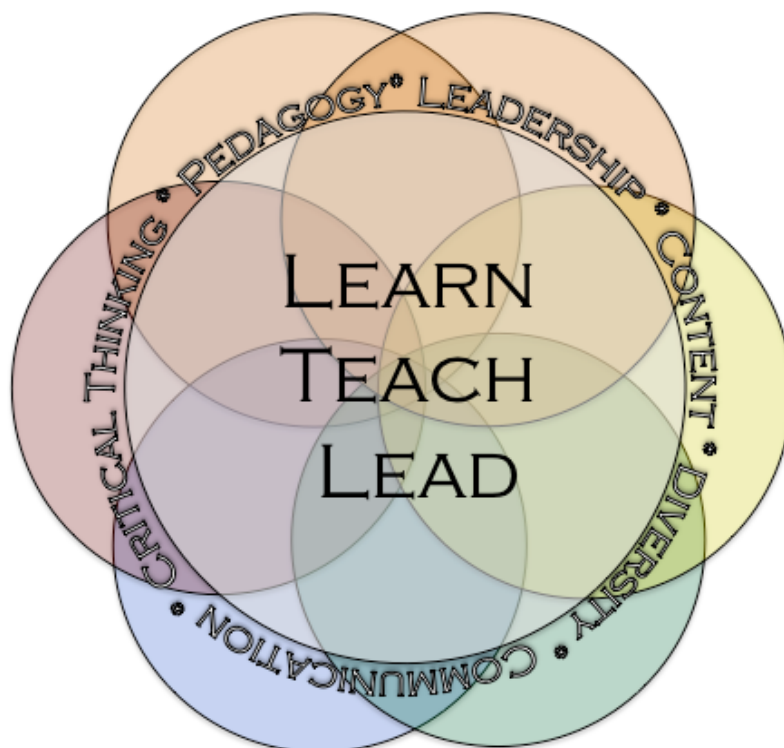


DEPARTMENT OF EDUCATION

Internship Handbook



THE TEACHER EDUCATION PROGRAM AT UAH

Roberts Hall 323
Huntsville, AL 35899
Phone: 256-824-6180 Fax: 256-824-6818
Revised Summer 2014

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

TABLE OF CONTENTS

| | |
|--|-----------|
| Forward | 4 |
| General Information | 5 |
| History and Mission Statement | 6 |
| Intern Competencies | 7 |
| Dispositions of Interns | 8 |
| Essential Functions | 9 |
| Introduction | 11 |
| Purposes of the Internship | 11 |
| Alignment of Standards | 12 |
| Definition of Terms | 13 |
| Eligibility and Placement of Interns | 14 |
| Responsibilities of the Professional Team | 19 |
| The Intern | 20 |
| The Cooperating Teacher | 22 |
| The University Supervisor | 24 |
| The Principal | 26 |
| The Coordinator of Field and Clinical Experiences | 27 |
| Policies and Procedures | 28 |
| Timeline for the Internship | 29 |
| Distribution of Internship Time | 32 |
| General Policies and Procedures for the Internship | 35 |
| Assessment of Interns | 46 |
| Overview of the Assessment Process | 47 |
| Assessing the Performance of Interns | 48 |
| Checklist for Assessment Documentation | 51 |

| | |
|---|---------------|
| Forms | 52 |
| Checklist for Interns..... | 53 |
| Form 100 Intern Information Form | 54 |
| Form 101 Cooperating Teacher Information Form | 56 |
| Form 102 Weekly Internship Report | 57 |
| Rating Scale for Interns | 58 |
| Form 103 Evaluation Rubric for Interns..... | 59 |
| Form 104 <i>EDUCATE</i> Alabama | 64 |
| Form 105 Intern Summary Report..... | 66 |
| Form 106 Intern Evaluation of Cooperating Teacher..... | 67 |
| Form 107 Intern Evaluation of University Supervisor | 69 |
| Form 108 Sample Permission Letter for Photographs and Videotape | 71 |
| Form 109 Release and Indemnification Form | 72 |
| Form 110F University Supervisor Summary Evaluation | 73 |
| Form 111 Rubric for Evaluating Intern Portfolios | 74 |
| Form 112 Professional Development Plan | 75 |
| Form 113 Authorizations to Release Information from Records | 76 |
| Subject Area Assessments: | |
| Elementary Education | 77 |
| Elementary Education (K-6)/Collaborative Intern..... | 78 |
| Secondary Education (6-12)/Collaborative Intern | 79 |
| English Language Arts | 80 |
| Foreign Languages | 81 |
| History/Social Sciences | 82 |
| Mathematics | 83 |
| Sciences | 84 |
| Music | 85 |
| Cooperating Teacher Honorarium Contract | 86 |
| UAH W-9 Form | 87 |
| Alabama Educator Code of Ethics | 88 |
| NEA Code of Ethics | 92 |

Forward

This internship handbook was prepared to provide guidance to those who are directly involved in the clinical internship: the intern, the cooperating teacher, the principal, and the university supervisor. All forms and documents for interns that are referenced in the handbook can be found on the UAH website at <http://www.uah.edu/education> by clicking “Handbook and Forms” in the left menu sidebar. The clinical internship is a planned professional semester, which includes full day teaching and observation activities as an initial step in the induction process for teacher candidates. The University of Alabama in Huntsville and the local school districts jointly plan the experience of each individual student intern with significant input from principals and teachers.

Interns spend at least 15 weeks (one semester) in full day classroom teaching experiences. The professional semester focuses on direct teaching experience in at least two classrooms. Higher education faculty and staff members facilitate regular seminars during the internship to focus on application and analysis of teaching knowledge in the classroom. No other courses may be taken by interns during the professional semester. Cooperating teachers assume mentoring roles and orchestrate, in cooperation with higher education university supervisors, the activities of interns in the classroom.

The beginning and ending of the professional semester is normally defined by the UAH academic calendar and coordinated with the schedule of the local school districts. Cooperating teachers and university supervisors share responsibility for formative evaluation of interns. Summative evaluation is the responsibility of the university supervisor with significant input from and consultation with members of the internship team.

This handbook provides guidance on a number of policies and procedures that govern the internship experience. While we hope that the information is helpful, we also welcome dialogue and questions regarding the internship experience. It is our desire that each intern experience a rewarding and successful professional semester.

Congratulations on your admission to the clinical internship!

Sincerely,

Beth N. Quick

Beth N. Quick, Chair
Department of Education
The University of Alabama in Huntsville

The University of Alabama in Huntsville
The Department of Education

General Information

Department of Education Office RH 323

Telephone 824-6180
Fax 824-6818

Department Chair

Dr. Beth N. Quick RH 322 beth.quick@uah.edu 824-2325

Department of Education Faculty/ University Supervisors

Dr. Monica Dillihunt RH 313 dillihm@uah.edu 824-2328
Dr. Sandra Enger RH 321 engers@email.uah.edu 824-2329
Dr. Philip Kovacs RH 313-A philip.kovacs.@uah.edu 824-2331
Dr. Jason O'Brien RH 315 jason.obrien@uah.edu 824-6181
Dr. Whitney Meade RH 312 wwwm0004@uah.edu 824-5443
Dr. Wolfram Verlaan RH 314 wev0001@uah.edu 824-2326
Dr. Derrick Smith RH 311 derrick.smith@uah.edu 824-3048
Dr. Erica Young RH 302 erica.young@uah.edu 824-2330

Coordinator of Field and Clinical Experiences

RH 301 824-2973

Teacher Certification Officer

Chantaye Robinson Jones RH 303 robinsc1@uah.edu 824-6220

Staff Assistant

Kathleen Sobai RH 323 kcs0004@uah.edu 824-6180

Department of Education Mission

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 interns 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 interns.

Mission Statement

The mission of the Department of Education is to prepare knowledgeable, caring, and reflective teachers who are committed as leaders to serving the needs of all learners. As a faculty we accomplish our mission through outstanding teaching, cutting-edge research, and meaningful service.

UAH Intern Competencies

1. CONTENT. The intern 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. Intern 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. Intern 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. Intern 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. Intern 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. Intern understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Intern 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 intern uses this knowledge to promote equitable learning opportunities for *all* students.

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

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

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

b. Reflective and Professional Development. Intern 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). Intern actively seeks out opportunities to grow professionally.

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

Dispositions of Interns

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 intern’s own professional growth.” Often, the professional dispositions and commitments exhibited by interns are one of the most critical factors in determining their future success in the classroom.

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

Essential Functions

In addition to the intern competencies and dispositions discussed above, interns must be able to carry out what K-12 schools often define as the essential functions or responsibilities of the job. Our goal in developing the list is to build awareness and provide the necessary support system for all interns to successfully meet program and state/national goals for highly qualified educators. Interns are introduced to these essential functions during Block 1 and are asked to evaluate their ability to carry out these essential physical and socio-emotional functions required of classroom teachers.

Physical:

- Demonstrates necessary endurance to access school environment.
- Is able to sit a minimum of ten minutes, stand for one hour and walk for a minimum of five continuous minutes.
- Is able to physically access various environments across the school facility including classrooms, cafeteria, library, stairs, and elevators.
- Is able to physically access and utilize chalkboards, posters, bulletin boards, overhead projectors and other technology related equipment.
- Is able to physically manipulate the environment in order to retrieve, use and/or store teaching materials including books and equipment.
- Possesses visual, auditory and/or sensory functions sufficient to navigate school related environments in order to ensure safety.
- Demonstrates fluid communication skills which can be understood by individuals who are unfamiliar with the individual's speech patterns.

Collaborative Candidates Only:

- Can physically push or pull wheelchairs, standers or other equipment related to student mobility.
- Can perform single or two-person lifts or assist students with physical transfers.
- Is physically able to assist or direct physical restraint as dictated by a Behavior Intervention Plan.

Socio-Emotional

- Maintains high emotional energy and displays enthusiasm for content, students and colleagues.

- Uses people first, non-discriminatory language.
- Utilizes eye contact and body language appropriate to the educational setting.
- Exercises emotional maturity by avoiding curt, rude, defensive or inflammatory behaviors when communicating with administrators, colleagues or parents.
- Seeks assistance from administrators, colleagues or outside professional resources in order to resolve deficits or increase knowledge regarding instructional strategies, classroom management, or interpersonal relationships.
- Creates meaningful opportunities to motivate and include community stakeholders (parents, businesses, community helpers) to maximize student learning.
- Adheres to school or system dress policies including piercings, tattoos, personal hygiene (hair, nails and body) and type of clothing to be worn.
- Exhibits a warm, flexible manner with strong communication skills.
- Demonstrates social and emotional well-being through coherent thought patterns, appropriate interpersonal communications and relationships.
- Demonstrates clear thought patterns that allow for quick decision making and implementation of crisis plans in an emergency situation.

INTRODUCTION TO THE INTERNSHIP

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

Interns 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 intern.

Interns 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. Interns may adapt assignments to the pupils, content, and instructional methods of their cooperating teachers. However, interns 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 interns, 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 interns 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 April 2013. 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 Intern Competencies | Alabama Quality Teaching Standards (AQTs) | <i>EDUCATE</i> Alabama | INTASC 2012 Principles | National Board of Professional Teaching Standards (NBPTS) |
|---|--|--|--|--|
| Content | 1c. Content Knowledge 1 Academic Disciplines 2 Curriculum | #1 – Content Knowledge | #4 – Content Knowledge #5 – Application of Content | Proposition 2: Teachers know the subjects they teach and how to teach those subjects to 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 | #1 – Learner Development #2 – Learning Differences #3 – Learning Environments #6 – Assessment #7 – Planning for Instruction #8 – Instructional Strategies | Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. Proposition 3: Teachers are responsible for managing and monitoring student learning. |
| Critical Thinking | | #3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas | #5 – Application of Content | Proposition 1: Teachers are committed to students and their learning. |
| 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 | #1 - Learner Development #2 – Learning Differences | Proposition 1: Teachers are committed to students and their learning. |
| Communication | 3c. Literacy 1 Oral and Written Communication | #3a – Oral and Written Communication | #5 – Application of Content #8 – Instructional Strategies | Proposition 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 – Professional Learning and Ethical Practice #10 – Leadership and Collaboration | Proposition 4: Teachers think systematically about their practice and learn from experience Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. |

DEFINITION OF TERMS

Cooperating Teacher - The cooperating teacher is a fully certified teacher responsible for working daily to support the professional growth of the intern 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 intern'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 interns: Huntsville City School system, Madison City School system, and the Madison County School system.

Coordinator of Field and Clinical Experiences – The coordinator of field and clinical experiences is the individual responsible for developing, coordinating, implementing, and evaluating all phases of the Field and Clinical Experience Program.

Internship - 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, interns will have two placements. See page 16 additional information about placements.

Intern – The intern is a “novice teacher” completing the university's professional teacher education program in a school setting and under the guidance of a fully certified teacher. The intern 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 intern. Services provided by the university supervisor include observation and evaluation of interns and direct assistance to students and cooperating teachers.

Eligibility and Placement of Interns

ELIGIBILITY OF INTERNS

The internship is one of the most important experiences for teacher education candidates. 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 (RH 303) according to the following deadlines:

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

CRITERIA FOR INTERNSHIP ELIGIBILITY

Undergraduate Candidates

All 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 intern'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";
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 210 hours of field experience with satisfactory field evaluations;
8. Be cleared by ABI and FBI background checks.

Graduate Candidates Seeking Initial Certification

All 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 intern'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 210 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 Coordinator of Field and Clinical 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 INTERNS

The Coordinator of Field and Clinical Experiences coordinates all intern 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 Coordinator of Field and Clinical 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 INTERN PLACEMENTS

Appropriate field-based experiences are an essential component in preparing the intern as a reflective leader. Interns 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 interns, other variables are also considered. They are:

- approved schools for internship placements and classroom teachers,
- schools and classroom teachers' 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 an intern in a school, then, is a decision made cooperatively by the principal and the Coordinator of Field and Clinical Experiences. In accordance with university policy, interns 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 secured, an internship assignment form is sent to the appropriate school administrator.
- A letter is also sent to intern informing him/her of the date and place for an introductory orientation meeting.
- At the orientation meeting, the interns 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 intern 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.
- Interns will receive notification of their placements when participating schools have returned their contracts.
- The cooperating teacher receives an orientation from the University Supervisor during the first 5-7 days of the assignment.
- Cooperating teachers may access the Internship Handbook on line via the UAH Education website: uah.edu/education.

PLACEMENT INFORMATION

Elementary Education (Kindergarten-Grade 6) interns 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) interns 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 interns 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 interns 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) interns 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.

Interns 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 interns 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 interns 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 interns who are employed by public school systems.

For interns 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 INTERN

Interns 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, interns are expected to demonstrate 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, interns are to exhibit and develop dispositions such as cooperation, collegiality, initiative, and positive attitude--fundamental to teaching effectiveness and professional growth.

Interns are required to give their full attention to the internship semester. Work outside of the internship and personal plans should not be allowed to interfere with the intern’s 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 intern 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.
- Support and participate in extra-curricular school activities.
- Demonstrate loyalty to the school, students, and cooperating teacher.
- Attend weekly intern seminars.
- Complete and submit all required paperwork and forms to the designated person according to the timeline included in this Handbook (p. 29-31).

THE COOPERATING TEACHER

The cooperating teacher plays an important part in assuring a successful internship. In fact, the cooperating teacher may be the most important member of the internship team. Interns 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 intern 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 intern, 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. Interns will bring the completed form to the Coordinator of Field and Clinical Experiences 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 intern.
- 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:

- Provide intern with pertinent information about the school, including school/district handbook.
- Acquaint intern with policies and practices of the school such as grading, record keeping, testing and reporting, supplies and equipment, safety, and use of school facilities.
- Make arrangements for intern to meet other school personnel such as principals, guidance counselors, media specialists, special education and other resource teachers.

Planning and Teaching:

- Have realistic expectations and openly communicate them to intern.

- Review intern's lessons and unit plans and provide constructive feedback both before and after implementation.
- Provide for a gradual increase in intern's teaching responsibilities.
- Encourage intern to develop his/her own teaching style and to develop creative engaging lessons/units.
- Model a variety of teaching and assessment strategies for intern to observe.
- Share resources and ideas with intern.

Observations and Conferences:

- Observe intern consistently throughout the assignment.
- Set aside time regularly to talk with intern about teaching.
- Provide intern with specific and constructive feedback.
- Encourage intern to explore his/her own ideas during conferences.
- Communicate openly with intern's university supervisor.

Classroom Management and Discipline:

- Model a variety of strategies for managing the learning environment.
- Demonstrate appropriate, positive classroom management.
- Treat all students in a fair manner.
- Encourage intern to develop his/her own ideas for managing the classroom and student behavior and support intern in implementing these ideas.
- Give intern full support when the intern needs to take disciplinary action.

Evaluation:

- Show a genuine interest in the intern's progress.
- Collect sufficient information to evaluate intern's performance and progress fairly and objectively.
- Point out strengths (things intern does well), identify specific areas that need to be addressed, and outline clear expectations for improvement of intern's instruction.
- Complete and submit required documentation in a timely manner.

Professionalism:

- Show respect for intern as a novice teacher.
- Spend extra time with intern as needed.
- Act professionally at all times towards intern, colleagues, and other stakeholders.
- Communicate effectively with intern.
- Include intern in professional development meetings, parent-teacher conferences, and grade level and faculty meetings.

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 intern 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 interns 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:

- Provide the intern with additional information following the general orientation to the school assigned.
- Provide the cooperating teacher with an orientation to his/her responsibilities in relation to the intern.

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 intern scheduled throughout the semester. Formal observations are based on a full class period (or 45 minutes) during which time the intern is responsible for instruction. Additional informal observations may be scheduled as needed or requested by the intern or cooperating teacher.
- Observe the intern in a variety of settings (classes, subjects, grades).
- Schedule a follow-up conference to provide feedback to the intern following each formal observation.

Communication of Feedback:

- Provide the intern with both written and oral feedback based on observation of specific lessons or activities.
- Give intern constructive feedback and specific suggestions for improving lessons planned and taught.
- Provide feedback that includes specific praise for intern's successes.
- Communicate feedback to intern and cooperating teacher.
- Inform intern 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 intern 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 intern knows 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 intern to engage in self-evaluation and reflection of lessons taught.
- Value the intern's self-evaluation and reflection and use this alongside of supervisor's assessment in providing reinforcement to the intern.
- Provide fair and objective evaluations of the intern'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 intern.
- Support intern's efforts in developing professional attitudes and relationships.
- Model appropriate professional attitudes and relationships.
- Encourage and support the intern in developing his/her own teaching style.
- Provide a timely response to professional concerns or problems, including inadequate performance and inappropriate behavior by intern.
- Provide support and assistance with intern's portfolio development.

Other Considerations:

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

THE SCHOOL PRINCIPAL

The principal has the ultimate responsibility for the school to which the intern 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 interns.

Responsibilities of the Principal:

- Become familiar with the UAH internship program.
- Recommend qualified cooperating teachers who are willing to mentor UAH interns.
- Prepare the faculty for the arrival of interns.
- Provide an orientation for the interns 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 Coordinator of Field and Clinical Experiences.
- Be available to assist the cooperating teacher in the evaluation of interns assigned to the school.
- Arrange for a substitute teacher to be present should the cooperating teacher be absent, even if the intern is teaching the class.
- Communicate with the university supervisor and Coordinator of Field and Clinical Experiences concerning any problems that may arise.
- University supervisors will meet with school principals to provide update information about the internship program at UAH.

Even though the principal has many additional responsibilities, as academic leader of the school, we encourage the principal to observe each intern 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 interns and in providing data about the internship program.

THE COORDINATOR OF FIELD AND CLINICAL EXPERIENCES

The Coordinator of Field and Clinical Experiences collaborates with the school administrators in scheduling and implementing arrangements for all field experiences. The Coordinator collaborates with the school administrators in scheduling and implementing arrangements for all field experiences and internships. UAH strives to provide a variety of field experiences to all students enrolled in teacher education programs. The Coordinator 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 clinical experiences and internships.
- 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 interns.
- Coordinate a professional development workshop on mentoring for cooperating teachers.
- Coordinate the field experience placements for teacher education courses.
- Provide university supervisors with all pertinent information regarding interns and placements.
- Coordinate seminars for interns.

The Coordinator of Field and Clinical Experiences regularly confers with department faculty who supervise interns. The Coordinator 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 intern’s induction into full time teaching. The intern (I) 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, intern, and courses/subjects being taught. Changes to the timeline will be approved by the university supervisor (US). The intern (I) must keep copies of all documents for his/her file. See List of Intern Assignments and Other Documentation Evidence list for additional items on page 53. ***Interns who are assigned to schools that utilize the block schedule or to departmentalized elementary classrooms must consult with their University Supervisor and Cooperating Teacher to create a modified timeline.**

| SCHEDULE | ACTIVITIES | DOCUMENTATION |
|--|---|---|
| <p>Week One</p> <p>Observation and Participation</p> | <ul style="list-style-type: none"> Observe instruction by cooperating teacher Observe classroom routines and management strategies Observe and assist individual students during small/large group instruction With CT’s assistance, write letter to parent/guardian asking for permission to videotape or photograph their child (Form 109) Attend faculty meetings and other school activities Conference with CT Identify the subject/period you will teach next week Submit lesson plans to CT and US | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> Complete Cooperating Teacher Information Form (101). Give to intern. Complete waiver if CT doesn’t have a master’s degree Review Weekly Report Sign weekly activity report verification <p><u>Intern</u></p> <ul style="list-style-type: none"> Submit Intern Information (Form 100) to Coordinator of Field and Clinical Experiences Send electronic version of Weekly Report (Form 102E) to US Submit weekly reflection to US Submit/file lesson plans |
| <p>Week Two</p> <p>Observation and Participation</p> <p>Teach one subject or one period</p> | <ul style="list-style-type: none"> Plan collaboratively with CT to teach one subject or period/day Identify subject/period _____ and teach one subject/day Submit lesson plans to CT and US Include integration of technology/multidisciplinary opportunities/the arts Team teach lessons or parts of lessons in other content areas Assist individual students during small/large group instruction Gather information of students’ learning styles Gather evidence for portfolio Attend faculty meetings and other school activities Conference with CT | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> Review Weekly Report Sign weekly activity report verification <p><u>Intern</u></p> <ul style="list-style-type: none"> Send electronic version of Weekly Report (Form 102E) to US Give CT Info Form (101) to Coordinator of Field and Clinical Experiences. Keep permission forms on file Submit/file lesson plans Submit weekly reflection to US <p><u>Cooperating Teacher & I</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> <p>**University Supervisor observations may occur any time during weeks three – seven.</p> | <ul style="list-style-type: none"> • Identify additional subject or period _____ • Identify topic for unit of study _____ • Submit lesson plans for subjects being taught to CT and US • Begin planning the unit • Submit unit plans to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Video tape a lesson and reflect on strengths and areas for improvement (this week or next) • Team teach lessons or parts of lessons in other content areas • Assist individual students during small/large group instruction • Gather evidence for portfolio • Attend faculty meetings and other school activities • Conference with CT | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US |
| <p>**Week Four</p> <p>Add a third subject or period</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p> | <ul style="list-style-type: none"> • Identify additional subject or period _____ • Begin teaching unit • Submit lesson plans for subject being taught to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Video tape a lesson and reflect on strengths and areas for improvement • Review Midpoint Evaluation Form with CT • Assist individual students during small/large group instruction • Gather evidence for portfolio • Attend faculty meetings and other school activities • Conference with CT about Mid-Term Evaluation | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Complete Mid-Term Evaluation (Form 103) and discuss evaluation with candidate and send to US <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US |
| <p>**Week Five</p> <p>Add final subjects</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p> | <ul style="list-style-type: none"> • Identify additional subject or period _____ • Submit lesson plans for subjects being taught to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Gather evidence for portfolio • Attend faculty meetings and other school activities • Conference with CT | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Sign Summary Report of Hours (Form 105) <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US |
| <p>**Week Six</p> <p>Full time teaching responsibilities</p> | <ul style="list-style-type: none"> • Submit lesson plans for a full day to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Gather evidence for portfolio • Attend faculty meetings and other school activities | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification <p><u>Intern</u></p> |

| | | |
|---|--|--|
| <p>**University Supervisor observations may occur any time during weeks three – seven.</p> | <ul style="list-style-type: none"> • Conference with CT | <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US |
| <p>**Week Seven</p> <p>Full time teaching responsibilities</p> <p>**University Supervisor observations may occur any time during weeks three – seven.</p> | <ul style="list-style-type: none"> • Submit lesson plans for a full day to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Gather evidence for portfolio • Attend faculty meetings and other school activities • Conference with CT • Final Exit Conference with CT (this week or next) | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Complete Final Evaluation (Form 103) and discuss evaluation with candidate and send to US <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US |
| <p>Week Eight</p> <p>***Phase out of full time teaching</p> <p>***Phase out means "to bring or come to an end gradually; ease out of service." It is expected that you gradually turn back the subjects that you have been teaching full time.</p> | <ul style="list-style-type: none"> • Determine phase out schedule with CT and US • Submit lesson plans for phase out lessons to CT and US • Include integration of technology/multidisciplinary opportunities/the arts • Observe other teachers • Gather evidence for portfolio • Attend faculty meetings and other school activities • Final Exit Conference with CT | <p><u>Cooperating Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Sign Summary Report (Form 105) • Complete <i>EDUCATE</i>Alabama (Form 104) and send to US • Complete Subject Area Assessment – electronic and send to US <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Submit/file lesson plans • Submit weekly reflection to US • Submit hard copy of signed Summary Report (Form 105) to US or Coordinator of Field and Clinical Experiences • Complete <i>EDUCATE</i>Alabama self-evaluation form (Form 104) and send to US • Complete evaluation of CT (Form 106E) and send to Coordinator of Field and Clinical Experiences • See List of Intern Assignments and Other Documentation Evidence list for additional items |

***Interns who are assigned to schools that utilize the block schedule or to departmentalized elementary classrooms must consult with their University Supervisor and Cooperating Teacher to create a modified timeline.**

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 intern will complete two assignments during the 15 week internship.

Interns are required to be in their classrooms every day at the times designated by their school and cooperating teachers. Interns 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) participating, (3) observing, (4) conferencing, and (5) school-related activities. Interns 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. **Interns must submit the Weekly Report to the university supervisor each week by Friday at 9 p.m.** 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 intern 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 intern 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 intern. The intern 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 **interns complete a minimum of 20 full days of responsible teaching, of which at least 10 must be consecutive.** UAH interns who complete two assignments are required to complete a minimum of ten consecutive days of full time teaching in each assignment.

Observing.

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

The intern 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 US or by the appropriate assistant principal.

Conferencing.

Interns 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 intern, the cooperating teacher, and the university supervisor to get acquainted and to set expectations for the assignment. **The first conference must be conducted within the first 5-7 days of each internship placement.** At the first conference, the classroom teacher, the university supervisor, and the intern will make long-range plans based on the guidelines presented in the *Teacher Candidate Internship Handbook* (Timeline, page 29). These early conferences set the tone for the experience and may prevent problems later in the internship. **The CT will sign his/her honorarium contract and it will be returned to UAH via the US. This can be completed at the first conference.**

The cooperating teacher will schedule weekly conferences with the intern 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 intern in improving teaching competencies.

The university supervisor will also arrange a time and place for a conference with the intern 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 interns on a regular basis (every week/alternate week).

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

- Use the assessment instrument to guide discussions of intern 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 intern'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 intern 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, intern seminars and workshops, etc. There are many other acceptable events. Use your own judgment about most out-of-class activities; however, 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

Interns 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. Interns are expected to be present at all school-related functions that their cooperating teachers are expected to attend, regardless of the time of day. Examples include staff meetings, in-service meetings, PTA meetings, teacher-parent conferences and athletic events.

If an illness or an emergency makes it necessary to be absent, the intern 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 will be recorded and noted on the weekly report; excessive absences may impact the final grade for the course.

Interns 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 Coordinator of Field and Clinical Experiences.

Interns may be excused from their 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 intern plans to participate in these University-approved events.

Academic Honor Code

Interns 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, or downloaded from the UAH website at www.uah.edu.

Attire and Grooming

Interns, 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, interns should observe the attire of others and seek the guidance of the cooperating teacher or the building principal.

Certification Process

When interns have successfully completed (1) all UAH requirements [including appropriate GPA: 2.5 in teaching field, 2.75 in professional education, and 2.5 overall] (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. Interns who do not apply for certification at the time of the completion of their program must 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 certification as soon as interns are eligible whether or not the intern ever intends to teach in Alabama.

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

1. During the internship – Certification Officer informs interns about the process. Interns are advised to request transcripts from institutions other than UAH.
2. During the 2nd placement – Certification Officer meets with interns in the library to complete paperwork for certification. Interns must bring a \$30 cashier’s check or money order (one for each certification area) made out to the Alabama State Department of Education.
3. Portfolio Week – Interns request an official UAH transcript. Be sure to check “hold for degree statement” on the *Request for Transcript*.
4. Graduation
5. Two (2) weeks after graduation – Registrar begins to send official transcripts to Certification Officer. (Holds or missing information may delay receipt of transcripts.)
6. 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 graduates at that time.

Course Registration

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

Nontraditional fifth year interns will be required to register for ED 698 - 6 hours. ESL interns will be required to register for ED 699 – 6 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 interns 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 intern will be allowed to enroll in additional coursework. Interns must

submit written request to take a course during the internship with the application for internship and be approved to enroll in additional coursework.

Exit Examinations

All undergraduate and graduate interns 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 interns 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 interns should consult their major department early in their program to be informed of the format, requirements, and deadlines of the comprehensive exit examination.

Exit Portfolio

All interns 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 intern's ability to integrate the UAH competencies into major units of study.

Professional development workshops will be scheduled during the semester to assist interns in developing their electronic portfolio. **The portfolio, which is the professional education exit examination for all education interns for a teaching certificate, comprises 30% of the final grade for student teaching.**

Graduation and Degree Requirements

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

Interns 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 interns submit a degree application at the same time they submit their application for internship. If the intern plans to participate in the graduation exercise, he/she must make reservations in advance. **IT IS THE INTERNS'S RESPONSIBILITY TO COMPLETE AND SUBMIT THE APPLICATION FOR DEGREE.** UAH official application deadlines are as follows:

- Oct. application for May graduation;
- Feb. for August graduation; and
- June application for December graduation.
- Check official Graduation Application Deadlines on the UAH website.

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 interns 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 interns. Interns 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 \$51.40.

Holidays and Vacations

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 UAH's schedule. In all cases, interns are obligated to adhere to the schedules of their assigned schools.

Internship Notebook and Journal

For documentary, organizational, and planning purposes, interns 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 s/he comes to observe the intern.**

Interns 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 intern's exit portfolio. Journal entries will be calculated into the final grade for the internship. **Interns must electronically submit the weekly journal reflection to the US each Friday by 9 p.m.**

Laws that Affect Teacher Interns

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 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. 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, s/he should discuss it with his/her classroom teacher.

Negligence: 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.

Corporal Punishment: Student teachers may not administer corporal punishment to students nor serve as witnesses when staff members administer corporal punishment. Matters of discipline and/or punishment will be reported to the cooperating teacher and jointly addressed by the teaching team.

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 Interns

It must be understood that interns 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 intern 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 intern should also be aware that the

university supervisors are also invited guests of the schools.

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

Lesson Plans

Thorough planning is essential for good teaching. Interns are **REQUIRED** to prepare and submit lesson plans to the cooperating teacher **by Thursday at the close of the school day for the upcoming week**. 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 intern 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.).
- **Differentiation of Instruction:** 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 interns 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 intern orientation.)

Long-range Unit Plans

Interns 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. Interns 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 intern orientation.)

Orientation Workshops

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

Placement Services

The intern is encouraged to register with the UAH Office of Cooperative Education and Career Development (located in Madison Hall 111) during the semester prior to internship or early in the internship semester. The Career Development Office will assist interns in preparation of their placement file. Credentials on file with the Office of Career Development should be updated regularly with information about graduate studies and work experience. Interns should have each cooperating teacher and the university supervisor complete a letter of recommendation for inclusion in their placement file.

Professional Conduct

Interns 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. Interns will always maintain a professional relationship with students and colleagues. Interns may not date students at the school in which they are completing their teaching internship nor should they conduct themselves in any manner that might be construed as professionally unethical. This includes email, phone calls, text messages, personal blogs, Instrgram, SnapChat, Facebook and any other electronic communications. Interns should avoid interacting with students in any personal manner that might be considered inappropriate. It is also recommended that that 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

Interns enrolled in their internship semester **are strongly encouraged** to obtain professional liability insurance before participating in the internship. Professional liability may be purchased through an independent insurer or is available to interns 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 intern Orientation Workshop.

Resume'

All interns 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 seminar.

Safety

Interns 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 should be properly supervised and students must be cautioned about hazards. The students under your charge must NEVER be left alone. Interns 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 interns 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 intern's responsibility to learn the correct procedure for checking out these materials and returning them to their proper places.

School Policies

Interns must become familiar with school policies, regulations, and physical facilities of the school. Interns should request and read 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

Interns are required to attend weekly seminar meetings during the semester. Attendance and participation at the weekly seminars comprises 10% of the final internship grade and provides evidence of the intern'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

Interns may not serve as substitute teachers. A substitute teacher must be provided by the school should the classroom teacher be absent. However, 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 intern should 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.

Interns are not employees of the assigned school or school system. Therefore using an intern in lieu of a substitute teacher could place the intern, the school system, and the University in a precarious legal position. Interns who are requested to serve as substitute teachers should inform their university supervisors who can then remind the appropriate school officials 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 intern for entrance into the teaching profession, the intern is not only allowed, but encouraged to participate in deciding which activities should be undertaken during the internship. Interns have been exposed to many perspectives of teaching and a variety of curricula and methods during their pre-internship coursework at the UAH. Interns 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

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

Warranty

For a period of two years after program completion and recommendation for certification, UAH 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 Mentoring Program*, is consistent with the Alabama State Department of Education Code of Education.

Weekly Report

Interns must complete a weekly report to document their progress and activities during the internship. Interns will report time spent in observing, participating, teaching, conferencing, other school-related activities, and hours absent. Interns 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 interns 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.

Interns must electronically submit the report to the US each Friday by 9 p.m. A copy of FORM 102 -Weekly Report, included in the appendix is provided for your review. The summary report will be submitted electronically to the US as well as submitted as a hard copy with original signatures of each CT. FORM 102 is also posted on UAH's learning management software.

Withdrawal, Removal, or Extension of 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 conceptual framework. To that end, the teacher education unit agrees to support the intern and serve as a resource. The intern must recognize, however, that placement does not guarantee completion. Successful progress and completion of the internship is the responsibility of the intern and is determined by ongoing assessment of the specified competencies.

Extension of the Internship

If the intern's progress is considered unsatisfactory based on observation and evaluation by the cooperating teacher and/or the university supervisor, they will contact the Coordinator of Field and Clinical Experiences (CFCE). The CFCE, upon written recommendation of the university supervisor, may recommend that an intern extend or repeat his/her current placement before moving to the second assignment. This will give the intern the opportunity to successfully demonstrate a satisfactory level of competence in all competency areas.

Removal or Withdrawal from the Internship

Interns 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 an intern from an assignment.

Removal Based on School Request

Upon request from the school where the intern 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 intern not following UAH policies and procedures.

Withdrawal for Personal Reasons

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

Withdrawal for Unsatisfactory Progress

If the intern's progress is considered unsatisfactory based upon observation and evaluation by the cooperating teacher and/or the university supervisor, they will contact the Coordinator of Field and Clinical Experiences (CFCE). The CFCE, upon written recommendation from the university supervisor, may recommend that an intern be removed from his/her placement at any time during the internship experience. If the intern is removed from the internship assignment under such circumstances, the coordinator will discuss possible options for the intern. 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. Interns 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.

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

Removal for Inappropriate, Unprofessional or Illegal Actions

Interns 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 without recourse or appeal. The Coordinator of Field and Clinical Experiences will inform the student of the decision.

Interns 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 INTERNS

OVERVIEW OF THE ASSESSMENT PROCESS

Assessment and instruction are an integrated, ongoing process. Interns 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 intern 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 intern 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 intern 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 intern can avoid serious misunderstandings and can also assist the intern in growing to his/ her full potential.

3. Multiple assessments.

The intern's assessments are 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 intern's performance.

4. Collaboration/Cooperation.

The intern 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 intern should be encouraged to practice self-evaluation so that critical analysis becomes a regular part of his/her teaching behavior as modeled by the cooperating teacher.

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 intern's performance, NOT potential. The cooperating teacher and university supervisor will use specific examples from observations of teaching to document whether the intern 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 intern 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 intern's ability to meet the basic teaching competencies.

ASSESSING THE PERFORMANCE OF INTERNS

Interns are expected to demonstrate growth in each of the six competency areas identified on page 7 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

intern and provide both formative and summative information. Cooperating teachers will formally evaluate interns 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 intern during the semester. The university supervisor will also complete the *EDUCATE*Alabama at the end of the 15-week semester. Interns 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 Intern Competencies

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

| <u>Score</u> | <u>Descriptor</u> | <u>Explanation</u> |
|---------------------|--------------------------|---|
| 4 | Exceptional | The intern demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. The intern 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 intern <u>far beyond peers</u> . |
| 3 | Proficient | The intern 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. The intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern'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 intern demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern'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 intern's performance is sometimes inconsistent or incomplete. The 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 intern does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern's performance <u>provides little or no</u> |

evidence of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Rating the Intern

Using specific examples demonstrated by the intern, the cooperating teacher and university supervisor will rate the intern and provide suggestions for strengthening the intern's competency. The intern 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 intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5.

If an intern receives a rating of 1 (unacceptable) or is not making sufficient progress as evaluated by the cooperating teacher or university supervisor in any competency area at the midpoint evaluation or any time during the first or second assignment, the university supervisor will schedule a conference with the intern and the cooperating teacher to determine an appropriate plan of action. The intern 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 an intern receives a rating of 1 (unacceptable) or is not making sufficient progress as evaluated by 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 intern and Coordinator of Field and Clinical Experiences promptly to determine an appropriate plan of action, which could include extending the placement, repeating the placement, or 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 intern's videotape, journal, and final reflections, the Portfolio Committee's evaluations, and the intern's participation/attendance at seminar. Each component is described in the table below. Interns must earn a grade of no less than 2.0 in the internship to qualify for a recommendation for certification.

Internship 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 – 0 .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 intern's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance), <i>EDUCATE</i>Alabama (the final performance evaluation of the intern also including feedback on strengths and weaknesses) and Subject Area Evaluation (final evaluation of the intern in his/her subject area abilities). | 10% |
| 2nd Cooperating Teacher | <ul style="list-style-type: none"> Final Evaluation (a summative evaluation evaluating the intern's performance with specific feedback including strengths and weaknesses to help facilitate improvement in performance), <i>EDUCATE</i>Alabama (the final performance evaluation of the intern also including feedback on strengths and weaknesses) and Subject Area Evaluation (final evaluation of the intern in his/her 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 intern's overall performance in the student teaching internship) and <i>EDUCATE</i>Alabama (the final performance evaluation of the intern 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) and 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 intern'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 Internship Seminar. Opportunities will be provided for reflection, discussion, and exploration of critical issues facing educators. | 10% |
| Final Grade | | 100% |

Checklist for Assessment Documentation

| Assessment Form | Completed by | Due date | Submit to |
|--|---|---|--------------------------------|
| Form 103 Evaluation Rubric for Interns | Cooperating Teacher | Midpoint of placement (end of week 4) | University Supervisor |
| Form 103 Evaluation Rubric for Interns | Cooperating Teacher | End of placement; include specific comments about intern's performance; discuss with intern; sign and date | University Supervisor |
| Form 103 Evaluation Rubric for Interns | University Supervisor | After each formal observation; include specific comments about intern's performance; discuss with intern and cooperating teacher | Intern and Cooperating Teacher |
| Subject Area Assessment | Cooperating Teacher | End of placement; discuss with intern | University Supervisor |
| Form 104 <i>EDUCATE</i> Alabama | Cooperating Teacher | End of placement; discuss with intern | University Supervisor |
| Form 104 <i>EDUCATE</i> Alabama | University Supervisor | End of internship; discuss with intern | University Supervisor |
| Form 104 <i>EDUCATE</i> Alabama | Intern | End of each placement as self-evaluation | University Supervisor |
| Form 105 Intern Summary Report | Intern | Document clock hours during placement on weekly report; print hard copy of form at end of placement; this form is a summary of all weekly reports; get signed by CT | University Supervisor |
| Form 105 Intern Summary Report | Cooperating Teacher | Check clock hours noted by intern; sign and date hard copy of form | Intern |
| Weekly Activity Report Verification | Intern | Print one copy of form from first tab of weekly report; present to CT each week for activity verification; continue securing weekly signatures during internship | University Supervisor |
| Weekly Activity Report Verification | Cooperating Teacher | Sign each week | University Supervisor |
| Form 110F University Supervisor Summary Evaluation | University Supervisor | End of placement; consider overall performance and growth | University Supervisor |
| Form 111 Rubric for Evaluating Intern's Portfolio | University Supervisor and Portfolio Committee | At completion of portfolio presentation | University Supervisor |

FORMS

Interns should keep copies of all documents, including electronic evaluations. Note method of submission, person receiving submissions and date due. The Coordinator of Field and Clinical experiences (CFCE) will collect the listed documents during seminar. Keep this checklist handy as a reference of required documentation.

| 1st Placement | 2nd Placement | Document: | Format: | Submit to: | Date Due: |
|-------------------------------------|-------------------------------------|---|---|----------------------|--|
| | | Form 100 Intern Information | Hard copy | CFCE | Week 1 |
| | | Daily/Weekly/Unit Lesson Plans | Electronic and Hard Copy in Notebook | CT, US and Intern | Thursday of each week by close of the school day |
| | | Form 102E Weekly Report | Electronic | US | Friday of each week by 9 pm |
| | | Journal Entries | Electronic | US | Friday of each week by 9 pm |
| | | Form 101 CT Info | Hard copy | CFCE | Week 2 |
| | | Waiver (if CT doesn't have a master's degree) | Hard copy | CFCE | Week 2 |
| | | Administer a Learning Styles Inventory | Hard copy or electronic, include samples in portfolio | US | Complete before week 4 of each placement |
| | | Video-tape a lesson | Video equip. | CT, US and Intern | Due early in placement |
| | | Video reflection | Electronic | US | Due early in placement |
| | | <i>EDUCATE</i> Alabama | Electronic | Intern and US | Due final week of placement |
| | | Form 106E Intern Eval of US | Electronic | CFCE | Due final week of placement |
| End of Semester | | Document: | Format: | Submit to: | Date Due: |
| | | Weekly Activity Report Verification | Hard copy printed from weekly report | CFCE or US | Due final week of 2 nd placement |
| | | Form 105 Summary Report of Hours | Hard copy printed from weekly report | CFCE or US | Due final week of 2 nd placement |
| | | Form 109 Release and Indemnification | Hard copy distributed at seminar | CFCE | Due final week of 2 nd placement |
| | | Form 113 Authorization for Recommendation | Hard copy distributed at seminar | CFCE | Due final week of 2 nd placement |
| | | SIE Eval. of US by Intern | Hard copy distributed at seminar | CFCE or staff | Due final week of 2 nd placement |
| | | Intern Survey of TEP | Hard copy distributed at seminar | CFCE | Due final week of 2 nd placement |
| | | Intern Contact Information | Hard copy distributed at seminar | CFCE | Due final week of 2 nd placement |
| | | "Looking Back –Looking Forward" final reflection | Include in portfolio | US | Due final week of 2 nd placement |
| | | Resume' | Include in portfolio | US | Due final week of 2 nd placement |
| | | CD of Portfolio | CD | CFCE or US | Send portfolio web address to committee 48 hours prior to presentation; actual CD day of presentation |

FORM 100 – INTERN INFORMATION FORM

To be completed by the intern and forwarded to the Coordinator of Field and Clinical Experiences by the end of the second week of the internship.

Name of Intern: _____ 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 101 - COOPERATING TEACHER INFORMATION FORM

Name of Intern: _____ Assignment: 1st _____ 2nd _____

Please complete this form and have your intern return it to the Coordinator of Field and Clinical Experiences by the end of the second week of the internship assignment.

Name: _____ Semester/Year: _____
first name last name

School: _____ System: _____

Is your school a Title I school? _____ yes _____ no Grade/Subject: _____

Email Address: _____ School Phone: _____

Gender: _____ M _____ F

Ethnicity: Please check one of the following:
 Hispanic or Latino Non-Hispanic

Race: Please check one or more of the following:
 Black or African American White Asian Asian Pacific Islander
 Native Hawaiian or Other Pacific Islander American Indian or Native Alaskan

Degree, major, and certificate (complete subject area for each degree obtained):

| Degree | Subject Area (Major) | Certificate (Class B, A, AA) |
|-------------------------------------|----------------------|------------------------------|
| Bachelor's degree | | B |
| Master's degree(s) | | A |
| | | A |
| | | A |
| Advanced degree Ed. S. | | |
| Advanced degree Ph .D. or Ed. D. | | |

National Board Certified Teacher: _____ No _____ Yes _____ Year of Certification

Professional Experience:

In state: Number of Years: _____

Out of state: Number of Years: _____

Signature

Date

FORM 102 – WEEKLY INTERNSHIP REPORT

Interns must submit Weekly Report to the university supervisor on a weekly basis by Friday at 9 p.m.

Name of Intern _____

School _____ Grade _____

Part A: Report for week ending _____

| Hours | Previous | Current | Cumulative |
|-------------------------------|----------|---------|------------|
| Observing (O) | | | |
| Participating (P) | | | |
| Teaching (T) | | | |
| Conferencing (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 INTERNS – FOR FORM 103

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

| <u>Score</u> | <u>Descriptor</u> | <u>Explanation</u> |
|--------------|---------------------|--|
| 4 | Exceptional | The intern demonstrates <i>exceptional</i> understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Intern 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 intern at level <u>far beyond peers</u> . |
| 3 | Proficient | The intern 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. Intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern'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 intern demonstrates a <i>basic</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern'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 intern's performance is sometimes inconsistent or incomplete. Intern 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 intern does not demonstrate a <i>minimal</i> level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern'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 intern twice during the internship, midway through the assignment, and then again during the final week of full time teaching. Rate the intern on each competency included in the rubric. If you think the intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5. The intern 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 INTERNS

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

Intern's 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 58 of the internship 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 an intern 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 intern <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: |
| <input type="checkbox"/> Demonstrates a clear understanding of the content being taught. <input type="checkbox"/> Elicits students' prior knowledge and makes connections to new concepts. <input type="checkbox"/> Uses multiple representations to illustrate concepts. <input type="checkbox"/> Discusses multiple viewpoints, theories, and methods of inquiry important to the understanding of the discipline. <input type="checkbox"/> Selects curricular materials that are accurate, in-depth, comprehensive, and appealing to the students. <input type="checkbox"/> Seeks out and uses supplementary materials that go beyond the text. <input type="checkbox"/> Develops and teaches interdisciplinary lessons as part of a larger unit. <input type="checkbox"/> Seeks out and uses other resources/research to develop own content expertise. | |

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, interactive whiteboards, tablets).</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

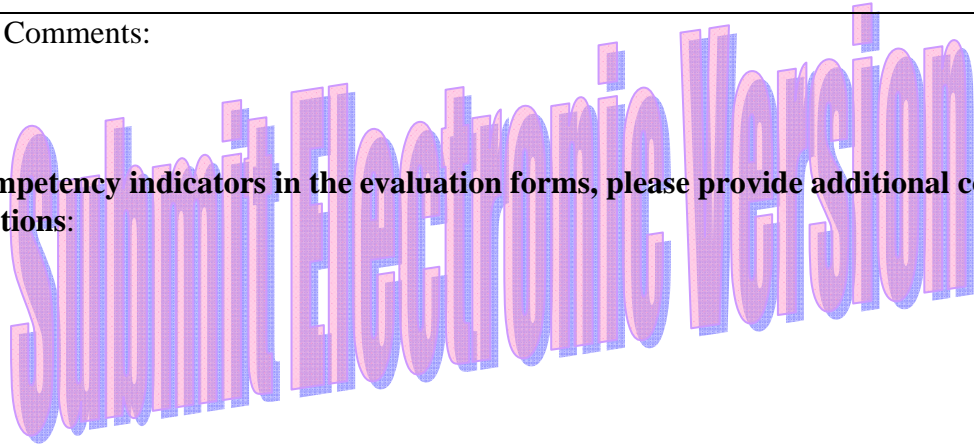
CT=Cooperating Teacher; US=University Supervisor

| | |
|--|----------------|
| 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: _____

Intern: _____ Date: _____

Signature of the intern does not indicate agreement or disagreement with the evaluation, only that the intern has seen the evaluation.
DEPARTMENT OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2014

FORM 104: EDUCATEAlabama
Evaluation of Intern During Internship

Intern: _____

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, <i>orderly, and stimulating learning environment that engages and motivates learners.</i> | | |
| 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 intern's overall performance and abilities.

Areas of strength:

Areas for professional development:

Required Signatures:

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

Intern: Date:

University Supervisor: Date:

or
Cooperating Teacher: Date:

FORM 105 – INTERN SUMMARY REPORT OF HOURS

Intern: _____

Assignment 1: Clock Hours Accumulated by the Intern

Observing _____
Participating _____
Teaching _____
Conferencing _____
School-Related Activities _____

Total Clock Hours: _____

Hours Absent From Internship Assignment: _____

School: _____ **Grade and Subject:** _____

Cooperating Teacher: _____
signature

Assignment 2: Clock Hours Accumulated by the Intern

Observation _____
Participating _____
Teaching _____
Conferencing _____
School-Related Activities _____

Total Clock Hours: _____

Hours Absent From Internship Assignment: _____

School: _____ **Grade and Subject:** _____

Cooperating Teacher: _____
signature

Signatures:

UNIVERSITY SUPERVISOR DATE INTERN DATE

FORM 106 - INTERN EVALUATION OF COOPERATING TEACHER

Semester/Year _____ 1st Assignment ____ 2nd Assignment ____

Intern _____ Major _____

Cooperating Teacher _____ School _____

Please rate your cooperating teacher on each of the following items. Use the following rating scale:

4 – Always 3 – Usually 2 – Seldom 1 – Never

Preparation:

- | | | | | |
|---|---|---|---|---|
| 1. Provided me with pertinent information about the school, including the school/district handbook. | 4 | 3 | 2 | 1 |
| 2. Acquainted me with the policies and practices of the school such as grading, record keeping, testing and reporting, supplies and equipment, safety and use of school facilities. | 4 | 3 | 2 | 1 |
| 3. Made arrangements for me to meet other school personnel such as principal, guidance counselors, media specialist, special education, and other resource teachers. | 4 | 3 | 2 | 1 |

Planning and Teaching:

- | | | | | |
|---|---|---|---|---|
| 1. Had realistic expectations and openly communicated them to me. | 4 | 3 | 2 | 1 |
| 2. Reviewed my lesson and unit plans and provided constructive feedback both before and after implementation. | 4 | 3 | 2 | 1 |
| 3. Provided for a gradual increase in my teaching responsibilities. | 4 | 3 | 2 | 1 |
| 4. Encouraged me to develop my own teaching style and to develop creative, engaging lessons/units. | 4 | 3 | 2 | 1 |
| 5. Modeled a variety of teaching and assessment strategies for me to observe. | 4 | 3 | 2 | 1 |
| 6. Shared resources and ideas with me. | 4 | 3 | 2 | 1 |

Observations and Conferencing:

- | | | | | |
|---|---|---|---|---|
| 1. Observed me consistently throughout my assignment. | 4 | 3 | 2 | 1 |
| 2. Set aside time regularly to talk with me about my teaching. | 4 | 3 | 2 | 1 |
| 3. Provided me with specific and constructive feedback. | 4 | 3 | 2 | 1 |
| 4. Encouraged me to explore my own ideas during our conferencing. | 4 | 3 | 2 | 1 |
| 5. Communicated openly with my university supervisor. | 4 | 3 | 2 | 1 |

Classroom Management and Discipline:

- | | | | | |
|---|---|---|---|---|
| 1. Modeled a variety of strategies for managing the learning environment. | 4 | 3 | 2 | 1 |
| 2. Demonstrated appropriate, positive classroom management. | 4 | 3 | 2 | 1 |

- | | | | | |
|--|---|---|---|---|
| 3. Treated all students in a fair manner. | 4 | 3 | 2 | 1 |
| 4. Encouraged me to develop my own ideas for managing the classroom and student behavior and supported me as I implemented them. | 4 | 3 | 2 | 1 |
| 5. Gave me full support when I needed to take disciplinary action. | 4 | 3 | 2 | 1 |

Evaluation:

- | | | | | |
|---|---|---|---|---|
| 1. Showed a genuine interest in my progress. | 4 | 3 | 2 | 1 |
| 2. Collected sufficient information to adequately evaluate my performance and progress fairly and objectively. | 4 | 3 | 2 | 1 |
| 3. Pointed out strengths (things I did well), identified specific areas that needed to be addressed, and outlined clear expectations for improvement of my instruction. | 4 | 3 | 2 | 1 |
| 4. Completed and submitted required documentation in a timely manner. | 4 | 3 | 2 | 1 |

Professionalism:

- | | | | | |
|---|---|---|---|---|
| 1. Showed respect for me as a student teacher. | 4 | 3 | 2 | 1 |
| 2. Spent extra time with me as needed. | 4 | 3 | 2 | 1 |
| 3. Acted professionally at all times towards me, colleagues, and other stakeholders. | 4 | 3 | 2 | 1 |
| 4. Communicated effectively with me. | 4 | 3 | 2 | 1 |
| 5. Included me in professional meetings, student-teacher-parent conferences and faculty meetings. | 4 | 3 | 2 | 1 |

What were your cooperating teacher's strengths?

How could your cooperating teacher improve?

Would you recommend your cooperating teacher to future teacher interns? Yes_____No_____
Why or why not?

Additional Comments:

Name of University Supervisor _____ Internship Semester/Year _____

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 intern. | 4 | 3 | 2 | 1 |
| 3. Observed intern 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 intern with both written and oral feedback based on observation of specific lessons or activities. | 4 | 3 | 2 | 1 |
| 2. Gave intern constructive feedback and specific suggestions for improving lessons planned and taught. | 4 | 3 | 2 | 1 |
| 3. Provided feedback that included specific praise for intern's successes. | 4 | 3 | 2 | 1 |
| 4. Communicated feedback to intern and cooperating teacher | 4 | 3 | 2 | 1 |
| 5. Informed intern 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 intern 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 intern to engage in self-evaluation and reflection of lessons taught. | 4 | 3 | 2 | 1 |

5. Valued the intern'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 intern'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 intern. 4 3 2 1

4. Accepted intern as a student and as a professional. 4 3 2 1

5. Supported intern's efforts in developing professional attitudes and relationships. 4 3 2 1

6. Encouraged and supported the intern 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 intern. 4 3 2 1

E. OTHER CONSIDERATIONS

1. Informed Coordinator of Field and Clinical Experiences of concerns about placement, performance, or progress of teacher candidates. 4 3 2 1

2. Consulted with Coordinator of Field and Clinical Experiences if withdrawal or reassignment is necessary. 4 3 2 1

4 Completed all required evaluations and exit forms at the end of semester. 4 3 2 1

5 Collected all documentation on intern from the cooperating teacher and intern and submitted them to the Coordinator of Field and Clinical Experiences. 4 3 2 1

6 Served as chairperson for the intern'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 an intern from The University of Alabama in Huntsville's Department of Education. Throughout the next eight weeks, I will be working in your child's classroom. 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 intern's electronic teaching portfolio. I understand that the photos will be used for educational purposes only.

_____ 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 Intern

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.

_____ Intern Portfolio

_____ 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 110F: UNIVERSITY SUPERVISOR SUMMARY EVALUATION

Intern: Date:

Major: Supervisor:

After completing 5 observations, consider the intern's overall performance and growth during the internship and rate him or her accordingly. The average of the 10 scores is used in the Intern Grade Calculator.

| | Rating |
|--|--------|
| 1. CONTENT: Demonstrates understanding of the content being taught. Provides evidence of creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students. | 1 |
| 2a. TEACHING: Provides evidence of 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 | 2a |
| 2b. ASSESSMENT: Provides evidence of using a variety of assessments to plan instruction; ways of monitoring student performance and evaluating student learning; documenting impact of instruction on students. | 2b |
| 2c. MANAGEMENT: Presents evidence of creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines. | 2c |
| 3. CRITICAL THINKING: Presents evidence of using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking. | 3 |
| 4. DIVERSITY: Provides evidence of 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. | 4 |
| 5. COMMUNICATION: Presents evidence of effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English. | 5 |
| 6a. COLLABORATION: Provides evidence of collaborating with colleagues, parents and the community to support students' learning and well-being. | 6a |
| 6b. REFLECTION AND PROFESSIONAL DEVELOPMENT: Provides evidence of reflecting about teaching practice; engaging in opportunities to grow professionally. | 6b |
| 6c. PROFESSIONAL DISPOSITIONS AND CONDUCT: Demonstrates professional dispositions and conduct during the internship. | 6c |

| | |
|--|--|
| Final Competency Score from University Supervisor | |
|--|--|

FORM 111: RUBRIC FOR EVALUATING INTERN PORTFOLIOS

Intern Name: _____ Date: _____

Committee Member: _____ Department: _____

****Signature of Committee Member:** _____

Below is a brief descriptor for each of the ratings. Note how well the intern 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 an intern 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 intern <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. |

FORM 112: PROFESSIONAL DEVELOPMENT PLAN

| 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 113 : AUTHORIZATION TO RELEASE INFORMATION FROM EDUCATION RECORDS FOR WRITTEN AND/OR ORAL REFERENCES

| | |
|--------------------------------------|------------------------------------|
| Intern: _____ ID: _____ | |
| Undergraduate: _____ Graduate: _____ | Certification: K-6 6-12 P-12 |
| Major: _____ Advisor: _____ | |
| School: _____ Grade/Subject: _____ | |

Areas of Concern: _____

Professional Development Plan: deficiencies in the following areas of performance were noted by the University Supervisor and the Cooperating Teacher. Specific objectives and timelines designed to allow for growth and improvement in these areas must be **observed** and **documented** in order for the intern to continue with his/her internship.

| Objective/Responsibility | Desired Outcome | Responsible for Review | Frequency of Review/Checkpoint |
|--------------------------|-----------------|------------------------|--------------------------------|
| | | | |
| | | | |
| | | | |

Intern: I plan to take the following actions. I understand that one copy of this plan will be placed in my file and a copy will be given to me. I understand that my university supervisor will make announced and unannounced visits to assess my progress in the desired outcomes as outlined in the Professional Development Plan. I understand that my cooperating teacher will continue to use the evaluation tools as outlined in the Internship Handbook. I understand that my continuation in this internship placement rests on my showing growth and improvement in the areas outlined by the Professional Development Plan. I understand that if I fail to meet the outcomes at the designated checkpoints, I may be removed from my placement and/or dismissed from this internship.

Date for Progress Review: _____

Signature: _____ Date: _____
 University Supervisor

Signature: _____ Date: _____
 Cooperating Teacher

Signature: _____ Date: _____
 Intern

TO: _____

Name of University Official and Department

**Elementary Education Intern
Cooperating Teacher Evaluation of**

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 written and/or an oral reference on my behalf to:

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

_____ Written references, to include Letters of Reference and e-mail responses
_____ Oral references, to include telephone responses

3. I have initialed in the appropriate space below regarding the purpose for which this written and/or oral reference is requested:

_____ admission to an educational institution
_____ employment
_____ Other (specify) _____

4. I have initialed in the appropriate space below regarding my right to see any written references provided under this authorization:

_____ I waive my right to see the written reference(s) prepared pursuant to this authorization.
_____ I do not waive my right to see the written reference(s) prepared pursuant to this authorization.

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* references provided prior to your receipt of that written revocation.

Printed Name: _____

Signature: _____

Intern

Date: _____

Subject Area Abilities

Intern: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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. | |

DEPARTMENT OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2014

Collaborative Intern K-6

Cooperating Teacher Evaluation of Subject Area Abilities

Intern: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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 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. | |

Cooperating Teacher Evaluation of Subject Area Abilities

Intern: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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. | |

Cooperating Teacher Evaluation of Subject Area Abilities

Intern: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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 Intern
Cooperating Teacher Evaluation of Subject Area Abilities**

Intern: _____

Date: _____

Cooperating Teacher: _____

Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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. | |

Cooperating Teacher Evaluation of Subject Area Abilities

Intern: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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 Intern
Cooperating Teacher Evaluation of Subject Area Abilities**

Intern: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the intern 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-.13 | The intern 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 Intern
Cooperating Teacher Evaluation of Subject Area Abilities**

Intern: _____ Date: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

Instructions: Please rate the intern 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 intern 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 Intern
Cooperating Teacher Evaluation of Subject Area Abilities**

Intern: _____ Date: _____

Evaluator: _____ Subject/Grade Level:

Instructions: Please rate the intern 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 intern 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. | |

<Date>

<Name>

<School Name>

<School Address, line 1>

<School Address, line 2>

Dear <Name>,

Thank you for your willingness to host <Student Name> as an intern in your classroom during the <term> semester. <Student Name> will be placed in your classroom from <start date – end date>. In recognition of your contributions as a cooperating teacher, the Department of Education offers you an honorarium of \$200.00.

In order for the university to pay your honorarium, we need you to complete the information below as well as the attached Form W-9, Request for Taxpayer Identification Number and Certification. Please complete and return this letter and the Form W-9 to your intern's university supervisor or to the university's Department of Education office.

Assuming we have received the properly completed paperwork, your payment will be processed at the end of the internship period. As always, if you have any questions or concerns, please do not hesitate to call our office.

Thank you so much for your assistance with the UAH Teacher Education Program!

Sincerely,

Christine W. Curtis
Provost and Executive Vice President
for Academic Affairs

COOPERATING TEACHER:

Signature

Home Address

Social Security Number

UAHuntsville

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
ACCOUNTING & FINANCIAL REPORTING

Accounts Payable Department
301 Sparkman Drive
Huntsville, Alabama 35899

TEL: 256-824-2251
FAX: 256-824-7364
EMAIL: ewertp@uah.edu

Dear Vendor:

We are required by law to obtain a completed W-9 form when making a payment to you. Federal regulations require up to a 28% tax withholding on all reportable payments unless you provide this information.

Please complete this substitute W9 form and return via fax or mail to the above location in order to avoid delay in processing your payments.

| | | |
|--|---|--|
| Substitute W-9 | Request for Taxpayer Identification Number and Certification | Return this form to: The University of Alabama in Huntsville DO NOT SEND TO THE IRS |
| Taxpayer's Name (As shown on your income tax return) | | |
| Business Name, if different from above. | | |
| Check the appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) _____ | | |
| Legal Address: number, street, and apt. or suite no. | | Remittance Address: if different from legal address number, street, and apt. or suite no. |
| City, State and Zip Code | | City, State and Zip Code |
| Phone # () | | Fax # () |
| Part 1 Taxpayer Identification Number (TIN) | | |
| Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). For other entities, it is your employer identification number (EIN). | | Social Security Number _____ - _____ - _____ OR Employer Identification Number _____ - _____ - _____ |
| Part 2 Certification | | |
| Under penalties of perjury, I certify that: | | |
| 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Services (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and 3. I am an U.S. person (including an U.S. resident alien). | | |
| Certification Instructions: You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on you tax return. | | |
| Sign Here | Authorized Signature ▶ | Date ▶ |

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.

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

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.

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

Principle I: Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in 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.

Adopted by the NEA 1975 Representative Assembly