates who are arrested for any crime, which could result in a felony conviction, will receive a failing grade for the internship and be removed from their internship assignment pending legal resolutions. Please note that the State Department of Education does not issue a teaching certificate to individuals with felony convictions.

**ASSESSMENT
OF
TEACHER CANDIDATES**

OVERVIEW OF THE ASSESSMENT PROCESS

Assessment and instruction are an integrated, ongoing process. Candidates will engage in continuous self-evaluation and reflection throughout the semester. They will also be observed by their cooperating teachers and university supervisors who will monitor their progress and provide feedback that will allow the student teacher to reach his/her full potential.

The UAH assessment process includes these six principles.

1. Standards based competencies.
The process is based upon six teacher competencies and a set of dispositions aligned to state and national standards.
2. Continuous feedback.
The candidate is provided with continuous feedback about his/her performance in time to allow for improvement. Cooperating teachers provide both informal and formal feedback to the candidate through notes and verbal comments as well as weekly conferences with written feedback. University supervisors are committed to providing a minimum of 5 formal observations with written feedback throughout the semester. Formal feedback, both praise and constructive criticism, given to the candidate can avoid serious misunderstandings and can also assist the candidate in growing to his/ her full potential.
3. Multiple assessments.
The candidate assessment is based upon self-assessments, cooperating teacher assessments, and university supervisor assessments. Cooperating teachers and university supervisors use observations, a midpoint and final evaluation rating scale, the subject area evaluation, and the *EDUCATE* Alabama final assessment to monitor progress and measure the candidate's performance.
4. Collaboration/Cooperation.
The candidate and the cooperating teacher's professional relationship must be based upon a mutual willingness to ask questions about and analyze one another's teaching. The candidate should be encouraged to practice self-evaluation so that critical analysis becomes a regular part of his/her teaching behavior. The cooperating teacher must set the example.
5. Documented.
Assessment is based upon verifiable evidence, such as observations of teaching performance, lesson plans, student work samples, conferences, etc. rather than on subjective judgment. The assessment must focus on the candidate's performance, NOT potential. The cooperating teacher and university supervisor will use specific examples from observations of teaching to document whether the candidate is progressing as a beginning teacher and whether he/she has the skills to maintain his/her own classroom independently.
6. Specific.
Above all, assessment and evaluation must be SPECIFIC. The candidate should be told exactly what is expected, what he or she is doing well, and what he or she needs to do to improve. The ultimate goal is to document, through supervision, the student teacher's ability to meet the basic teaching competencies.

ASSESSING THE PERFORMANCE OF STUDENT TEACHER CANDIDATES

During the internship candidates are expected to demonstrate growth in each of the eight competency areas identified on page 6 in the handbook. Performance is monitored and measured through the use of several assessment tools. Cooperating teachers and university supervisors use Form 103 to assess the student teacher and provide both formative and summative information. Cooperating teachers will formally evaluate candidates twice during each assignment and provide feedback after each observation. Each cooperating teacher will also complete an *EDUCATE* Alabama form (Form 104) and the subject area evaluation at the end of the assignment. University supervisors will complete five formal evaluations and conference with the student during the semester. The university supervisor will also complete the *EDUCATE* Alabama at the end of the 15-week semester. Student teachers complete the *EDUCATE* ALabama at the end of each assignment and engage in self-assessment and reflection throughout the 15-week internship.

Rating Scale for Evaluation of Teacher Candidate Competencies

Cooperating teachers and university supervisors should use the rating scale below to determine the level of performance demonstrated by the candidate in each competency area.

<u>Score</u>	<u>Descriptor</u>	<u>Explanation</u>
4	Exceptional	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Candidate consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate level <u>far beyond peers</u> .
3	Proficient	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, complete, consistent, and accurate. Candidate demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the candidate's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u> .
2	Basic	The candidate demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the candidate's performance is sometimes inconsistent or incomplete. Candidate shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.

- 1 Unacceptable** The candidate does not demonstrate a *minimal* level of understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole, the candidate's performance provides little or no evidence of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Rating the Candidate

Using specific examples demonstrated by the candidate, the cooperating teacher and university supervisor will rate the candidate and provide suggestions for strengthening the candidate's competency. The candidate will take action to effectively implement suggestions that the cooperating teacher and the university supervisor make for improvement of his or her performance.

If the candidate is beyond one level, but not quite at the next, average the two levels. For example, if the candidate is beyond a basic level (2), but not quite at the proficient level (3), then rate the candidate at 2.5.

If the candidate receives a rating of 1 (unsatisfactory) from the cooperating teacher or university supervisor in any competency area at the midpoint evaluation of the first or second assignment, the university supervisor will schedule a conference with the candidate and the cooperating teacher to determine an appropriate plan of action. The candidate will be provided with a written copy of the Professional Development Plan (PDP) and must respond positively and effectively to the suggestions made for improvement of his/her performance.

If a candidate receives a 1 (unacceptable) from the cooperating teacher or the university supervisor in any competency area at the end of the first assignment, the university supervisor will schedule a conference with the candidate and Director of Field Experiences/Chair promptly to determine an appropriate plan of action, which could include not being allowed to begin the second assignment.

Determining a Grade for the Internship

The final grade for the internship is based on the following components: the Cooperating Teachers' final evaluations, the University Supervisor's final evaluations, the teacher candidate's videotape, journal, and final reflections, the Portfolio Committee's evaluations, and the teacher candidate's participation/attendance at seminar. Each component is described in the table below. Teacher candidates must earn a grade of 2.0 or better in the internship to qualify for a recommendation for certification.

Student Teaching Grading Scale

- A = 4.00 – 3.40**
- B = 3.39 – 2.70**
- C = 2.69 – 2.00**
- D = 1.99 – 1.30**
- F = 1.29 – .00**

Matrix for Determining Internship Grade

Evaluator	Evaluation Tool	Percentage of Final Grade
1st Cooperating Teacher	<ul style="list-style-type: none"> • Final Evaluation (a summative evaluation evaluating the teacher candidate's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance), • <i>EDUCATE</i> Alabama (the final performance evaluation of teacher candidates also including feedback on strengths and weaknesses), and • Subject Area Evaluation (final evaluation of the candidate in their subject area abilities). 	10%
2nd Cooperating Teacher	<ul style="list-style-type: none"> • Final Evaluation (a summative evaluation evaluating the teacher candidate's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance), • <i>EDUCATE</i> Alabama (the final performance evaluation of teacher candidates also including feedback on strengths and weaknesses), and • Subject Area Evaluation (final evaluation of the candidate in their subject area abilities). 	10%
University Supervisor	<ul style="list-style-type: none"> • Final Evaluation (in addition to specific feedback from the 5th observation, this evaluation will include a summative evaluation of the teacher candidate's overall performance in the student teaching internship), • <i>EDUCATE</i> Alabama (the final performance evaluation of teacher candidates also including feedback on strengths and weaknesses). 	30%
University Supervisor	<ul style="list-style-type: none"> • One videotaped lesson per placement with accompanying written reflection • Journal entries (throughout the semester) • Internship final reflection paper (To be included in portfolio) 	10%
Portfolio Exit Committee	<ul style="list-style-type: none"> • Professional electronic portfolio containing evidence that documents the teacher candidate's growth in knowledge, abilities, and dispositions) serves as the exit examination for all education students • Summary Average from Portfolio Exit Conference 	30%
University Supervisor	<ul style="list-style-type: none"> • Attendance/Participation in Student Teaching Seminar • Opportunities will be provided for reflection, discussion, and exploration of critical issues facing educators. 	10%
Final Grade		100%

Checklist for Assessment Documentation

The following procedures and forms will be used in evaluating the teacher candidate's *performance, not his or her potential*. The forms will provide the teacher candidate with specific feedback about his/her strengths and weaknesses and facilitate improvement in teaching performance. Below is a description of each evaluation form.

<u>Assessment Form</u>	<u>Completed by</u>
<p>FORM 103– Evaluation Rubric for Teacher Candidates</p> <ol style="list-style-type: none"> 1. Completed at the <u>midpoint</u> of the assignment -approximately week four (4). 2. Complete at the <u>end of candidate's full time teaching</u> – approximately week seven (7). 3. Include specific comments about teaching performance in addition to rating the performance. 4. Discuss the evaluation with the teacher candidate and the university supervisor; sign and date the form following the conference. 5. Schedule conference with candidate and university supervisor if the candidate receives a rating of 1 (unacceptable) on any competency. 6. Give signed Evaluation Rubric to teacher candidate. 7. Submit signed Evaluation Rubric to university supervisor. <p>**The cooperating teacher should use the Evaluation Rubric when conferencing with the student teacher each week.</p>	<p>1-5. Cooperating Teacher</p> <p>7. Teacher Candidate</p>
<p>FORM 103 – Evaluation Rubric for Teacher Candidates</p> <ol style="list-style-type: none"> 1. Complete following each of the 5 formal observation visits. 2. Rate teacher candidate's performance on each item. 3. Provide specific comments about the candidate's performance. 4. Provide a rating of the teacher candidate's overall performance. 5. Discuss the evaluation with the teacher candidate and the cooperating teacher. 6. Provide candidate with copy of Evaluation Rubric. 	<p>1-6 University Supervisor</p>
<p>SUBJECT AREA ASSESSMENT</p> <ol style="list-style-type: none"> 1. Complete at end of each assignment 2. Discuss evaluation with teacher candidate 3. Submit to university supervisor 	<p>1-2 Cooperating Teacher</p> <p>3 – Teacher Candidate</p>
<p>FORM 104 – <i>EDUCATE</i> Alabama Evaluation Form</p> <ol style="list-style-type: none"> 1. Completed at <u>end of each assignment</u>. 2. Completed at end the 15-week internship. 3. Discuss the evaluation with the teacher candidate. 4. Completed by teacher candidate as a self-evaluation <u>at the end of each assignment</u>. 	<ol style="list-style-type: none"> 1. Cooperating Teacher 2. University Supervisor 3. University Supervisor and Cooperating Teacher 4. Teacher Candidate
<p>FORM 105 – Teacher Candidate Summary Report</p> <ol style="list-style-type: none"> 1. Document clock hours accumulated during each assignment. 2. Check the clock hours accumulated by the teacher candidate at the end of the assignment. 3. Sign and date the Summary Report at the end of each assignment. 4. Return Summary Report to teacher candidate. 5. Submit to university supervisor. 	<ol style="list-style-type: none"> 1. Teacher Candidate 2-4. Cooperating Teacher 5. Teacher Candidate

FORMS

FORM 100 – TEACHER CANDIDATE INFORMATION FORM

To be completed by the teacher candidate and forwarded to the Education Department Staff Assistant by the end of the second week of the internship.

Teacher Candidate: _____ I.D. Number: _____

Area(s) of Certification (Major): _____

Expected Graduation Date: _____

Current Status (Circle one): Senior Undergraduate Undergraduate Certification Only
Alternative 5th Year Certification Graduate Certification Only Other (specify) _____

Current Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Current email Address: _____

Permanent Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Permanent email Address: _____

=====

Are you currently employed? _____ Yes _____ No

Current Place of employment: _____

What hours do you work? _____ Work Phone _____

Do you plan to work during the internship? (If yes, explain) _____

=====

Do you have any medical or health problems? _____

If yes, describe _____

In case of emergency notify _____ Relationship: _____

Address: _____

Telephone: _____

Other important events, contact people or information you wish to add:

Signed: _____

FORM 102 – WEEKLY INTERNSHIP REPORT

Teacher candidate must submit Weekly Report to the university supervisor on a weekly basis at a time set by the university supervisor.

Teacher Candidate _____

School _____ Grade _____

Part A: Report for week ending _____

Hours	Previous	Current	Cumulative
Observing (O)			
Participating (P)			
Teaching (T)			
Conference (C)			
School-related (S) Activities			
TOTALS			
Absent			

Explanation of activities above or below:

Part B: Classroom activities planned for week beginning _____

Time	Room #	Monday	Tuesday	Wednesday	Thursday	Friday

Signed, Cooperating Teacher _____

RATING SCALE FOR EVALUATION OF TEACHER CANDIDATES – FOR FORM 103

Please use the following scale when evaluating teacher candidate performance on each of the competencies.

<u>Score</u>	<u>Descriptor</u>	<u>Explanation</u>
4	Exceptional	The candidate demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Candidate consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at level <u>far beyond peers</u> .
3	Proficient	The candidate demonstrates <i>proficient</i> understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, often complete, consistent, and accurate. Candidate demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the candidate's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u> .
2	Basic	The candidate demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the candidate's performance is sometimes inconsistent or incomplete. Candidate shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.
1	Unacceptable	The candidate does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The candidate's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole, the candidate's performance <u>provides little or no evidence</u> of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>unsatisfactory</u> .

Guidelines:

Please evaluate the candidate twice during the internship, midway through the assignment, and then again during the final week of full time teaching. Rate the candidate on each competency included in the rubric. If you think the candidate is beyond one level, but not quite at the next, average the two levels. For example, if the candidate is beyond a basic level (2), but not quite at the proficient level (3), then rate the candidate at 2.5. The candidate is expected to take action on suggestions that you make for improvement of his or her performance in any of these areas. These improvements may be reflected in your second evaluation.

FORM 103: EVALUATION RUBRIC FOR TEACHER CANDIDATES

University Supervisor Evaluation # _____
 Cooperating Teacher Evaluation: _____ Mid-Term _____ Final

Candidate Name: _____ Date: _____

Cooperating Teacher: _____ School: _____

Subject: _____ Grade Level: _____

Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 55 of the student teaching handbook

Ratings:

4	Exceptional	Intern consistently demonstrates <u>multiple</u> indicators of the competency with a high degree of knowledge and skill <i>beyond</i> what one would expect of a teacher candidate at the initial level of certification.
3	Proficient	Intern consistently demonstrates multiple indicators of the competency with the degree of knowledge and skill expected of the teacher candidate <i>at</i> the initial level of certification.
2	Basic	Intern may demonstrate some of the indicators, but performance is sometimes inconsistent or incomplete.
1	Unacceptable	Intern provides little or no evidence of understanding or demonstration of the indicators of the competency.

Competency 1: CONTENT

1. Content Knowledge Indicators: Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<p>___ Demonstrates a clear understanding of the content being taught.</p> <p>___ Elicits students' prior knowledge and makes connections to new concepts.</p> <p>___ Uses multiple representations to illustrate concepts.</p> <p>___ Discusses multiple viewpoints, theories, and methods of inquiry important to the understanding of the discipline.</p> <p>___ Selects curricular materials that are accurate, in-depth, comprehensive, and appealing to the students.</p> <p>___ Seeks out and uses supplementary materials that go beyond the text.</p> <p>___ Develops and teaches interdisciplinary lessons as part of a larger unit.</p> <p>___ Seeks out and uses other resources/research to develop own content expertise.</p>	

Evidence and Comments:

Competency 2: PEDAGOGY

(A) Teaching, (B) Assessing Student Learning, (C) Managing the Learning Environment

2A. Teaching Indicators: Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<p><input type="checkbox"/> Develops and documents instructional plans that are appropriately aligned with the Alabama Courses of Study.</p> <p><input type="checkbox"/> Develops and implements detailed lesson plans.</p> <p><input type="checkbox"/> Implements developmentally appropriate curricular materials and activities.</p> <p><input type="checkbox"/> Uses various grouping strategies (e.g., whole group instruction, group work, think-pair-share, cooperative learning, small group instruction, co-teaching).</p> <p><input type="checkbox"/> Uses a variety of instructional models to promote higher-order thinking (e.g., problem-based learning, group investigation, concept attainment, inductive model, integrative model).</p> <p><input type="checkbox"/> Uses technology to increase student engagement (e.g., ELMO, overhead projector, digital projector, multimedia, SmartBoard).</p> <p><input type="checkbox"/> Differentiates instruction to facilitate the attainment of learning objectives.</p> <p><input type="checkbox"/> Uses wait time and scaffolding to support thoughtful student responses.</p>	

Evidence and Comments:

2B. Assessing Student Learning Indicators: Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<p><input type="checkbox"/> Develops and/or uses a variety of assessments (including formal, informal, formative, summative).</p> <p><input type="checkbox"/> Uses assessment data to plan (pre-assessment data should be evidenced in lesson plan or unit plan).</p> <p><input type="checkbox"/> Uses individual and group responses to pace learning, proceed with new work, or re-teach.</p> <p><input type="checkbox"/> Identifies students' learning styles and plans accordingly.</p> <p><input type="checkbox"/> Uses assessment data to document impact on whole class and individual student learning, including progress on IEP goals and objectives where applicable. Pre- and post-test data should be shared with cooperating teacher, university supervisor, and students (insuring that students' rights to confidentiality are observed and maintained).</p>	

Evidence and Comments:

2C. Managing the Learning Environment Indicators Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<input type="checkbox"/> Demonstrates fairness, supportiveness, and consistency in order to achieve a positive learning environment. <input type="checkbox"/> Uses instructional time effectively and monitors student participation and interactions (student engagement). <input type="checkbox"/> Develops and implements procedures and routines to enhance a positive and effective learning environment (time management, transition management). <input type="checkbox"/> Organizes space, materials, and activities to maximize teaching and learning. <input type="checkbox"/> Proactively implements positive behavior support strategies (e.g., exhibits high levels of “with-it-ness” when teaching) <input type="checkbox"/> Provides appropriate positive reinforcement and feedback to <u>all</u> students.	

Evidence and Comments:

Competency 3: CRITICAL THINKING

3. Critical Thinking Indicators Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<input type="checkbox"/> Creates and implements instructional units that promote critical thinking, problem-solving, and inquiry. <input type="checkbox"/> Synthesizes information to promote concept development. <input type="checkbox"/> Integrates engaging problems that are connected to students’ lives. <input type="checkbox"/> Uses effective questioning methods that encourage higher order thinking.	

Evidence and Comments:

Competency 4: DIVERSITY

4. Diversity Indicators Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<input type="checkbox"/> Identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs. <input type="checkbox"/> Differentiates instruction to accommodate the needs of all learners including special needs, gifted, ELL. <input type="checkbox"/> Uses knowledge of students’ families, languages, cultures, and communities as a basis for connecting instruction to student’ experiences and enriching the learning environment. <input type="checkbox"/> Makes appropriate accommodations for students with IEPs/504 plans. <input type="checkbox"/> Accesses appropriate services or resources to meet exceptional learning needs.	

Evidence and Comments:

Competency 5: EFFECTIVE COMMUNICATOR

5. Effective Communicator Indicators Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
<input type="checkbox"/> Speaks fluently and clearly; avoids grammatical errors; adjusts for learners' levels. <input type="checkbox"/> Explains clearly: step-by-step; logical; understandable; makes connections; uses visual as well as verbal cues. <input type="checkbox"/> Uses specific, clear and relevant details when teaching; provides clear examples. <input type="checkbox"/> Uses active listening skills. <input type="checkbox"/> Displays writing samples that are grammatically correct, that effectively convey information, and that are appropriately constructed for the intended purposes and audiences.	

Evidence and Comments:

Competency 6: PROFESSIONALISM

CT=Cooperating Teacher; US=University Supervisor

6. Professionalism Indicators Mark as either D - demonstrated, or ND - not demonstrated.	Rating:
a. Collaboration and Relationships	
<input type="checkbox"/> Collaborates with appropriate school personnel to support student learning and well-being (e.g., cooperating teacher, ELL teacher, collaborative teacher, paraprofessionals). <input type="checkbox"/> Establishes respectful and productive relationships with parents and guardians from diverse homes and community situations and seeks to develop cooperative partnerships in support of student learning and well being. <input type="checkbox"/> Acts as an advocate for students.	
b. Reflection and Professional Development	
<input type="checkbox"/> Thinks systematically about practice and uses reflection to improve teaching and learning. (CT & US) <input type="checkbox"/> Invites and proactively uses feedback from supervisors and peers; responds to constructive criticism in a positive manner. (CT & US) <input type="checkbox"/> Sets goals for personal and professional growth. (CT & US) <input type="checkbox"/> Participates in professional development activities such as Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI) , faculty meetings, and school and/or university workshops. (CT & US)	

c. Professional Dispositions and Conduct

- ___ Regular and punctual attendance. (CT)
- ___ Follows the appropriate dress code. (CT)
- ___ Assumes responsibility and accountability for tasks or duties without prompting (i.e., submits documentation such as lesson plans, weekly reports, evaluation forms, etc., as requested). (CT & US)
- ___ Respects students and fellow educators both in and out of the classroom. (CT)
- ___ Respects confidentiality of student records, performance, and personal issues. (CT)
- ___ Demonstrates care and concern for welfare of students and the school community. (CT)
- ___ Abides by federal, state, and local laws and statutes. (CT & US)
- ___ Demonstrates the ability to communicate effectively in person, via phone, via email, and in writing. (CT & US)

Evidence and Comments:

Using the competency indicators in the evaluation forms, please provide additional comments and recommendations:

Rating: A = 4.00 - 3.40	Exceptional
B = 3.39 - 2.70	Proficient
C = 2.69 - 2.00	Basic
D = 1.99 - 1.30	Unacceptable

Grade Assigned: _____

Signature: Cooperating Teacher _____ Date: _____

University Supervisor _____ Date: _____

Teacher Candidate: _____ Date: _____

Signature of the candidate does not indicate agreement or disagreement with the evaluation, only that the candidate has seen the evaluation

FORM 104: EDUCATE Alabama
Evaluation of Teacher Candidate During Internship

Teacher Candidate: _____

Evaluator: _____

School: _____

Date: _____

		Indicator Rating	Mean for Category
Standard 1: Content Knowledge			
1.1	Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills.		
1.2	Activates learners' prior knowledge, experience, and interests and uses this information.		
1.3	Connects curriculum to other content areas and real-life settings to promote retention and relevance.		
1.4	Designs instructional activities based on state content standards.		
1.5	Instructional accommodations, modifications, and adaptations meet the needs of each individual learner.		
Standard 2: Teaching and Learning Environment			
Standard 2a: Organization and Management of the Learning			
2a.1	Classroom organization/management built upon expectations and research-based strategies for positive behavior.		
2a.2	Creates a climate that promotes fairness and respect.		
2a.3	Creates a safe, orderly, and stimulating learning environment that engages and motivates learners.		
Standard 2b: Using Instructional Strategies to Engage Learners			
2b.1	Develops challenging, standards-based academic goals for each learner.		
2b.2	Engages learners in developing and monitoring goals for their own learning and behavior.		
2b.3	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.		
2b.4	Creates learning activities that optimize each individual's growth and achievement within a supportive environment.		
Standard 2c: Assessment of Learning			
2c.1	Uses formative assessments to provide specific and timely feedback and to adjust instruction.		
2c.2	Uses summative assessments to measure learner attainment of specified learning targets.		
2c.3	Maintains evidence and records of learning performance to communicate progress.		
2c.4	Analyzes/Uses disaggregated assessment data to inform planning for individual learners and classes.		
Standard 3: Literacy			
Standard 3a: Oral and Written Communication			
3a.1	Demonstrates standard oral and written communications and uses appropriate communication strategies.		
3a.2	Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate.		
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources			
3b.1	Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension.		
3b.2	Integrates narrative/expository reading strategies across the curriculum.		
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas			
3c.1	Teaches problem solving that requires mathematical skills within and across subject areas.		
3c.2	Communicates mathematical concepts, processes, and symbols within the content taught.		
Standard 3d: Utilizes Technology			

- 3d.1 Identifies and integrates available emerging technology into the teaching of all content areas.
- 3d.2 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.

Standard 4: Diversity

Standard 4a. Cultural, Ethnic, and Social Diversity

- 4a.1 Develops culturally responsive curriculum and instruction in response to differences in individuals.
- 4a.2 Communicates in ways that demonstrate sensitivity to diversity and individual differences.
- 4a.3 Demonstrates and applies an understanding of how cultural biases can affect teaching and learning.

Standard 4b. Language Diversity

- 4b.1 Enables learners to accelerate language acquisition by utilizing their native language and background.
- 4b.2 Guides second language acquisition and utilizes English Language Development strategies to support learning.
- 4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning.

Standard 4c: Special Needs

- 4c.1 Recognizes characteristics of exceptionality in learning; appropriate interventions.
- 4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners.

Standard 4d: Learning Styles

- 4d.1 Helps students assess their own learning styles and build upon identified strengths.
- 4d.2 Designs learning experiences that engage learning styles and multiple intelligences.

Standard 5: Professionalism

- 5.1 Collaborates with stakeholders to facilitate student learning and well-being.
- 5.2 Engages in ongoing professional learning to move practice forward.
- 5.3 Participates as a professional learning community member in advancing school improvement initiatives.
- 5.4 Promotes professional ethics and integrity.
- 5.5 Complies with local, state, and federal regulations and policies.

Overall Numerical Rating:

A = 4.00 - 3.40
B= 3.39 - 2.70
C = 2.69 - 2.00
D = 1.99 - 1.30
GRADE:

Please provide comments of the candidate's overall performance and abilities.

Areas of strength:

Areas for professional development:

Required Signatures:

The signature of the candidate does not indicate agreement or disagreement with the evaluation, only that the candidate has seen it.

Teacher Candidate: Date:

University Supervisor: Date:

OR

Cooperating Teacher: Date:

FORM 105 - TEACHER CANDIDATE SUMMARY REPORT OF HOURS

Teacher Candidate: _____

Assignment 1: Clock Hours Devoted by the Teacher Candidate	
Observation	_____
Participation in Teaching	_____
Responsible Teaching (MINIMUM OF 10 DAYS)	_____
Conference with Cooperating Teacher	_____
Out-of-Class Activities	_____
Total Clock Hours:	_____
Hours Absent From Internship Assignment:	_____
School: _____	Grade and Subject: _____
Cooperating Teacher: _____	signature

Assignment 2: Clock Hours Devoted by the Teacher Candidate	
Observation	_____
Participation in Teaching	_____
Responsible Teaching (MINIMUM OF 10 DAYS)	_____
Conference with Cooperating Teacher	_____
Out-of-Class Activities	_____
Total Clock Hours:	_____
Hours Absent From Internship Assignment:	_____
School: _____	Grade and Subject: _____
Cooperating Teacher: _____	signature

Signatures:

UNIVERSITY SUPERVISOR

DATE

CANDIDATE

DATE

FORM 106 - TEACHER CANDIDATE EVALUATION OF COOPERATING TEACHER

Teacher Candidate _____ 1st Assignment ____ 2nd Assignment ____

Cooperating Teacher _____ Term _____

Please rate your cooperating teacher on each of the following items; use the following scale.

- 4 - Exceptional
- 3 - Proficient
- 2 - Minimal
- 1 - Unacceptable

A. PREPARATION FOR THE TEACHER CANDIDATE

- 1. Worked with the principal and other faculty and staff to make the teacher candidate feel welcome and accepted. 4 3 2 1
- 2. Prepared the class (or classes) for the arrival of the teacher candidate. 4 3 2 1
- 3. Make tentative arrangements for teacher candidate to visit various service components of the school, such as administrative, guidance, library instructional materials, health, etc. 4 3 2 1
- 4. Made available to the teacher candidate pertinent information about the school: school handbook district policy book, school-wide forms and procedures, manuals, etc. 4 3 2 1

B. OBSERVATIONS

- 1. Made arrangements for teacher candidate's observation of other teachers. 4 3 2 1
- 2. Observed the teacher candidate very closely during his/her first teaching experiences to identify and communicate any difficulties. 4 3 2 1
- 3. Observed teacher candidate consistently throughout the entire experience to provide continuing, specific feedback and evaluation. 4 3 2 1

C. PLANNING FOR TEACHING

- 1. Openly communicated expectations to the teacher candidate. 4 3 2 1
- 2. Examined teacher candidate's lesson plans, daily throughout the program, and gave teacher candidate constructive feedback about them both before and after implementing the plans. 4 3 2 1
- 3. Encouraged the teacher candidate to evaluate his/her own plans immediately after using them. 4 3 2 1

D. CONFERENCES

- 1. Set aside time regularly to confer with the teacher candidate. 4 3 2 1
- 2. Provide constructive criticism and suggestions to the teacher candidate. 4 3 2 1
- 3. Encouraged the teacher candidate to ask questions and to discuss all lessons taught. 4 3 2 1
- 4. Conferred with both the teacher candidate and university supervisor during the program. 4 3 2 1
- 5. Engaged in an exit conference with the teacher candidate. 4 3 2 1

E. TEACHING

- | | | | | |
|---|---|---|---|---|
| 1. Provided for a gradual increase of teaching responsibilities. | 4 | 3 | 2 | 1 |
| 2. Encouraged the teacher candidate to choose his/her own teaching methods, as long as those methods did not impede student learning. | 4 | 3 | 2 | 1 |
| 3. Encouraged initiative and creativity on the part of the teacher candidate. | 4 | 3 | 2 | 1 |
| 4. Encouraged/supported the teacher candidate in developing his/her own teaching style. | 4 | 3 | 2 | 1 |
| 5. Modeled a variety of teaching and assessment strategies for the teacher candidate to observe. | 4 | 3 | 2 | 1 |

F. EVALUATION

- | | | | | |
|--|---|---|---|---|
| 1. Provided for ongoing evaluation, making sure the teacher candidate knew exactly where he/she stood in relation to strengths and weaknesses at every stage of the program. | 4 | 3 | 2 | 1 |
| 2. Provided the teacher candidate both specific suggestions for improvement and specific praise for his/her successes. | 4 | 3 | 2 | 1 |
| 3. Encouraged the teacher candidate to evaluate and reflect on his/her own teaching. | 4 | 3 | 2 | 1 |
| 4. Provided a fair and objective midterm and final evaluation of the teacher candidate's attitudes, performance, and general attributes. | 4 | 3 | 2 | 1 |

G. CLASSROOM MANAGEMENT AND DISCIPLINE

- | | | | | |
|---|---|---|---|---|
| 1. Modeled and instructed the teacher candidate in various strategies of classroom management. | 4 | 3 | 2 | 1 |
| 2. Gave the teacher candidate full support when it was necessary for him/her to take disciplinary action. | 4 | 3 | 2 | 1 |
| 3. Encouraged the teacher candidate to try his/her own ideas for classroom management. | 4 | 3 | 2 | 1 |

H. PERSONAL AND PROFESSIONAL RELATIONS WITH TEACHER CANDIDATE

- | | | | | |
|---|---|---|---|---|
| 1. Respected the personal integrity and feelings of the teacher candidate. | 4 | 3 | 2 | 1 |
| 2. Accepted the teacher candidate as both a student and fellow professional. | 4 | 3 | 2 | 1 |
| 3. Assisted the teacher candidate in developing suitable professional attitudes and relationships. | 4 | 3 | 2 | 1 |
| 4. Included the teacher candidate in professional meetings, student-teacher-parent conferences, and faculty meetings. | 4 | 3 | 2 | 1 |

I. OTHER CONSIDERATIONS

- | | | | | |
|--|---|---|---|---|
| 1. Encouraged the teacher candidate to observe and participate in extracurricular activities. | 4 | 3 | 2 | 1 |
| 2. Helped the teacher candidate to manage the routine tasks of a teacher: keeping records, recording grades, securing audio-visual materials, bus duty, etc. | 4 | 3 | 2 | 1 |

- | | |
|--|---------|
| 3. Arranged a meeting with the principal, so the teacher candidate could learn about the school's philosophy and the administrator's expectations for teachers. | 4 3 2 1 |
| 4. Helped the teacher candidate become familiar with the characteristics, resources, and services of the school and of the community from which the school is drawn. | 4 3 2 1 |
| 5. Helped the teacher candidate learn about the school's curriculum and how it is organized for instruction. | 4 3 2 1 |

COMMENTS _____

Teacher Candidate signature: _____

FORM 107 - TEACHER CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR

Name of University Supervisor _____ Internship Semester _____

Please rate your university supervisor on each of the following items, using the following scale.

- 4 - Exceptional
- 3 – Proficient
- 2 - Minimal
- 1 - Unacceptable

A. OBSERVATIONS

- 1. Schedule observations that were timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation. 4 3 2 1
- 2. Complete five formal written evaluations for the teacher candidate. 4 3 2 1
- 3. Observed teacher candidate in a variety of settings (classes, subjects, grades) 4 3 2 1
- 4. Scheduled a follow-up conference following formal observations. 4 3 2 1

B. COMMUNICATION OF FEEDBACK

- 1. Provided the teacher candidate with both written and oral feedback based on observation of specific lessons or activities. 4 3 2 1
- 2. Gave candidate constructive feedback and specific suggestions for improving lessons planned and taught. 4 3 2 1
- 3. Provided feedback that included specific praise for teacher candidate’s successes. 4 3 2 1
- 4. Communicated feedback to teacher candidate and cooperating teacher. 4 3 2 1
- 5. Informed teacher candidate of less-than satisfactory teaching performance before midterm and identified guidelines for improvement. 4 3 2 1

C. ASSESSMENT AND EVALUATION

- 1. Provided for ongoing assessment, making sure the teacher candidate knew exactly where he/she stood in relation to strengths and weaknesses at every stage of the program. 4 3 2 1
- 2. Provided fair and objective assessment, based on specific lessons observed 4 3 2 1

- 3. Identified specific weaknesses early enough to allow for improvement during the internship. 4 3 2 1
- 4. Encouraged teacher candidate to engage in self-evaluation and reflection of lessons taught. 4 3 2 1
- 5. Valued the teacher candidate's self-evaluation and reflection and used this alongside of supervisor's assessment in providing reinforcement to the candidate. 4 3 2 1
- 6. Provided fair and objective final evaluation of teacher candidate's knowledge, abilities, and dispositions. 4 3 2 1

D. PERSONAL AND PROFESSIONAL SUPPORT

- 1. Was acquainted with school, policies, facilities, and personnel at the assigned school. 4 3 2 1
- 2. Met with appropriate school administrators. 4 3 2 1
- 3. Respected the integrity of the cooperating teacher and teacher candidate. 4 3 2 1
- 4. Accepted teacher candidate as a student and as a professional. 4 3 2 1
- 5. Supported teacher candidate's efforts in developing professional attitudes and relationships. 4 3 2 1
- 6. Encouraged and supported the teacher candidate in developing his/her own teaching style. 4 3 2 1
- 7. Provided a timely response to professional concerns or problems, including inadequate performance and inappropriate behavior by teacher candidate. 4 3 2 1

E. OTHER CONSIDERATIONS

- 1. Informed Director of Field Experiences of concerns about placement, performance, or progress of teacher candidates. 4 3 2 1
- 2. Consulted with Director of Field Experiences if withdrawal or reassignment is necessary. 4 3 2 1
- 3. Completed all required evaluations and exit forms at the end of semester. 4 3 2 1
- 4. Collected all documentation on teacher candidate from the cooperating teacher and teacher candidate and submitted them to the Department Office. 4 3 2 1
- 5. Served as chairperson for the teacher candidate's portfolio exit committee. 4 3 2 1

COMMENTS:

**FORM 108 - SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS
AND VIDEOTAPES**

Date _____

Dear Parent/Guardian,

My name is _____. I am a student teacher candidate from The University of Alabama in Huntsville. Throughout the next (provide time span) weeks, I will be working with _____. I will be taking pictures and/or videos of a variety of classroom activities to represent teaching experiences during my internship. As part of my teacher education program requirements, I am expected to develop an electronic teaching portfolio. I would like to be able to include these pictures and/or videos of classroom activities in my portfolio and webpage. I would appreciate your permission to use items that may have your child in them.

These pictures and/or videos would be included in my electronic portfolio to provide evidence of my ability to meet state and university standards and would “bring to life” the documents I present in my professional portfolio. All students will remain anonymous and all documentation would remain my personal property only to be used for educational purposes associated with the teacher education program and my professional teaching portfolio.

Please check the appropriate statement, sign, and return the letter to:
cooperating teacher's name.

_____ I grant permission for my child to be photographed and/or videotaped for educational purposes and for the photographs to be included in the candidate's electronic teaching portfolio. I understand that the photos, which will be used for educational purposes only, will be posted on the UAH Department of Education's website. Access to the candidate's electronic portfolio will be limited to the UAH campus.

_____ I do not give permission for my child to be photographed for any reason.

_____ I do not give permission for my child to be videotaped for any reason.

Student's Name _____

School _____

Teacher's Name _____

Signature of parent/guardian _____ Date _____

Sincerely,

Name: _____

UAH Student Teacher

FORM 109 – RELEASE AND INDEMNIFICATION FORM (Permission to use or post work)

1. I hereby affirm that I am age 19, or older, and that, either on my own or as a part of a group project for an assignment in the Education Department of the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

_____ Candidate Portfolios

_____ Student Work Samples

Additional Document(s) _____

(Fill in additional documents in the space above. If there are none, write "None.")

- 2. I hereby authorize the UAH Education Department to use, for so long as it may wish to do so, the above-listed document(s) (or my portion of them) in its course materials (in whatever form published) and/or Web sites for any classes the Department currently is offering or will offer in the future. I understand that such Web sites may be freely accessible by anyone with Internet access.
- 3. Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site.
- 4. I hereby represent and warrant that (a) I created the documents set out in paragraphs 2, above; (b) that to the best of my knowledge these documents (or my contribution to any jointly produced document) do not violate the copyright of text, photographs, graphic elements, audio, video, or other intellectual property interests of any party; and (c) that I have the authority to grant this authorization.
- 5. I further hereby release absolutely, forever discharge, and covenant not to sue The Board of Trustees of the University of Alabama and its officers, employees, and agents of the said Board and/or any of its constituent institutions from and concerning all liability, losses, claims, demands, actions, debts, and expenses of every name and nature for any damages arising out of the use of the above-listed documents whether such use is in course materials or incident to the electronic archival, storage, and publication on the Internet of those documents.
- 6. Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

(Date)

(Phone Number)

Print Name _____

Address _____

Signature _____

Please initial one of the following:

_____ I *would like* for my real name (as it is printed above) to appear on the published version of the document(s).

_____ I *do not want* my real name to appear in the published document and request that a fictitious name to be used.

FORM 110: RUBRIC FOR EVALUATING TEACHER CANDIDATE PORTFOLIOS

Candidate Name: _____ Date: _____

Committee Member: _____ Department: _____

Below is a brief descriptor for each of the ratings. Note how well the candidate describes each piece of evidence and the strength of the evidence in meeting the competency.

4	Exceptional	Intern consistently selects artifacts that are <u>clearly and directly</u> related to multiple indicators for each competency. Intern <u>concretely</u> describes why artifacts demonstrate achievement of the competency, thus exhibiting a high degree of knowledge and skill <i>beyond</i> what one would expect of a teacher candidate at the initial level of certification.
3	Proficient	Intern consistently selects artifacts that are <u>clearly and directly</u> related to the multiple indicators of each competency. Intern <u>concretely</u> describes why artifacts demonstrate achievement of the competency, thus exhibiting a degree of knowledge and skill expected of the teacher candidate <i>at</i> the initial level of certification.
2	Basic	Intern may select artifacts that are related to some of the indicators for each competency. Intern describes why artifacts demonstrate achievement of the competency, but performance is sometimes inconsistent or incomplete.
1	Unacceptable	Intern provides artifacts that demonstrate little or no evidence of understanding or demonstration of the indicators of the competency and poorly describes selection and relevance of artifacts.

Competencies:	Rating
1. CONTENT: <u>Demonstrates</u> understanding of the content being taught. <u>Provides evidence of</u> creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students. Evidence:	1
2a. TEACHING: <u>Provides evidence of</u> using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement. Evidence:	2a
2b. ASSESSMENT: <u>Provides evidence of</u> using a variety of assessments to plan instruction; ways of monitoring student performance and evaluating student learning; documenting impact of instruction on students. Evidence:	2b
2c. MANAGEMENT: <u>Presents evidence of</u> creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines. Evidence:	2c
3. CRITICAL THINKING: <u>Presents evidence of</u> using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking. Evidence:	3
4. DIVERSITY: <u>Provides evidence of</u> differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences. Evidence:	4
5. COMMUNICATION: <u>Presents evidence of</u> effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English. Evidence:	5
6a. COLLABORATION: <u>Provides evidence of</u> collaborating with colleagues, parents and the community to support students' learning and well-being. Evidence:	6a
6b. REFLECTION AND PROFESSIONAL DEVELOPMENT: <u>Provides evidence of</u> reflecting about teaching practice; engaging in opportunities to grow professionally. Evidence:	6b

FORM 111: PORFTOLIO SUMMARY REPORT

Candidate: _____

Date: _____

Certification: _____

Undergrad: _____ Grad: _____

Rating Scale: 4: Exceptional 3: Proficient 2: Basic 1: Unacceptable

UAH Candidate Competencies	Committee Member	Committee Member	Committee Member	Committee Member	Mean Score
1. Content					
2. Pedagogy					
A. Teaching					
B. Assessing Student Learning					
C. Managing the Learning Environment					
3. Critical Thinking					
4. Diversity					
5. Effective Communication					
6. Professionalism					
A. Collaboration and Relationships					
B. Reflection and Professional Development					
Mean					

Comments and Feedback:

Committee Member _____

Committee Member _____

Committee Member _____

Committee Member _____

DEPARTMENT OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2009

FORM 113 : AUTHORIZATION TO RELEASE INFORMATION FROM EDUCATION RECORDS FOR LETTERS OF RECOMMENDATION

TO: _____

Name of University Official and Department

1. I hereby authorize you to consult my education records at The University of Alabama in Huntsville and further authorize you to reveal such information (including, but not limited to, personally identifiable information) from those records as you may consider appropriate for the purpose of preparing and providing a letter of recommendation on my behalf to:

2. I have initialed in the appropriate space below regarding the purpose for which this letter of recommendation is requested:

- _____ Admission to an educational institution
- _____ Employment
- _____ Other (specify)

3. I have initialed in the appropriate space below regarding my right to see the letter(s) of recommendation prepared under this authorization:

- _____ I waive my right to see the letter(s) of recommendation prepared pursuant to this authorization.
- _____ I do *not* waive my right to see the letter(s) of recommendation prepared pursuant to this authorization.

4. I have initialed in the appropriate space below regarding further distribution of the requested letter(s) of recommendation by its recipient:

- _____ I hereby authorize the recipient(s) of the letter(s) of recommendation prepared pursuant to this authorization to provide it to others as he/she may deem appropriate.
- _____ The recipient(s) of the letter(s) of recommendation prepared pursuant to this authorization may not make any further distribution of that letter without my prior written approval.

5. This authorization shall remain in *effect* until and unless I provide, and you receive, written notice that it has been revoked. Any such revocation shall have no *effect* upon letters of recommendation submitted prior to your receipt of that written revocation.

Printed Name: _____

Signature: _____

Student

Date: _____

Elementary Education Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:
4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3-.06	The teacher candidate has demonstrated the ability to:	Ratin g
(1)(b)1.	Use manipulative materials and play as instruments for enhancing development and learning.	
(1)(b)2.	Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.	
(1)(b)3.	Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	
(1)(b)4.	Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.	
(1)(b)5.	Respond to children at the appropriate developmental level.	
(1)(b)6.	Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.	
(1)(b)7.	Work effectively with children in kindergarten, primary and/or upper elementary grades over an extended period of time.	
(1)(b)8.	Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.	
(1)(b)9.	Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.	
(1)(b)10.	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	
(1)(b)11.	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	

Collaborative Teacher Candidate K-6
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:

4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO - Not Observed

Alabama Standard/Rule 290-3-3-.35	The collaborative teacher candidate has demonstrated the ability to:	Rating
(1)(b)1.	Assess students' needs in order to plan an individualized education program appropriate for classroom instruction.	
(1)(b)2.	Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.	
(1)(b)3.	Utilize practices to encourage family support in the student's program.	
(1)(b)4.	Assist in the evaluation and implementation of assistive technology.	
(1)(b)5.	Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives.	
(1)(b)6.	Implement appropriate behavioral interventions based on a functional analysis of behavior.	
(1)(b)7.	Build students' communication abilities and social interaction skills through the development of appropriate language and conversational skills.	
(1)(b)8.	Plan and implement an instructional program for Grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science.	
(1)(b)9.	Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.	
(1)(b)10.	Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including <i>Essential Skills of Teachers of Reading</i>	
(1)(b)11.	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	
(1)(b)12.	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	

Collaborative Teacher Candidate 6 - 12
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:

4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO - Not Observed

Alabama Standard/Rule 290-3-3-.36	The collaborative teacher candidate has demonstrated the ability to:	Rating
(1)(b)1.	Assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction.	
(1)(b)2.	Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.	
(1)(b)3.	Create an optimal learning environment by collaboratively utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.	
(1)(b)4.	Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent-living, and leisure skills.	
(1)(b)5.	Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experience, and work place mentoring) to foster the development of work place competencies and career goals.	
(1)(b)6.	Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.	
(1)(b)7.	Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.	
(1)(b)8.	Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.	
(1)(b)9.	Implement appropriate behavioral interventions based on a functional analysis of behavior.	
(1)(b)10.	Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including <i>Essential Skills of Teachers of Reading</i> .	
(1)(b)11.	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	
(1)(b)12.	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	

DEPARTMENT OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2009

English Language Arts Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:

4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3-.10	The teacher candidate has demonstrated the ability to:	Rating
(1)(b)1.	Promote language acquisition and development.	
(1)(b)2.	Direct a variety of speech and theatre activities.	
(1)(b)3.	Teach journalism including how to product magazine and newspaper layout; develop copy and/or story radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and non-print journalism.	
(1)(b)4.	Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.	
(1)(b)5.	Incorporate a variety of individual and group activities and multimedia/multi-sensory techniques in the teaching of oral and written language.	
(1)(b)6.	Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.	
(1)(b)7.	Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.	
(1)(b)8.	Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, and improvisation.)	
(1)(b)9.	Teach students to explore and relate personal experiences and develop interpretations.	
(1)(b)10.	Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.	
(1)(b)11.	Teach students to structure and expand ideas into coherent writing.	
(1)(b)12.	Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing.	
(1)(b)13.	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	
(1)(b)14.	Teach students to apply discipline-specific reading and writing strategies in all content areas.	
(1)(b)15.	Select appropriate research-based strategies and materials to meet the needs of struggling readers.	

Foreign Language Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:
4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3-.11	The teacher candidate has demonstrated the ability to:	Rating
(1)(a)2.(i)	Use appropriate phonology, orthography, morphology, vocabulary, and syntax.	
(1)(a)2.(ii)	Communicate a rationale for the target language study.	
(1)(b)2.(i)	Listen to, read, and comprehend main ideas and most details in connected discourse in the target language; speak proficiently; and write general, non-technical prose.	
(1)(b)2.(ii)	Discuss the target societies including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces.	
(1)(b)2.(iii)	Use a variety of strategies and techniques to teach and evaluate: cultural knowledge; cross-cultural understanding; and the integrated skills of listening with comprehension, speaking, reading, and writing.	
(1)(b)2.(iv)	Organize/sponsor language-related student groups and extracurricular activities.	

History - Social Sciences Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:
4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3-.19+20	The teacher candidate has demonstrated the ability to:	Rating
(1)(b)	Interrelate social science concepts and teach the target social science from an interdisciplinary perspective.	
(1)(b)	Communicate key concepts, generalizations, and methods of studying the social sciences in language that is appropriate for middle and high school students.	
(1)(b)	Use a wide variety of school and community materials and human and technological resources.	
(1)(b)	Utilize the Alabama Course of Study as well as national standards when planning and teaching content in the social sciences.	
(1)(b)	Use reading, writing, listening and speaking as means to help students learn concepts in the social sciences	
(1)(b)	Use content specific reading strategies to facilitate student learning in the social sciences.	
(1)(b)	Use a variety of teaching strategies to meet the varied needs of middle and high school students.	
(1)(b)	Use technology as a tool to enhance teaching and student learning.	
(1)(b)	Incorporate authentic documents and current events in teaching the social sciences.	
(1)(b)	Participate in and/or co-sponsor student organizations like the Model UN or academic competitions.	

Mathematics Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:

4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rul e 290-3-3-.13	The teacher candidate has demonstrated the ability to:	Rating
(1)(b)1.	Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics.	
(1)(b)2.	Construct logical arguments for mathematical statements that are consistent within an axiomatic framework.	
(1)(b)3.	Use language and symbols of mathematics accurately in communications.	
(1)(b)4.	Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.	
(1)(b)5.	Conduct and lead students in inquiry math activities.	
(1)(b)6.	Use estimation and approximation skills and assess the reasonableness of solutions to problems.	
(1)(b)7.	Use technology in problem solving and in exploring mathematical concepts.	
(1)(b)8.	Present and interpret data in graphical form.	
(1)(b)9.	Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines.	
(1)(b)10.	Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts.	
(1)(b)11.	Integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living.	

Science Education Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:
4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3- .14-.18	The teacher candidate has demonstrated the ability to:	Rating
(1)(b)1.	Investigate scientific phenomena, interpret finding, and communicate them to others.	
(1)(b)2.	Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.	
(1)(b)3.	Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.	
(1)(b)4.	Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.	
(1)(b)5.	Conduct and lead students in inquiry target science activities.	
(1)(b)6.	Inform students about career opportunities in science and technology.	
(1)(b)7.	Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science.	
(1)(b)8.	Use media and appropriate instructional technologies.	

Music Education Candidate
Cooperating Teacher Evaluation of Subject Area Abilities
(Evidence that candidate meets Alabama Quality Teaching Standards)

Candidate: _____

Date: _____

Evaluator: _____ Subject/Grade Level: _____

Instructions: Please rate the teacher candidate on each of the indicators using the following four-point rating scale:

4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable NO- Not Observed

Alabama Standard/Rule 290-3-3-.32	The teacher candidate has demonstrated the ability to:	Rating
	<u>General:</u>	
(1)(a)2(i)	Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles.	
(1)(a)2(ii)	Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation.	
(1)(a)2(iii)	Play pitched and non-pitched classroom instruments.	
(1)(a)2(iv)	Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.	
(1)(a)2(v)	Compose and arrange music and adapt music from a variety of sources.	
(1)(a)2(vi)	Interpret representative works of the past and presents and evaluate the quality of musical works and performances.	
(1)(a)2(vii)	Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.	
(1)(a)2(viii)	Teach students to play both rhythmic and melodic classroom instruments.	
	<u>Choral:</u>	
(1)(b)2(i)	Use voice effectively in demonstrations.	
(1)(b)2(ii)	Perform as a soloist	
(1)(b)2(iii)	Use woodwind, brass, percussion, and string instruments as teaching tools.	
(1)(b)2(iv)	Conduct ensembles.	
	<u>Instrumentalist:</u>	
(1)(c)2(i)	Play woodwind, brass, percussion, and string instruments with sufficient skill to teach.	
(1)(c)2(ii)	Perform as a soloist	
(1)(c)2(iii)	Use singing voice as a teaching tool.	
(1)(c)2(iv)	Conduct choral as well as instrumental ensembles	
(1)(c)2(v)	Teach instrumental music to individual students and groups.	

Alabama Educator Code of Ethics

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

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

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

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

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

Standard 2: Trustworthiness

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

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

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

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

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

Standard 3: Unlawful Acts

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

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

Standard 4: Teacher/Student Relationship

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

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

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

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

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual

Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.

- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

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

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

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

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

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

Standard 6: Public Funds and Property

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

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

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

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

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

Standard 7: Remunerative Conduct

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

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

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

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

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

Standard 8: Maintenance of Confidentiality

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

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

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

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

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

Standard 9: Abandonment of Contract

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

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

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

Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

Preamble

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

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

Principle I: Commitment to the Student

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

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

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

Principle II - Commitment to the Profession

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

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

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

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