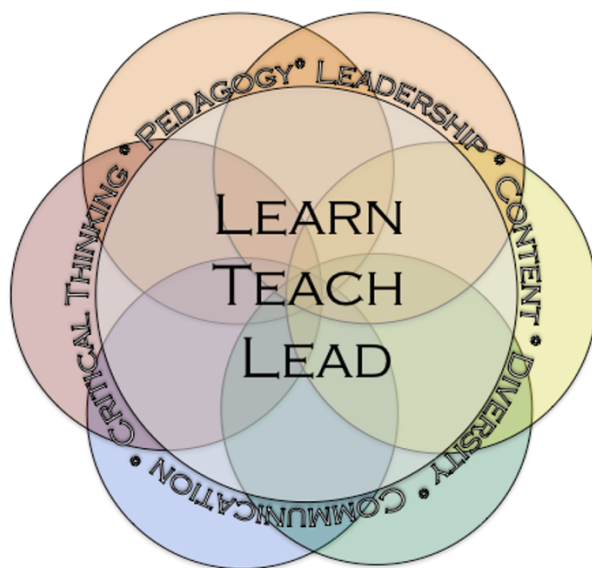


COLLEGE OF EDUCATION

Internship Syllabus



THE EDUCATOR PREPARATION PROGRAM AT UAH

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Revised Spring 2022



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

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Forward

This internship syllabus was prepared to provide guidance to those who are directly involved in the clinical internship: the intern, the mentoring teacher, the principal, and the university supervisor. All forms and documents for interns that are referenced in the syllabus book can be found on the UAH website at <http://www.uah.edu/education> under “Education Student Services,” then “Internships” and scroll to the bottom of the page.

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. Mentoring teachers assume mentoring roles and orchestrate, in cooperation with higher education university supervisors, the activities of interns in the classroom.

The beginning and ending dates for the internship are aligned with the school calendar of the local district where the intern is assigned. Mentoring 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 syllabus 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, Dean
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Department of Curriculum and Instruction Mission

The Department of Curriculum and Instruction in the College 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 Curriculum and Instruction 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 educator 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 College 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. UAH was granted full accreditation for all teacher education programs by the Council for the Accreditation of Educator Preparation (CAEP) in December 2019. 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 Core Teaching Standards (ACTS), *EDUCATE*Alabama, and the National Board of Professional Teaching Standards (NBPTS).

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Alignment of Standards

UAH Intern Competencies	Alabama Core Teaching Standards (ACTS)	EDUCATE Alabama	INTASC 2012 Principles	National Board of Professional Teaching Standards (NBPTS)
Content	Content Knowledge (4)	#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	Learner Development (1) Learning Environments (3) Assessment (6) Planning for Instruction (7) Instructional Strategies (8)	#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	Application of Content (5)	#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	Learner Differences (2)	#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	Leadership and Collaboration (10)	#3a – Oral and Written Communication	#5 – Application of Content #8 – Instructional Strategies	Proposition 5: Teachers are members of learning communities.
Professionalism	Professional Learning and Ethical Practice (9)	#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

Mentoring Teacher - The mentoring 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 mentoring 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 an educator preparation 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, the Madison County School system and the Athens City 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 educator preparation 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).

Intern – The intern is a “novice teacher” completing the university's professional educator preparation 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 mentoring teachers.

Eligibility and Placement of Interns

ELIGIBILITY OF INTERNS

The internship is one of the most important experiences for education preparation program 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 through TK20 according to the following deadlines:

- October 31st for Fall semester internship
- March 31st 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 Praxis CORE exam;
2. Be cleared by ABI and FBI background checks;
3. Have satisfactory dispositions ratings and faculty evaluations;
4. Complete all coursework with an overall GPA of 2.75;
5. Complete all courses in the intern's teaching field (major) with a minimum grade point average of 2.75 in the major teaching field and no grade lower than a "C";
6. 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";
7. Pass Praxis II subject area examination(s);
8. Remove all incomplete ("I") grades in required courses (an incomplete is treated as an "F");
9. Complete a minimum of 210 hours of field experience with satisfactory field evaluations.

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 the Praxis CORE exam;
2. Be cleared by ABI and FBI background checks;
3. Have satisfactory dispositions ratings and faculty evaluations;
4. Pass the Praxis II subject area examination(s);
5. 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;
6. Complete all professional education courses with a grade point average of 3.0 in professional education courses with no grade lower than a "C";
7. Remove all incomplete ("I") grades in required courses (an incomplete is treated as an "F");

8. Complete a minimum of 210 hours of field experience with satisfactory evaluations.

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, art, and physical education teacher candidates register for ED 499. Fifth-year secondary candidates register for ED 698; elementary register for ED 693, and P-12 students register for ED 696. Candidates desiring dual certification or seeking an additional endorsement should seek counseling from the Chair of the Department of Curriculum and Instruction.

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 and Athens City areas. Placements outside of the Huntsville-Madison County and Athens City areas 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 College 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,
- constraints of time/travel of university supervisors,
- 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.
- The intern is notified 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 mentoring teacher receives an orientation from the University Supervisor during the first 5-7 days of the assignment.
- Mentoring teachers may access the Internship Syllabus on line via the UAH Education website: uah.edu/education.

PLACEMENT INFORMATION

Elementary Education (Kindergarten-Grade 6) undergraduate and graduate Alt-A interns will receive a split internship assignment—nine weeks/six 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—nine weeks/six 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.

Early Childhood and Early Childhood Education (P-3) interns will receive a split internship assignment for eight/seven weeks. Interns will complete two placements of the following age groups: birth-age 3 (early intervention), age 3-5 (pre-school), age 5-8 (K-3). One placement will be in a general education setting and the other will include special education services.

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 (nine weeks/six weeks), with opportunities to teach at least two subjects in the comprehensive field.

Secondary Interns seeking Collaborative Education will complete a portion of their internship within a special education setting.

P-12 Music, Art, and Physical Education undergraduate and graduate interns will receive a split internship assignment—nine weeks/six weeks. One placement will be in an elementary school and the other in a middle or high school.

P-12 ESOL 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 component 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 (edTPA learning segment will come from this) 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 mentoring 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 mentoring teacher and other school personnel.
- Communicate openly with the mentoring teacher and university supervisor about expectations, performance, and progress.
- Report an absence due to illness or an emergency to the mentoring teacher and the university supervisor before school begins on the day of the absence. If the mentoring 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 mentoring 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 syllabus (p. 30-32).

THE MENTORING TEACHER

The mentoring teacher plays an important part in assuring a successful internship. In fact, the mentoring teacher may be the most important member of the internship team. Interns often contend that during their internship they learn the most from their mentoring teachers. In a large part this is a tribute to the dedication and quality of our mentoring teachers. It is the mentoring teacher who is present every day to give the intern feedback on how well he or she is doing as a teacher. Because mentoring 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.

Mentoring teachers must complete the Mentoring Teacher Information Form (FORM 101) during the first week of the assignment. Interns will bring the completed form to the Coordinator of Field and Clinical Experiences in the College of Education.

Professional Criteria for Mentoring 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 Coordinator of Field and Clinical Experiences

In certain circumstances a teacher who does not meet these requirements may serve as a mentoring 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 Mentoring 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 she/he 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

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 be certified and have teaching experience in the content area they are supervising;
- 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

Responsibilities of the University Supervisor

Preparation:

- Provide the intern with additional information following the general orientation to the school assigned.
- Provide the mentoring 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 mentoring 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 mentoring 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 required assignments.

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.
- Submit all notebook 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 mentoring 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 mentoring teacher in the evaluation of interns assigned to the school.
- Arrange for a substitute teacher to be present should the mentoring 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 College 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 and internships. UAH strives to provide a variety of field experiences to all students enrolled in educator preparation programs. The Coordinator is responsible for administration of the program which includes, but is not limited to, the following:

- Serve as liaison between educator preparation programs and school systems.
- Provide overall leadership and direction for the program.
- Implement all approved standards and policies governing clinical experiences and internships.
- Applications to internship should be submitted through TK20 and the Coordinator of Field and Clinical Experiences, along with the Certification Officer, determine which applicants meet the internship qualifications.
- Work with the school principals to identify teachers to serve as mentoring teachers.
- Arrange for placement of interns.
- Coordinate a professional development workshop on mentoring for mentoring 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, Limestone County, and Athens City areas.

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 mentoring teacher (MT) 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 55.

SCHEDULE	ACTIVITIES	DOCUMENTATION
Week One Observation and Participation	<ul style="list-style-type: none"> • Observe instruction by mentoring teacher • Observe classroom routines and management strategies • Observe and assist individual students during small/large group instruction • Send letter to parent/guardian asking for permission to videotape for edTPA • Attend faculty meetings and other school activities • Conference with MT • Identify the subject/period you will teach next week • Submit lesson plans to MT and US • Complete Context for Learning for Task 4 in template (elementary only, use edTPA handbook for guidance) • Select class as focus for edTPA Tasks 1-3 • Provide context information for Task 1 • Identify a learning segment (3-5 lessons) • Determine central focus for learning segment 	<u>Mentoring Teacher</u> <ul style="list-style-type: none"> • Complete Mentoring Teacher Information Form (101). Give to intern. Complete waiver if MT doesn't have a master's degree • Review Weekly Report • Sign weekly activity report verification <u>Intern</u> <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 first journal 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 MT to teach one subject or period/day • Identify subject/period _____ and teach one subject/day • Submit lesson plans to MT 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 on students' learning styles • Attend faculty meetings and other school activities • Conference with MT • Complete Task 4 (elementary only-including assessment analysis and re-engagement) for elementary • Task 1 Begin to plan, write and submit lesson plan for each lesson in learning segment • Select and submit key instructional materials 	<p><u>Mentoring Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Review lesson plans <p><u>Intern</u></p> <ul style="list-style-type: none"> • Send electronic version of Weekly Report (Form 102E) to US • Give MT Info Form (101) to Coordinator of Field and Clinical Experiences. • Keep permission forms on file • Submit/file lesson plans • Complete write up for Task 4 for elementary <p><u>Mentoring Teacher & I</u></p> <ul style="list-style-type: none"> • Complete Timeline and Submit copy to US
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<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 MT and US • Planning the unit/edTPA learning segment • Submit unit plans to MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Practice video taping lessons and reflect on strengths and areas for improvement • Team teach lessons or parts of lessons in other content areas • Assist individual students during small/large group instruction • Make sure notebook is up to date and in order • Attend faculty meetings and other school activities • Conference with MT • Upload Task 4 (elementary only) • Review and begin work on Task 1 	<p><u>Mentoring Teacher</u></p> <ul style="list-style-type: none"> • Review Weekly Report • Sign weekly activity report verification • Review lesson plans <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 • Verify completion of Task 4 and begin writing for Task 1
<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 _____ • Submit lesson plans for subject being taught to MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Review Midpoint Evaluation Form with MT • Assist individual students during small/large group instruction • Attend faculty meetings and other school activities • Conference with MT about Mid-Term Evaluation • Respond to commentary prompts before teaching learning segment • Submit copies of written assessments and/or clear directions for Task 1 (Task 1 should be ready to submit by end of next week) 	<p><u>Mentoring 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 • Review lesson plans <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
<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 MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Gather evidence for portfolio • Attend faculty meetings and other school activities • Conference with MT • Identify lessons from Task 1 to videorecord • Videorecord lessons and select 2 clips to analyze • Respond to commentary prompts • Make sure notebook is in order 	<p><u>Mentoring 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

<p>**Week Six</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 MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Attend faculty meetings and other school activities • Conference with MT • Select one assessment from learning segment and attach to end of assessment commentary • Define and submit evaluation criteria you will use to analyze student learning • Collect and analyze student work 	<p><u>Mentoring 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
<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 MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Select 3 work samples (one with specific learning needs) • Summarize learning of whole class • Submit feedback • Attend faculty meetings and other school activities • Conference with MT 	<p><u>Mentoring 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
<p>**Week Eight</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 MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Attend faculty meetings and other school activities • Conference with MT • Analyze evidence of language use • Analyze evidence of student learning and plan next steps • Answer commentary prompts 	<p><u>Mentoring 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
<p>Week Nine</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"> • Submit lesson plans for phase out lessons to MT and US • Include integration of technology/multidisciplinary opportunities/the arts • Observe other teachers • Attend faculty meetings and other school activities • Final Exit Conference with MT • Complete analysis of evidence of language use • Complete analysis of evidence of student learning and plan next steps • Complete answers to commentary prompts 	<p><u>Mentoring 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 hard copy of signed Summary Report (Form 105) to US or Coordinator of Field and Clinical Experiences

		<ul style="list-style-type: none"> • Complete <i>EDUCATE</i>Alabama self-evaluation form (Form 104) and send to US • Complete evaluation of MT (Form 106E) and send to Coordinator of Field and Clinical Experiences (you will receive an email with link to fill this out) • See List of Intern Assignments and Other Documentation Evidence list for additional items
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***Interns who are assigned to schools that utilize the block schedule or to departmentalized elementary classrooms must consult with their University Supervisor and Mentoring 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 six major categories, (1) teaching, (2) participating, (3) observing, (4) conferencing with cooperating teacher and supervisor, (5) school-related activities, and (6) reflection, completion of assignments, and/or edTPA tasks. Interns are required to keep a record of their hours and the distribution of the hours within these categories (Time Log in TK20). 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 as determined by the University Supervisor (most likely Friday or Saturday).** 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 College 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 mentoring 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 mentoring teacher, your US or by the appropriate assistant principal.

Conferencing.

Interns expect and must receive ongoing feedback via conferences with the mentoring 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 mentoring 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 mentoring teacher, the university supervisor, and the intern will make long-range plans based on the guidelines presented in the *Educator Preparation Program Internship Syllabus* (Timeline, page 30). These early conferences set the tone for the experience and may prevent problems later in the internship.

The mentoring 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 mentoring 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 mentoring 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 mentoring 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 mentoring teacher as soon as possible (by the night before or 7:15 a.m. of the day to be absent). If the mentoring 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, as well as the Coordinator of Field and Clinical Experiences. 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 for illness or emergency will be expected to complete additional days at the end of the assignment. All make-up time will be arranged with the mentoring teacher and the university supervisor. In the event that extended absences are necessary, the university supervisor must 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 the Office of Student Conduct, in Charger Union, room 223, or downloaded from <http://www.uah.edu/dos/student-conduct/handbook> .

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 mentoring teacher or the building principal.

Certification Process

When interns have successfully completed (1) all UAH requirements [including appropriate GPA: 2.75 in teaching field, 2.75 in professional education, and 2.75 overall] (2) an approved educator preparation 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.

Graduate students (Alt-A) must have a 3.25 overall GPA in order to be certified. 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 – Interns submit payment online via the ALSDE (Alabama State Department of Education) web site. The cost is \$30 for one certification, or \$60 for two. There is a \$4.00 processing fee. Beginning in 2016, there will be online payment only, NO checks. The receipt must be presented to COE when the certification application is turned in.
3. At the end of second placement – 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. ECSE interns will register for ED 490 (12 hours). Interns seeking secondary certification will register for ED 497 – 12 hours. P-12 music, art, and PE interns will register for ED 499 – 12 hours.

Graduate Alt-A interns will be required to register for ED 698 – 3 or 6 hours. ESOL interns will be required to register for ED 699 – 6 hours. Elementary will registered for ED 693 – 6 hours. P-12 students (Music and Physical Education) will register for ED 696 – 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.

Exit Examinations

All undergraduate and graduate interns are required to keep and upload information into a Google Drive Notebook as part of their internship and exit requirements for education. The notebook will contain artifacts that document the intern's ability to integrate the UAH competencies into major units of study. This will be reviewed by the mentoring teacher and supervisor. (See Matrix for Determining Internship Grade, p. 59)

In addition, graduate interns who are completing their programs within a Department outside of the College of Education (not the MAT program) 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. Interns should consult their major department early in their program to be informed of the format, requirements, and deadlines of the comprehensive exit examination.

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 2.75 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 College 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 field experience. Students will not be notified of field experience and/or internship assignments until proof of fingerprinting has been received.

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. Interns are expected to attend ALL scheduled seminars, even if the school system hosting the intern is on holiday or vacation.

Internship Notebook and Journal

For documentary, organizational, planning purposes, and as an exit exam, interns will keep a Google Drive notebook 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. An "Impact on Student Learning" Assignment with reflection will also be included in the notebook. **The notebook should be shared with the university supervisor as well as the Coordinator of Field and Clinical Experiences. Access to the notebook should be available during all seminars. The notebook will serve as your exit exam for internship. It comprises the Impact of Student Learning Assignment which is 20% of your final grade.**

Interns will also keep reflective journal entries of their internship experiences; weeks that journal submissions are due will be announced at orientation (this will be balanced with what interns are writing for edTPA). Artifacts from the journal may be selected for the intern's Google Drive notebook. Journal entries will be calculated into the final grade for the internship. **Interns must electronically submit the journal reflection to the US by Friday at 9 p.m. on the weeks they are due.**

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 of speech 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 mentoring 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 mentoring teacher **by Thursday at the close of the school day for the upcoming week**. This will give the mentoring teacher an opportunity to review and make suggestions for improvement. 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/Instruction:** 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, and 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. The lesson plan format will be distributed during the intern orientation.

Five Day Instructional Unit Plans/Lesson Segment (source of edTPA video clips)

Interns must plan and teach at least one unit plan consisting of a 3-5 lesson segment 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 any suggested by the Coordinator of Field and Clinical Experiences. 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 to the cooperating teacher at least **one week prior to the start of the unit**. These instructional unit plans act as the source of the edTPA video clips. They are part of your 10 CONSECUTIVE teaching days.

Impact on Student Learning Assignment

Interns will complete an “Impact on Student Learning ” Assignment with reflection during the second placement of internship. An overview of this task is as follows:

Week 1:

Meet with mentoring teacher to confirm unit plan dates (10 full days of teaching), standards, technology, and accommodations for strugglers/ELL/IEP’s/504’s/Gifted, etc. Map out the dates for picking up classes/subjects to teach as the candidate builds up to the 10 full days of teaching. The candidate will begin drafting the unit plan that must include the standards, lessons, and assessments, and create a pre-assessment to administer at the beginning of Week 2.

Week 2: Candidate will administer the pre-assessment for the unit plan, analyze the data of the pre-assessment, identify 3 focus students to show the patterns of learning for the class, and complete the unit plan draft. The draft must be turned into the US and MT for review and feedback.

Week 3: Candidate will finalize lesson plans and assessments for the unit plan, submit to US and MT by Wednesday for final approval on by Friday. Plans should address the need(s) of the focus student.

Weeks 4 -5: Implement 10 full days of teaching the unit plan. Give summative assessment at the end of Week 5.

Week 6: Candidate will analyze the summative assessment and create a visual representation of the data and write a reflection paper.

(see pgs. 48-50, “Impact on Student Learning Assignment”)

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 edTPA sessions. Interns who do not attend the orientation workshops will be withdrawn from the internship.

Placement Services

The intern is encouraged to register with UAH Career Services, in the Student Services Building, room 205 during the semester prior to internship or early in the internship semester. Career Services will assist interns in preparation of their placement file. Credentials on file with Career Services should be updated regularly with information about graduate studies and work experience. Interns should have each mentoring 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, Instagram, 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 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.

Safety

Interns must be alert to any hazards to students during 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 mentoring 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 (4:00-5:30) throughout the semester. Meeting dates and topics will be announced at the beginning of each semester.

Boot Camp

Interns are required to attend a minimum of three scheduled full day seminar Boot Camp sessions. These days will occur during the first placement and center around edTPA supports. The Coordinator of Field and Clinical Experiences will facilitate these edTPA work sessions.

edTPA Disposition Formative Feedback Process

Interns are required to submit edTPA documents to The Coordinator of Field and Clinical Experiences on time according to the Intern Calendar. The documents (Context for Learning, Lesson Plans, Instructional Materials, Assessments, Evaluation Criteria, Task 1 Commentary, Task 2 Commentary, videos, Task 3 Commentary and student work samples) should answer the prompts entirely and connect to the evidence in the learning segment.

Substitute Teaching

Interns may not serve as substitute teachers. A substitute teacher must be provided by the school should the mentoring 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 mentoring 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 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. Interns will notify and secure permission for videotaping from parents and/or guardians of students in their class(es). The edTPA permission form for the state of Alabama can be found at https://www.alabamaachievers.org/wp-content/uploads/2021/02/edTPA-Alabama-Parent-Consent-FormRevised_8-22-16.pdf

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 College 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 and Time Log

Interns must complete a weekly report and time log (TK20) 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 and time log. 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 mentoring teacher will sign off on the Time Log via TK20. **Interns must electronically submit the Weekly 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. FORM 102 Weekly Report and Time Log is also posted on TK20.

Withdrawal, Removal, or Extension of the Internship

The College 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 mentoring 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 College 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 College 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 mentoring 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 mentoring 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 Educator Preparation 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.

UAH College of Education
Impact on Student Learning Assignment

Overview: During the 2nd placement, candidates will complete a 10-day unit that must include a rationale, parent letter, daily lesson plans, pre- and post- assessments, analysis of data, and a reflection on student learning.

Week 1:

Meet with mentor teacher to confirm unit plan dates (10 full days of teaching), standards, technology, and accommodations for strugglers/ELL/IEP's/504's/Gifted, etc. Map out the dates for picking up classes/subjects to teach as the candidate builds up to the 10 full days of teaching. The candidate will begin drafting the unit plan that must include the standards, lessons, and assessments, and create a pre-assessment to administer at the beginning of Week 2.

Week 2: Candidate will administer the pre-assessment for the unit plan, analyze the data of the pre-assessment, identify 3 focus students to show the patterns of learning for the class, and complete the unit plan draft. The draft must be turned into the US and MT for review and feedback.

Week 3: Candidate will finalize lesson plans and assessments for the unit plan, submit to US and MT by Wednesday for final approval on by Friday. Plans should address the need(s) of the focus student.

Weeks 4 -5: Implement 10 full days of teaching the unit plan. Give summative assessment at the end of Week 5.

Week 6: Candidate will analyze the summative assessment and create a visual representation of the data and write a reflection paper.

Artifacts to submit:

- Parent Letter introducing yourself
- 1 page rationale summarizing the unit
- Unit map to show pacing of standards and assessment
- 10 daily lesson plans (Include: standards, learning objectives, instructional strategies, engaging activities, pre-assessment, formative assessments, post-summative assessment, accommodations/modification for strugglers/ELL/IEP/504/Gifted students)
- Pre-assessment and rubric with evaluation criteria and 3 student work samples with feedback (One must be the target student. Label Student A, Student B, and Student C)
- Multiple formative assessments
- Post-assessment (summative) and rubric using Emerging, Proficient and Advanced and the same 3 students from the pre-assessment work samples
- Analyze data from post-assessment and create a visual representation of the data
- Write a reflection paper.

Reflection Paper

The reflection paper should include the following regarding the 3 focus students:

- Why did you pick the 3 focus students?
- Where are your focus students' understanding after the pre-assessment?
- How did your pre-assessment results inform the planning and implementing of the lesson plans?
- How did you plan for the focus students?
- How did you adjust your teaching for the focus students?
- Where are your focus students' understanding after the post-assessment?

The reflection paper should also include the following regarding the whole class:

- How did your pre-assessment results inform the planning and implementing of the lessons for the unit?
- Where are the students' understanding after the pre-assessment?
- How did you plan for the unit?
- How did you adjust your teaching during the unit?
- Where are the students' understanding after the post-assessment?

Category for Tasks	Artifacts for Category
Description & Rationale	Parent Letter, 1-page rationale, unit map (pacing guide)
Analysis of student performance and patterns of learning for Pre-Assessment	Pre-assessment, rubric, 3 student work samples labeled
Planning & Preparation: 10 Day Lessons Plans with Multiple Formative Assessments	10 day lesson plans (standards, learning objectives, instructional strategies, engaging activities, pre- & post- assessments, formative assessments)
Student Data Graphic for Post-Assessment	Post-assessment and graph or chart of data
Student Samples and Candidate Feedback	3 student work samples (must be same students from pre-assessment)
Analysis of Teaching: Analysis of Student Learning	Reflection paper

Impact on Student Learning Assessment

Tasks	Distinguished (4)	Proficient (3-2)	Basic (1-0)
Description & Rationale of Unit (2 pts.)		The rationale describes the unit plan and provides a pacing guide with standards and assessments.	The rationale does not describe in the unit plan and does provide a pacing guide with standards and assessments.
Analysis of student performance and patterns of learning for Pre- Assessment (2 pts.)		Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (3 focus student work samples). The patterns of learning are used to plan lessons to support the whole class AND individuals.	Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates). The patterns of learning are used to plan lessons to support the whole class OR individuals.
Planning & Preparation: 10 Day Lesson Plans with Formative Assessments (4 pts.)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are clearly aligned to support specific student needs. (Individual AND Groups)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are clearly aligned to support specific student needs. (Individual OR Groups)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are NOT clearly aligned to support specific student needs.
Student Data Graphic for Post-Assessment (4 pts.)	The graphic represents the data accurately, is labeled/titled, and well organized. The analysis of the data is in the reflection to support a claim about student learning.	The graphic represents the data accurately, is labeled/titled, and well organized. The graphic is referenced in the reflection to support a claim about student learning.	The graphic is missing some key components to make its use effective (i.e. missing labels/title, incomplete data, etc.).
Student Samples and Candidate Feedback (4 pts.)	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work with use of the evaluation criteria and described in detail in the reflection.	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work with use of the evaluation criteria.	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is superficial with no use of the evaluation criteria.
Analysis of Teaching: Analysis of Student Learning (4 pts.)	There is a strong review of data of the lesson & assessment results as related to instructional objectives and standards to the whole class AND targeted student.	There is a review of data of lesson & assessment results as related to instructional objectives and standards to the whole class OR targeted student.	There is a NO review of data of lesson & assessment results as related to instructional objectives and standards.

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 mentoring 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. Mentoring 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. Mentoring teachers and university supervisors use observations, a midpoint and final evaluation rating scale, the subject area evaluation, and the *ATOP Observation* Form to monitor progress and measure the intern's performance.

4. Collaboration/Cooperation.

The intern and the mentoring 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 mentoring 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 mentoring 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 syllabus. Performance is monitored and measured through the use of several assessment tools. Mentoring teachers and university supervisors use Form 103 to assess the intern and provide both formative and summative information. Mentoring teachers will formally evaluate interns twice during each assignment and provide feedback after each observation. Each mentoring teacher will also complete an *ATOP Observation* 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 *ATOP Observation* form at the end of the 15-week semester.

Rating Scale for Evaluation of Intern Competencies

Mentoring 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 at a level <u>far beyond their 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 evidence</u> of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>unsatisfactory</u> .
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Rating the Intern

Using specific examples demonstrated by the intern, the mentoring 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 mentoring 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 mentoring 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 mentoring 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 mentoring 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 Mentoring Teachers' final evaluations, the University Supervisor's evaluations, the intern's journal reflections, the Google Drive notebook, 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 Mentoring 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), ATOP Observation Form (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 Mentoring 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), ATOP Observation Form (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 ATOP Observation Form (the final performance evaluation of the intern also including feedback on strengths and weaknesses). 	35%
University Supervisor	<ul style="list-style-type: none"> Journal entries (throughout the semester) and Internship reflection descriptions 	5%
University Supervisor	<ul style="list-style-type: none"> Impact on Student Learning Assignment with Reflection will be included in the Google Drive Notebook/Folder 	20%
University Supervisor	<ul style="list-style-type: none"> Attendance/Participation in Internship Seminar. 	10%
Coordinator of Field & Clinical Experiences	<ul style="list-style-type: none"> edTPA Disposition Formative Feedback Process Scores (Submitting quality edTPA documents on time to CFCE according to Intern Calendar for acceptable support/feedback) 	10%
Final Grade		100%

edTPA Disposition Formative Feedback Process

Interns are required to submit edTPA documents to The Coordinator of Field and Clinical Experiences on time according to the Intern Calendar. The documents (Context for Learning, Lesson Plans, Instructional Materials, Assessments, Evaluation Criteria, Task 1 Commentary, Task 2 Commentary, videos, Task 3 Commentary and student work samples) should answer the prompts entirely and connect to the evidence in the learning segment.

edTPA Disposition Formative Feedback Process Score

edTPA Document (See Intern Calendar for due dates.)	2 -Submitted edTPA document on time -Answered prompts entirely AND connected answers to the evidence in the learning segment	1 -Submitted edTPA document on time -Answered prompts partially AND/OR partially connected answers to the evidence in the learning segment	0 -Did not submit edTPA document on time according to Intern Calendar
Context for Learning			
Lesson Plans, Instructional Materials, Assessments with Evaluation Criteria			
Task 1 Commentary			
Task 2 Commentary with videos			
Task 3 Commentary with student work samples			

Checklist for Assessment Documentation

Assessment Form	Completed by	Due date	Submit to
Form 103 Evaluation Rubric for Interns	Mentoring Teacher	Midpoint of placement (end of week 4)	University Supervisor
Form 103 Evaluation Rubric for Interns	Mentoring 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 mentoring teacher	Intern and Mentoring Teacher
Subject Area Assessment	Mentoring Teacher	End of placement; discuss with intern	University Supervisor
Form 104 ATOP Observation Form	Mentoring Teacher	End of placement; discuss with intern	University Supervisor
Form 104 ATOP Observation Form	University Supervisor	End of internship; discuss with intern	University Supervisor
Form 105 Intern Time Log-TK20	Intern	Document clock hours during placement on Time Log in TK20; remind MT to sign and date in TK20	University Supervisor
Form 105 Intern Time Log-TK20	Mentoring Teacher	Check clock hours noted by intern; sign and date form in TK20	Intern
Weekly Activity Report Verification	Intern	Fill out report each week and present to MT and US to document weekly activities	University Supervisor
Form 110F University Supervisor Summary Evaluation	University Supervisor	End of placement; consider overall performance and growth	University Supervisor

FORMS

Department of Education - Check List for Interns

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.

1 st Placement	2 nd Placement	Document:	Format:	Submit to:	Date Due:
		Form 100 Intern Information	Electronic-email CFCE	CFCE	Week 1
		Daily/Weekly/Unit Lesson Plans	Electronic Notebook (Google Drive)	MT, US and Intern	Thursday of each week by close of the school day
		Form 102 Weekly Report	Electronic	US	Friday of each week by 9 pm
		Journal Entries	Electronic	US	Friday of required weeks by 9 pm
		Form 101 MT Info	Electronic	TK20	Week 1
		Waiver (if MT doesn't have a master's degree)	Electronic	TK20	Week 1
		Administer Student Interest Inventory	Hard copy or electronic, include samples in electronic notebook	US	Complete before week 3 of each placement
		Form 106E Intern Eval of MT	Electronic	TK20	Due final week of placement
		Form 107 Intern Eval of US	Electronic	TK20	Due final week of placement
End of Semester		Document:	Format:	Submit to:	Date Due:
		Weekly Activity Report Verification and Time Log	Electronic	TK20	Due final week of 2 nd placement
		Form 105 Summary Report of Hours	Electronic	TK20	Due final week of 2 nd placement
		Form 109 Release and Indemnification	Electronic	TK20	Due final week of 2 nd placement
		Form 113 Authorization for Recommendation	Electronic	TK20	Due final week of 2 nd placement
		Form 106 Intern Eval of MT	Electronic	TK20	Due final week of 2 nd placement
		Intern Survey of TEP	Electronic	TK20	Due final week of 2 nd placement
		Alum Survey	Electronic	TK20	Due final week of 2 nd placement
		Form 107 Intern Eval of US	Electronic	TK20	Due final week of placement
		Resume	Include in Google Drive Notebook/Folder	US	Due final week of 2 nd placement
		Google Drive Notebook/Folder	Electronic	CFCE and US	Due final week of 2 nd placement
		Impact on Student Learning Assignment	Google Drive Notebook/Folder	CFCE and US	Due final week of 2 nd placement

FORM 100 – INTERN INFORMATION FORM

To be completed by the intern and returned to the Coordinator of Field and Clinical Experiences by the end of the first 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 - MENTORING 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 first 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 _____

Classroom activities planned for week beginning _____

Time	Room #	Monday	Tuesday	Wednesday	Thursday	Friday

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 a level <u>far beyond their 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: _____

Mentoring Teacher: _____ School: _____

Subject: _____ Grade Level: _____

Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 60 of the internship syllabus.

Ratings:

4	Distinguished	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.

FORM 103: EVALUATION RUBRIC FOR TEACHER CANDIDATES

DOMAIN ONE: PLANNING AND PREPARATION				
1a Demonstrating Knowledge of Content and Pedagogy				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Lesson and unit plans that reflect important concepts in the disciplineLesson and unit plans that accommodate prerequisite relationships among concepts and skillsClear and accurate classroom explanationsAccurate answers to students' questionsFeedback to students that furthers learningInterdisciplinary connections in plans and practice	<ul style="list-style-type: none">The teacher candidate displays knowledge of important concepts of the discipline and their relationships to one another AND consistently connects learning objectives to what students have previously learned, know from life experiences, and integrate with other disciplines.The teacher candidate provides clear, detailed explanations of the content that is based on understanding of students learning styles, intelligence preference, culture-influenced preferences, and gender-based preferences AND provides effective modeling of thinking process to demonstrate performance expectations.The teacher candidate answers students' questions accurately and provides frequent, consistent academic feedback for furthering their learning.The teacher candidate regularly implements a variety of subject-specific Instructional strategies in unit and lesson plans that are designed to enhance student content knowledge	<ul style="list-style-type: none">The teacher candidate can identify the important concepts of the discipline and their relationships to one another.The teacher candidate provides clear explanations of the content.The teacher candidate answers students' questions accurately and provides feedback that furthers their learning.Instructional strategies in the unit/lesson plans are suitable to the content.	<ul style="list-style-type: none">The teacher candidate's understanding of the discipline is rudimentary.The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete.Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	<ul style="list-style-type: none">The teacher candidate makes content errors.The teacher candidate does not consider prerequisite relationships when planning.The teacher candidate's plans use inappropriate strategies for the discipline.
RATING:	COMMENTS:			
1b Demonstrating Knowledge of Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Formal and informal information about students gathered by the teacher candidate for use in planning instructionStudent interests and needs learned by the teacher candidate for use in planningteacher candidate participation in community cultural eventsteacher candidate-designed opportunities for families to share their heritagesDatabase of students with special needs	<ul style="list-style-type: none">The teacher candidate knows, for groups of students, their levels of cognitive development and is consistent in using this to plan lessonsThe teacher candidate is aware of the different cultural groups in the class and is consistent in using this to plan lessons.The teacher candidate has a good idea of the range of interests of students in the class and is consistent in using this to plan lessons..The teacher candidate has identified "high," "medium," and "low" groups of students within the class and consistently considers this when planning lessons AND provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.The teacher candidate is well informed about students' cultural heritages and consistently incorporates this knowledge in lesson planning.The teacher candidate is aware of the special needs represented by students in the class and consistently incorporates this knowledge in lesson planning.	<ul style="list-style-type: none">The teacher candidate knows, for groups of students, their levels of cognitive development.The teacher candidate is aware of the different cultural groups in the class.The teacher candidate has a good idea of the range of interests of students in the class.The teacher candidate has identified "high," "medium," and "low" groups of students within the class.The teacher candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.The teacher candidate is aware of the special needs represented by students in the class.	<ul style="list-style-type: none">The teacher candidate cites developmental theory but does not seek to integrate it into lesson planning.The teacher candidate is aware of the different ability levels in the class but tends to teach to the "whole group."The teacher candidate recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.The teacher candidate is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	<ul style="list-style-type: none">The teacher candidate does not understand child development characteristics and has unrealistic expectations for students.The teacher candidate does not try to ascertain varied ability levels among students in the class.The teacher candidate is not aware of students' interests or cultural heritages.The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.
RATING:	COMMENTS:			
1c Setting Instructional Outcomes				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Outcomes of a challenging cognitive levelStatements of student learning, not student activityOutcomes central to the discipline and related to those in other disciplinesOutcomes permitting assessment of student	<ul style="list-style-type: none">Develops outcomes based on state standards.Outcomes represent high expectations and rigor and important learning of the discipline.Outcomes are written in terms of what students will learn rather than do.Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social	<ul style="list-style-type: none">Uses state standards to align outcomes and shows the connection of lesson outcomes to standardsOutcomes represent at least three types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication AND are tailored for the lesson and unit	<ul style="list-style-type: none">Outcomes represent a mixture of low expectations and rigor.Some outcomes reflect important learning in the discipline.Outcomes are suitable for most of the class.	<ul style="list-style-type: none">Outcomes lack rigor.Outcomes do not represent important learning in the discipline.Outcomes are not clear or are stated as activities.Outcomes are not suitable for many students in the class.

attainment • Outcomes differentiated for students of varied ability	interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• Outcomes build on prior learning and are scaffolded • Lesson plan references prior lessons and units to sequence outcomes		
RATING:	COMMENTS:			
1d Demonstrating Knowledge of Resources				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher candidate in professional education courses or professional groups • Guest speakers	Texts are at varied levels and support the lesson objectives. Resources are incorporated beyond the school curriculum texts (e.g. teacher - made materials, manipulatives, resources from outside the adopted district resources). The teacher candidate incorporates multimedia and technology to support instruction. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences (including virtual). • The teacher candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• The teacher candidate uses materials in the school library but does not search beyond the school for resources. • The teacher candidate locates materials and resources for students that are available through the school but does not pursue any other avenues.	• The teacher candidate uses only district-provided materials, even when more variety would assist some students. • The teacher candidate does not seek out resources available to expand own skill. • Although the teacher candidate is aware of some student needs, he does not inquire about possible resources.
RATING:	COMMENTS:			
1e Designing Coherent Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. The teacher candidate teaches at least two types of thinking: Analytical, practical, creative, or research-based thinking. • The teacher candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations that provide opportunities for individual students that progress at different learning rates	• Unit and lesson supports instructional outcomes, reflecting important concepts of the content • Build on prior knowledge of groups of students and moves learning forward • The teacher candidate provides some challenging materials and resources. • Activities present students with opportunities for high-level thinking • Activities permit student choice and offer opportunities for students to work with their classmates • Learning experiences all align to the desired instructional outcomes • Teacher candidate works w/ small groups; students work alone or in small groups • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.
RATING:	COMMENTS:			
1f Designing Student Assessments				

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher candidate during instruction 	<ul style="list-style-type: none"> • Teacher candidate uses a variety of assessments and the assessment types matches the learning expectations. AND lesson plans indicate possible adjustments based on formative assessment data. • Plans indicate modified assessments when they are necessary for some students AND include descriptions of how assessment results will be used to inform instruction. • The approach to using formative assessment is well designed and includes student as well as teacher candidate use of the assessment information. • Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> • Most of the learning outcomes have a method for assessment. • Some assessment types match learning expectations. • Assessment criteria are clear. • Plans indicate modified assessments when they are necessary for some students. • Plans include formative assessments to use during instruction. • Teacher candidate has a developed strategy to using formative assessments and has designed approaches to be used. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.
RATING:	COMMENTS:			

DOMAIN TWO: CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher candidate and students • Physical proximity • Politeness and encouragement • Fairness 	<ul style="list-style-type: none"> • Talk between the teacher candidate and students and among students is uniformly respectful. • The teacher candidate successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher candidate makes general connections with individual students. • Students exhibit respect for the teacher candidate. 	<ul style="list-style-type: none"> • Talk between the teacher candidate and the students and among students is uniformly respectful. • Teacher candidate responds to disrespectful behavior among students. • Teacher candidate uses "we" statements to make students feel part of the group • Teacher candidate listens to students with care • Teacher candidate makes an effort to learn about how students feel about the class 	<ul style="list-style-type: none"> • The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results. • The teacher candidate attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> • The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher candidate displays no familiarity with, or caring about, individual students. • The teacher candidate disregards disrespectful interactions among students.

RATING:

COMMENTS:

2b Establishing a Culture for Learning

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products 	<ul style="list-style-type: none"> • The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher candidate demonstrates a high regard for students' abilities. • The teacher candidate conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher candidate insists on precise use of language by students. 	<ul style="list-style-type: none"> • The teacher candidate's energy for the work is mostly evident, indicating a level of commitment. • The teacher candidate communicates the importance of the content. • The teacher candidate believes that with hard work all students can master the material, but may not convey it well to all students. • Most students exhibit a commitment to complete the work on their own; many working for the sake of learning • The teacher candidate's primary concern is for all students' learning • The teacher candidate models and strongly encourages use of precise language by students 	<ul style="list-style-type: none"> • The teacher candidate's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher candidate conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher candidate's primary concern appears to be to complete the task at hand. • The teacher candidate urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> • The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher candidate conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher candidate does not correct them.

RATING:

COMMENTS:

2c Managing Classroom Procedures

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move 	<ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are always smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines are consistent and function smoothly a majority of the time. 	<ul style="list-style-type: none"> • Students are mostly engaged during small-group or independent work. • Transitions between large and small group activities are smooth most of the time. • Routines for distribution and collection of materials and supplies are established and work most of the time. • Classroom routines function most of the time. 	<ul style="list-style-type: none"> • Students not working directly with the teacher candidate are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • Students not working with the teacher candidate are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures.

RATING:

COMMENTS:

2d Managing Student Behavior				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Clear standards of conduct, possibly posted, and possibly referred to during a lesson• Absence of acrimony between teacher candidate and students concerning behavior• teacher candidate awareness of student conduct• Preventive action when needed by the teacher candidate• Absence of misbehavior• Reinforcement of positive behavior	<ul style="list-style-type: none">• Standards of conduct appear to have been established and implemented successfully.• Overall, student behavior is generally appropriate.• The teacher candidate frequently monitors student behavior.• The teacher candidate's response to student misbehavior is effective.	<ul style="list-style-type: none">• Teacher candidate shares standards of conduct with students and explains and models expectations of classroom behavior• Student behavior is usually appropriate.• The teacher candidate monitors student behavior.• The teacher candidate has a strategy for responding to student misbehavior.	<ul style="list-style-type: none">• The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.• The teacher candidate attempts to keep track of student behavior, but with no apparent system.• The teacher candidate's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	<ul style="list-style-type: none">• The classroom environment is chaotic, with no standards of conduct evident.• The teacher candidate does not monitor student behavior.• Some students disrupt the classroom, without apparent teacher candidate awareness or with an ineffective response.
RATING:	COMMENTS:			
2e Organizing Physical Space				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Pleasant, inviting atmosphere• Safe environment• Accessibility for all students• Furniture arrangement suitable for the learning activities• Effective use of physical resources, including computer technology, by both teacher candidate and students	<ul style="list-style-type: none">• The classroom is pleasant and safe• Students can see and hear all parts of instruction• Students show responsibility for the care of materials• Students make decisions about learning aids and student work that is displayed	<ul style="list-style-type: none">• The classroom is safe, and all students are able to see and hear the teacher candidate or see the board.• The classroom is arranged to support the instructional goals and learning activities.• The teacher candidate makes appropriate use of available technology.	<ul style="list-style-type: none">• The physical environment is safe, and most students can see and hear the teacher candidate or see the board.• The physical environment is not an impediment to learning but does not enhance it.• The teacher candidate makes limited use of available technology and other resources.	<ul style="list-style-type: none">• There are physical hazards in the classroom, endangering student safety.• Many students can't see or hear the teacher candidate or see the board.• Available technology is not being used even if it is available and its use would enhance the lesson.
RATING:	COMMENTS:			
DOMAIN THREE: INSTRUCTION				
3a: Communicating with Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Clarity of lesson purpose• Clear directions and procedures specific to the lesson activities• Absence of content errors and clear explanations of concepts and strategies• Correct and imaginative use of language	<ul style="list-style-type: none">• The teacher candidate states clearly, at some point during the lesson, what the students will be learning and successfully connects it to previous learning.• The teacher candidate's explanation of content is clear and invites student participation and thinking.• The teacher candidate makes no content errors.• The teacher candidate describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.• If appropriate, the teacher candidate models the process to be followed in the task.• The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.	<ul style="list-style-type: none">• The teacher candidate states clearly, at some point during the lesson, what the students will be learning.• The teacher candidate's explanation of content is clear with some student participation and thinking.• The teacher candidate makes minor content errors.• The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning.• If appropriate, the teacher candidate models the process to be followed in the task.• The teacher candidate's vocabulary and usage are correct and suited to the lesson; there is limited explanations of academic vocabulary.• The teacher candidate's vocabulary is appropriate to students' ages and levels of development.	<ul style="list-style-type: none">• The teacher candidate provides little elaboration or explanation about what the students will be learning.• The teacher candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.• The teacher candidate makes no serious content errors but may make minor ones.• The teacher candidate's explanations of content are purely procedural, with no indication of how students can think strategically.• The teacher candidate's vocabulary and usage are correct but unimaginative.• When the teacher candidate attempts to explain academic vocabulary, it is only partially successful.• The teacher candidate's vocabulary is too advanced, or too juvenile, for students.	<ul style="list-style-type: none">• At no time during the lesson does the teacher candidate convey to students what they will be learning.• Students indicate through body language or questions that they don't understand the content being presented.• The teacher candidate makes a serious content error that will affect students' understanding of the lesson.• The teacher candidate's communications include errors of vocabulary or usage or imprecise use of academic language.• The teacher candidate's vocabulary is inappropriate to the age or culture of the students.
RATING:	COMMENTS:			

3b: Using Questioning and Discussion Techniques				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Questions of high cognitive challenge, formulated by both students and teacher candidate• Questions with multiple correct answers or multiple approaches, even when there is a single correct response• Effective use of student responses and ideas• Discussion, with the teacher candidate stepping out of the central, mediating role• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher candidate and with their classmates• High levels of student participation in discussion.	<ul style="list-style-type: none">• The teacher candidate is purposeful when asking questions, sequencing them towards instructional goals, inviting students to think and/or offer multiple possible answers.• The teacher candidate consistently makes effective use of wait time.• Discussions enable students to talk to one another without ongoing mediation by teacher candidate.• The teacher candidate calls on most students, even those who don't initially volunteer.• Many students actively engage in the discussion.• The teacher candidate asks students to justify their reasoning, and most attempt to do so.	<ul style="list-style-type: none">• The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers.• The teacher candidate makes effective use of wait time more than 75% of lesson.• Discussions enable students to talk to one another with occasional mediation by teacher candidate.• The teacher candidate calls on many students, and most participate in the discussion.• The teacher candidate asks students to justify their reasoning, and most attempt to do so.	<ul style="list-style-type: none">• The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher candidate calls on students quickly.• The teacher candidate invites students to respond directly to one another's ideas, but few students respond.• The teacher candidate calls on many students, but only a small number actually participate in the discussion.• The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.	<ul style="list-style-type: none">• Questions are rapid-fire and convergent, with a single correct answer.• Questions do not invite student thinking.• All discussion is between the teacher candidate and students; students are not invited to speak directly to one another.• The teacher candidate does not ask students to explain their thinking.• Only a few students dominate the discussion.
RATING:	COMMENTS:			
3c: Engaging Student in Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Student enthusiasm, interest, thinking, problem solving, etc.• Learning tasks that require high-level student thinking and invite students to explain their thinking• Students highly motivated to work on all tasks and persistent even when the tasks are challenging• Students actively “working,” rather than watching while their teacher candidate “works”• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.	<ul style="list-style-type: none">• Most students are intellectually engaged in the lesson.• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.• Students are encouraged to explain their thinking as part of completing tasks.• Materials and resources enhance the learning goals and require intellectual engagement, as appropriate.• The pacing of the lesson provides students the time needed to be intellectually engaged.• The teacher candidate uses groupings that enhance the lesson activities.	<ul style="list-style-type: none">• Most students are intellectually engaged in the lesson.• Learning tasks are a mix of those requiring thinking and those requiring recall.• Students are invited to explain their thinking as part of completing tasks.• Student engagement with the content is occasionally passive; the learning at times consists of facts or procedures.• Materials and resources support the learning goals and require intellectual engagement, as appropriate.• The pacing of the lesson mostly provides students the time needed to be intellectually engaged.• The teacher candidate uses groupings that are suitable to the lesson activities.	<p>Some students are intellectually engaged in the lesson.</p> <ul style="list-style-type: none">• Learning tasks are a mix of those requiring thinking and those requiring recall.• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.• The materials and resources are partially aligned to the lesson objectives.• Few of the materials and resources require student thinking or ask students to explain their thinking.• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.• The instructional groupings used are partially appropriate to the activities.	<ul style="list-style-type: none">• Few students are intellectually engaged in the lesson.• Learning tasks/activities and materials require only recall or have a single correct response or method.• Instructional materials used are unsuitable to the lesson and/or the students.• The lesson drags or is rushed.• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
RATING:	COMMENTS:			
3d: Using Assessment in Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• The teacher candidate paying close attention to evidence of student understanding• The teacher candidate posing specifically created questions to elicit evidence of student understanding• The teacher candidate circulating to monitor student learning and to offer feedback• Students assessing their own work against established criteria.	<ul style="list-style-type: none">• The teacher candidate makes the standards of high-quality work clear to students.• The teacher candidate consistently elicits evidence of student understanding.• Students are encouraged to assess their own work and make improvements; most of them do so.• Feedback includes specific and timely guidance, at least for groups of students.• The teacher candidate expects students to use feedback to work towards instructional goals.	<ul style="list-style-type: none">• The teacher candidate makes the standards of high-quality work mostly clear to students.• The teacher candidate occasionally elicits evidence of student understanding.• Students are invited to assess their own work and make improvements; half or less of them do so.• Most feedback includes specific and timely guidance, at least for groups of students.	<ul style="list-style-type: none">• There is little evidence that the students understand how their work will be evaluated.• The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students.• Feedback to students is vague and not oriented toward future improvement of work.• The teacher candidate makes only minor attempts to engage students in self- or peer assessment.	<ul style="list-style-type: none">• The teacher candidate gives no indication of what high-quality work looks like.• The teacher candidate makes no effort to determine whether students understand the lesson.• Students receive no feedback, or feedback is global or directed to only one student.• The teacher candidate does not ask students to evaluate their own or classmates' work.
RATING:	COMMENTS:			

3e: Demonstrating Flexibility and Responsiveness				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Incorporation of students' interests and daily events into a lesson• The teacher candidate adjusting instruction in response to evidence of student understanding (or lack of it)• The teacher candidate seizing on a teachable moment.	<ul style="list-style-type: none">• The teacher candidate purposely incorporates students' interests and questions into the heart of the lesson.• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty and shares some approaches.• In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty, correctly identifying successes and failures.• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson, explaining to students how it brings them closer to their instructional goals.	<ul style="list-style-type: none">• The teacher candidate incorporates students' interests and questions into the heart of the lesson.• The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty.• In reflecting on practice, the teacher candidate cites a few approaches undertaken to reach students having difficulty.• When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.	<ul style="list-style-type: none">• The teacher candidate makes perfunctory attempts to incorporate students' questions and interests into the lesson.• The teacher candidate conveys to students a level of responsibility for their learning but also uncertainty about how to assist them.• In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not suggest strategies for doing so.• The teacher candidate's attempts to adjust the lesson are partially successful.	<ul style="list-style-type: none">• The teacher candidate ignores indications of student boredom or lack of understanding.• The teacher candidate brushes aside students' questions.• The teacher candidate conveys to students that when they have difficulty learning, it is their fault.• In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students.• The teacher candidate makes no attempt to adjust the lesson in response to student confusion.
RATING:	COMMENTS:			
DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on Teaching				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Accurate reflections on a lesson• Citation of adjustments to practice that draw on a repertoire of strategies	<ul style="list-style-type: none">• The teacher candidate accurately assesses the effectiveness of instructional activities used, providing evidence for their rationale.• The teacher candidate identifies specific ways in which a lesson might be improved, providing a rationale for their thinking.	<ul style="list-style-type: none">• The teacher candidate has a strong sense of the effectiveness of instructional activities used.• The teacher candidate identifies specific ways in which a lesson might be improved.	<ul style="list-style-type: none">• The teacher candidate has a general sense of whether or not instructional practices were effective.• The teacher candidate offers general modifications for future instruction.	<ul style="list-style-type: none">• The teacher candidate considers the lesson but draws incorrect conclusions about its effectiveness.• The teacher candidate makes no suggestions for improvement.
RATING:	COMMENTS:			
4b: Professional Responsibilities				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Routines and systems that track student completion of assignments• Systems of information regarding student progress against instructional outcomes.• Processes of maintaining accurate noninstructional records.	<ul style="list-style-type: none">• The teacher candidate's process for recording completion of student work is efficient and effective; students consistently have access to information about completed and/or missing assignments.• The teacher candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.• The teacher candidate's process for recording noninstructional information is both efficient and effective.	<ul style="list-style-type: none">• The teacher candidate's process for recording completion of student work is mainly efficient and effective; students usually have access to information about completed and/or missing assignments.• The teacher candidate has a process for recording student attainment of learning goals though it is not completely effective; students are usually able to see how they're progressing.• The teacher candidate's process for recording noninstructional information is mainly efficient and effective.	<ul style="list-style-type: none">• The teacher candidate has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.• The teacher candidate's process for tracking student progress is cumbersome to use.• The teacher candidate has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	<ul style="list-style-type: none">• There is no system for either instructional or noninstructional records.• Record-keeping systems are in disarray and provide incorrect or confusing information.
RATING:	COMMENTS:			
4c: Communicating with Cooperating Teacher				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Frequent and appropriate information discussed with cooperating teacher regarding the instructional program and student progress• Two-way communication between the teacher candidate and the cooperating teacher	<ul style="list-style-type: none">• The teacher candidate regularly discusses information about the instructional program with the cooperating teacher• The teacher candidate regularly communicates with the cooperating teacher about student progress.	<ul style="list-style-type: none">• The teacher candidate occasionally discusses information about the instructional program with the cooperating teacher• The teacher candidate occasionally communicates with the cooperating teacher about students' progress.	<ul style="list-style-type: none">• The teacher candidate rarely discusses information about the instructional program with the cooperating teacher• The teacher candidate rarely communicates with the cooperating teacher about students' progress.	<ul style="list-style-type: none">• Little or no information is discussed about the instructional program with the cooperating teacher• The cooperating teacher is rarely or never consulted about students' progress.
RATING:	COMMENTS:			
4d: Growing and Developing Professionally				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)

Indicators include: <ul style="list-style-type: none"> • Frequent teacher candidate attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry. 	<ul style="list-style-type: none"> • The teacher candidate seeks regular opportunities for continued professional development. • The teacher candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher candidate actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher candidate has supportive and collaborative relationships with colleagues. • The teacher candidate occasionally seeks opportunities for continued professional development. 	<ul style="list-style-type: none"> • The teacher candidate participates in professional activities when they are required or provided by the district. • The teacher candidate reluctantly accepts feedback from supervisors and colleagues. • The teacher candidate contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> • The teacher candidate is not involved in any activity that might enhance knowledge or skill. • The teacher candidate purposefully resists discussing performance with supervisors or colleagues. • The teacher candidate ignores invitations to join professional organizations or attend conferences.
RATING:	COMMENTS:			

ATOP Teacher Observation Tool

Mentoring Teacher

Please enter data in all gray boxes.

Intern: Evaluator:

School: Date:

Use numerical rating: 4 = Very Evident 3 = Evident 2 = Somewhat Evident 1 = Not Evident

		Indicator Rating
Standard 1: Culture/Climate Dimension - The teacher...		
1.1	Fosters an environment that embraces all learners.	
1.3	Encourages learners to share their opinions without fear of negative comments from their peers.	
1.4	Creates enthusiasm for the learning at hand.	
Standard 2: Learning Dimension - The teacher...		
2.1	Communicates clear explanations about the activities or tasks.	
2.2	Implements lessons and/or activities that stimulate learners to use higher order thinking skills.	
2.3	Delivers lessons that are relatable to the learners or aligned to their interests.	
2.4	Monitors learners' understanding of the content and/or the acquisition of skills.	
2.5	Adapts instruction and/or activities that meet individual learner's needs.	
2.6	Provides learners with purposeful feedback about their progress and/or needs.	
Standard 3: Essentials Dimension - The teacher...		
3.1	Delivers and/or facilitates the lesson with knowledge and confidence.	
3.2	Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being.	
3.3	Facilitates use of resources that support learners' needs.	

3.4 Implements instructional strategies that actively engage learners.

3.5 Manages the learning time in an efficient and optimal manner.

Standard 4: Agency Dimension - The teacher...

4.1 Empowers learners to be responsible for the learning at hand

4.2 Gives learners choices about the learning activities or tasks
Provides assistance for learners to navigate and monitor their learning progress

4.4 Encourages learners to persevere with or seek challenging activities or tasks

4.5 Builds learners' growth mindset and self-efficacy

Standard 5: Relationship Dimension - The teacher...

5.1 Promotes respectful and caring interactions toward and between learners

5.2 Cultivates learner cooperation, collaboration, and inclusivity

5.3 Preserves learners' dignity while attending to their individual needs

Overall Numerical
Rating:

#DIV/0!

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

Areas of strength:

Areas for professional development:

Required signatures:

Intern*:

Date:

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

Evaluator

:

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: _____

Mentoring Teacher: _____
signature

eaching	_____
Conferencing	_____
School-Related Activities	_____

Total Clock Hours: _____

Hours Absent From Internship Assignment: _____

School: _____ Grade and Subject: _____

Mentoring Teacher: _____
signature

Signatures:

_____	_____	_____	_____
UNIVERSITY SUPERVISOR	DATE	INTERN	DATE

FORM 106 - INTERN EVALUATION OF MENTORING TEACHER

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

Intern _____ Major _____

Mentoring Teacher _____ School _____

Please rate your mentoring 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 mentoring teacher's strengths?

How could your mentoring teacher improve?

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

Additional Comments:

FORM 107 - INTERN EVALUATION OF UNIVERSITY SUPERVISOR

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. | 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 mentoring 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 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 College of Education at 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 College of Education 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 COE is currently 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.

RATING SCALE FOR EVALUATION OF INTERNS – FOR FORM 110

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 a level <u>far beyond their 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 110: EVALUATION RUBRIC FOR INTERNS

University Supervisor Summary Evaluation

Intern's Name: _____ Date: _____

Mentoring Teacher: _____ School: _____

Subject: _____ Grade Level: _____

Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 60 of the internship syllabus.

Ratings:

4	Distinguished	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.

FORM 110: EVALUATION RUBRIC FOR TEACHER CANDIDATES

DOMAIN ONE: PLANNING AND PREPARATION				
1a Demonstrating Knowledge of Content and Pedagogy				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Lesson and unit plans that reflect important concepts in the disciplineLesson and unit plans that accommodate prerequisite relationships among concepts and skillsClear and accurate classroom explanationsAccurate answers to students' questionsFeedback to students that furthers learningInterdisciplinary connections in plans and practice	<ul style="list-style-type: none">The teacher candidate displays knowledge of important concepts of the discipline and their relationships to one another AND consistently connects learning objectives to what students have previously learned, know from life experiences, and integrate with other disciplines.The teacher candidate provides clear, detailed explanations of the content that is based on understanding of students learning styles, intelligence preference, culture-influenced preferences, and gender-based preferences AND provides effective modeling of thinking process to demonstrate performance expectations.The teacher candidate answers students' questions accurately and provides frequent, consistent academic feedback for furthering their learning.The teacher candidate regularly implements a variety of subject-specific Instructional strategies in unit and lesson plans that are designed to enhance student content knowledge	<ul style="list-style-type: none">The teacher candidate can identify the important concepts of the discipline and their relationships to one another.The teacher candidate provides clear explanations of the content.The teacher candidate answers students' questions accurately and provides feedback that furthers their learning.Instructional strategies in the unit/lesson plans are suitable to the content.	<ul style="list-style-type: none">The teacher candidate's understanding of the discipline is rudimentary.The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete.Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	<ul style="list-style-type: none">The teacher candidate makes content errors.The teacher candidate does not consider prerequisite relationships when planning.The teacher candidate's plans use inappropriate strategies for the discipline.
RATING:	COMMENTS:			
1b Demonstrating Knowledge of Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Formal and informal information about students gathered by the teacher candidate for use in planning instructionStudent interests and needs learned by the teacher candidate for use in planningteacher candidate participation in community cultural eventsteacher candidate-designed opportunities for families to share their heritagesDatabase of students with special needs	<ul style="list-style-type: none">The teacher candidate knows, for groups of students, their levels of cognitive development and is consistent in using this to plan lessonsThe teacher candidate is aware of the different cultural groups in the class and is consistent in using this to plan lessons.The teacher candidate has a good idea of the range of interests of students in the class and is consistent in using this to plan lessons..The teacher candidate has identified "high," "medium," and "low" groups of students within the class and consistently considers this when planning lessons AND provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.The teacher candidate is well informed about students' cultural heritages and consistently incorporates this knowledge in lesson planning.The teacher candidate is aware of the special needs represented by students in the class and consistently incorporates this knowledge in lesson planning.	<ul style="list-style-type: none">The teacher candidate knows, for groups of students, their levels of cognitive development.The teacher candidate is aware of the different cultural groups in the class.The teacher candidate has a good idea of the range of interests of students in the class.The teacher candidate has identified "high," "medium," and "low" groups of students within the class.The teacher candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.The teacher candidate is aware of the special needs represented by students in the class.	<ul style="list-style-type: none">The teacher candidate cites developmental theory but does not seek to integrate it into lesson planning.The teacher candidate is aware of the different ability levels in the class but tends to teach to the "whole group."The teacher candidate recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.The teacher candidate is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	<ul style="list-style-type: none">The teacher candidate does not understand child development characteristics and has unrealistic expectations for students.The teacher candidate does not try to ascertain varied ability levels among students in the class.The teacher candidate is not aware of students' interests or cultural heritages.The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.
RATING:	COMMENTS:			
1c Setting Instructional Outcomes				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">Outcomes of a challenging cognitive levelStatements of student learning, not student activityOutcomes central to the discipline and related to those in other disciplinesOutcomes permitting assessment of student	<ul style="list-style-type: none">Develops outcomes based on state standards.Outcomes represent high expectations and rigor and important learning of the discipline.Outcomes are written in terms of what students will learn rather than do.Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social	<ul style="list-style-type: none">Uses state standards to align outcomes and shows the connection of lesson outcomes to standardsOutcomes represent at least three types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication AND are tailored for the lesson and unitOutcomes build on prior learning	<ul style="list-style-type: none">Outcomes represent a mixture of low expectations and rigor.Some outcomes reflect important learning in the discipline.Outcomes are suitable for most of the class.	<ul style="list-style-type: none">Outcomes lack rigor.Outcomes do not represent important learning in the discipline.Outcomes are not clear or are stated as activities.Outcomes are not suitable for many students in the class.

attainment • Outcomes differentiated for students of varied ability	interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	and are scaffolded • Lesson plan references prior lessons and units to sequence outcomes		
RATING:	COMMENTS:			
1d Demonstrating Knowledge of Resources				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher candidate in professional education courses or professional groups • Guest speakers	Texts are at varied levels and support the lesson objectives. Resources are incorporated beyond the school curriculum texts (e.g. teacher - made materials, manipulatives, resources from outside the adopted district resources). The teacher candidate incorporates multimedia and technology to support instruction. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences (including virtual). • The teacher candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• The teacher candidate uses materials in the school library but does not search beyond the school for resources. • The teacher candidate locates materials and resources for students that are available through the school but does not pursue any other avenues.	• The teacher candidate uses only district-provided materials, even when more variety would assist some students. • The teacher candidate does not seek out resources available to expand own skill. • Although the teacher candidate is aware of some student needs, he does not inquire about possible resources.
RATING:	COMMENTS:			
1e Designing Coherent Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. The teacher candidate teaches at least two types of thinking: Analytical, practical, creative, or research-based thinking. • The teacher candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations that provide opportunities for individual students that progress at different learning rates	• Unit and lesson supports instructional outcomes, reflecting important concepts of the content • Build on prior knowledge of groups of students and moves learning forward • The teacher candidate provides some challenging materials and resources. • Activities present students with opportunities for high-level thinking • Activities permit student choice and offer opportunities for students to work with their classmates • Learning experiences all align to the desired instructional outcomes • Teacher candidate works w/ small groups; students work alone or in small groups • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.
RATING:	COMMENTS:			

1f Designing Student Assessments				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> Lesson plans indicating correspondence between assessments and instructional outcomes Assessment types suitable to the style of outcome Variety of performance opportunities for students Modified assessments available for individual students as needed Expectations clearly written with descriptors for each level of performance Formative assessments designed to inform minute-to-minute decision making by the teacher candidate during instruction 	<ul style="list-style-type: none"> Teacher candidate uses a variety of assessments and the assessment types matches the learning expectations. AND lesson plans indicate possible adjustments based on formative assessment data. Plans indicate modified assessments when they are necessary for some students AND include descriptions of how assessment results will be used to inform instruction. The approach to using formative assessment is well designed and includes student as well as teacher candidate use of the assessment information. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Most of the learning outcomes have a method for assessment. Some assessment types match learning expectations. Assessment criteria are clear. Plans indicate modified assessments when they are necessary for some students. Plans include formative assessments to use during instruction. Teacher candidate has a developed strategy to using formative assessments and has designed approaches to be used. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans.
RATING:	COMMENTS:			

DOMAIN TWO: CLASSROOM ENVIRONMENT				
2a Creating an Environment of Respect and Rapport				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Respectful talk, active listening, and turn-taking• Acknowledgment of students’ backgrounds and lives outside the classroom• Body language indicative of warmth and caring shown by teacher candidate and students• Physical proximity• Politeness and encouragement• Fairness	<ul style="list-style-type: none">• Talk between the teacher candidate and students and among students is uniformly respectful.• The teacher candidate successfully responds to disrespectful behavior among students.• Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.• The teacher candidate makes general connections with individual students.• Students exhibit respect for the teacher candidate.	<ul style="list-style-type: none">• Talk between the teacher candidate and the students and among students is uniformly respectful.• Teacher candidate responds to disrespectful behavior among students.• Teacher candidate uses “we” statements to make students feel part of the group• Teacher candidate listens to students with care• Teacher candidate makes an effort to learn about how students feel about the class	<ul style="list-style-type: none">• The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity.• The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results.• The teacher candidate attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	<ul style="list-style-type: none">• The teacher candidate is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels.• Students’ body language indicates feelings of hurt, discomfort, or insecurity.• The teacher candidate displays no familiarity with, or caring about, individual students.• The teacher candidate disregards disrespectful interactions among students.
RATING:	COMMENTS:			
2b Establishing a Culture for Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Belief in the value of what is being learned• High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation• Expectation of high-quality work on the part of students• Expectation and recognition of effort and persistence on the part of students• High expectations for expression and work products	<ul style="list-style-type: none">• The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material.• The teacher candidate demonstrates a high regard for students’ abilities.• The teacher candidate conveys an expectation of high levels of student effort.• Students expend good effort to complete work of high quality.• The teacher candidate insists on precise use of language by students.	<ul style="list-style-type: none">• The teacher candidate’s energy for the work is mostly evident, indicating a level of commitment.• The teacher candidate communicates the importance of the content.• The teacher candidate believes that with hard work all students can master the material, but may not convey it well to all students.• Most students exhibit a commitment to complete the work on their own; many working for the sake of learning• The teacher candidate’s primary concern is for all students’ learning• The teacher candidate models and strongly encourages use of precise language by students	<ul style="list-style-type: none">• The teacher candidate’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.• The teacher candidate conveys high expectations for only some students.• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”• The teacher candidate’s primary concern appears to be to complete the task at hand.• The teacher candidate urges, but does not insist, that students use precise language.	<ul style="list-style-type: none">• The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.• The teacher candidate conveys to at least some students that the work is too challenging for them.• Students exhibit little or no pride in their work.• Students use language incorrectly; the teacher candidate does not correct them.
RATING:	COMMENTS:			

2c Managing Classroom Procedures				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move 	<ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are always smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines are consistent and function smoothly a majority of the time. 	<ul style="list-style-type: none"> • Students are mostly engaged during small-group or independent work. • Transitions between large and small group activities are smooth most of the time. • Routines for distribution and collection of materials and supplies are established and work most of the time. • Classroom routines function most of the time. 	<ul style="list-style-type: none"> • Students not working directly with the teacher candidate are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • Students not working with the teacher candidate are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures.
RATING:	COMMENTS:			

2d Managing Student Behavior				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher candidate and students concerning behavior • teacher candidate awareness of student conduct • Preventive action when needed by the teacher candidate • Absence of misbehavior • Reinforcement of positive behavior 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher candidate frequently monitors student behavior. • The teacher candidate's response to student misbehavior is effective. 	<ul style="list-style-type: none"> • Teacher candidate shares standards of conduct with students and explains and models expectations of classroom behavior • Student behavior is usually appropriate. • The teacher candidate monitors student behavior. • The teacher candidate has a strategy for responding to student misbehavior. 	<ul style="list-style-type: none"> • The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher candidate attempts to keep track of student behavior, but with no apparent system. • The teacher candidate's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher candidate does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher candidate awareness or with an ineffective response.
RATING:	COMMENTS:			

2e Organizing Physical Space				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher candidate and students 	<ul style="list-style-type: none"> • The classroom is pleasant and safe • Students can see and hear all parts of instruction • Students show responsibility for the care of materials • Students make decisions about learning aids and student work that is displayed 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher candidate or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher candidate makes appropriate use of available technology. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear the teacher candidate or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher candidate makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher candidate or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.
RATING:	COMMENTS:			

DOMAIN THREE: INSTRUCTION				
3a: Communicating with Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language 	<ul style="list-style-type: none"> • The teacher candidate states clearly, at some point during the lesson, what the students will be learning and successfully connects it to previous learning. • The teacher candidate's explanation of content is clear and invites student participation and thinking. • The teacher candidate makes no content errors. • The teacher candidate describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • The teacher candidate states clearly, at some point during the lesson, what the students will be learning. • The teacher candidate's explanation of content is clear with some student participation and thinking. • The teacher candidate makes minor content errors. • The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning. • If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and suited to the lesson; there is limited explanations of academic vocabulary. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • The teacher candidate provides little elaboration or explanation about what the students will be learning. • The teacher candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher candidate makes no serious content errors but may make minor ones. • The teacher candidate's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher candidate's vocabulary and usage are correct but unimaginative. • When the teacher candidate attempts to explain academic vocabulary, it is only partially successful. • The teacher candidate's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> • At no time during the lesson does the teacher candidate convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher candidate makes a serious content error that will affect students' understanding of the lesson. • The teacher candidate's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher candidate's vocabulary is inappropriate to the age or culture of the students.
RATING:	COMMENTS:			

3b: Using Questioning and Discussion Techniques				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teacher candidate • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher candidate stepping out of the central, mediating role • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher candidate and with their classmates • High levels of student participation in discussion. 	<ul style="list-style-type: none"> • The teacher candidate is purposeful when asking questions, sequencing them towards instructional goals, inviting students to think and/or offer multiple possible answers. • The teacher candidate consistently makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher candidate. • The teacher candidate calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher candidate asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher candidate makes effective use of wait time more than 75% of lesson. • Discussions enable students to talk to one another with occasional mediation by teacher candidate. • The teacher candidate calls on many students, and most participate in the discussion. • The teacher candidate asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher candidate calls on students quickly. • The teacher candidate invites students to respond directly to one another's ideas, but few students respond. • The teacher candidate calls on many students, but only a small number actually participate in the discussion. • The teacher candidate asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher candidate and students; students are not invited to speak directly to one another. • The teacher candidate does not ask students to explain their thinking. • Only a few students dominate the discussion.
RATING:	COMMENTS:			

3c: Engaging Student in Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively “working,” rather than watching while their teacher candidate “works” • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are encouraged to explain their thinking as part of completing tasks. • Materials and resources enhance the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that enhance the lesson activities. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Students are invited to explain their thinking as part of completing tasks. • Student engagement with the content is occasionally passive; the learning at times consists of facts or procedures. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson mostly provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that are suitable to the lesson activities. 	<p>Some students are intellectually engaged in the lesson.</p> <ul style="list-style-type: none"> • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
RATING:	COMMENTS:			

3d: Using Assessment in Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • The teacher candidate paying close attention to evidence of student understanding • The teacher candidate posing specifically created questions to elicit evidence of student understanding • The teacher candidate circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria. 	<ul style="list-style-type: none"> • The teacher candidate makes the standards of high-quality work clear to students. • The teacher candidate consistently elicits evidence of student understanding. • Students are encouraged to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. • The teacher candidate expects students to use feedback to work towards instructional goals. 	<ul style="list-style-type: none"> • The teacher candidate makes the standards of high-quality work mostly clear to students. • The teacher candidate occasionally elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; half or less of them do so. • Most feedback includes specific and timely guidance, at least for groups of students. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher candidate makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> • The teacher candidate gives no indication of what high-quality work looks like. • The teacher candidate makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher candidate does not ask students to evaluate their own or classmates’ work.
RATING:	COMMENTS:			

3e: Demonstrating Flexibility and Responsiveness				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none"> • Incorporation of students’ interests and daily events into a lesson • The teacher candidate adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher candidate seizing on a teachable moment. 	<ul style="list-style-type: none"> • The teacher candidate purposely incorporates students’ interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty and shares some approaches. • In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty, correctly identifying successes and failures. • When improvising becomes necessary, the teacher candidate makes adjustments to the lesson, explaining to students how it brings them closer to their instructional goals. 	<ul style="list-style-type: none"> • The teacher candidate incorporates students’ interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher candidate cites a few approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher candidate makes adjustments to the lesson. 	<ul style="list-style-type: none"> • The teacher candidate makes perfunctory attempts to incorporate students’ questions and interests into the lesson. • The teacher candidate conveys to students a level of responsibility for their learning but also uncertainty about how to assist them. • In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher candidate’s attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • The teacher candidate ignores indications of student boredom or lack of understanding. • The teacher candidate brushes aside students’ questions. • The teacher candidate conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students. • The teacher candidate makes no attempt to adjust the lesson in response to student confusion.
RATING:	COMMENTS:			

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on Teaching				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Accurate reflections on a lesson• Citation of adjustments to practice that draw on a repertoire of strategies	<ul style="list-style-type: none">• The teacher candidate accurately assesses the effectiveness of instructional activities used, providing evidence for their rationale.• The teacher candidate identifies specific ways in which a lesson might be improved, providing a rationale for their thinking.	<ul style="list-style-type: none">• The teacher candidate has a strong sense of the effectiveness of instructional activities used.• The teacher candidate identifies specific ways in which a lesson might be improved.	<ul style="list-style-type: none">• The teacher candidate has a general sense of whether or not instructional practices were effective.• The teacher candidate offers general modifications for future instruction.	<p>The teacher candidate considers the lesson but draws incorrect conclusions about its effectiveness.</p> <ul style="list-style-type: none">• The teacher candidate makes no suggestions for improvement.
RATING:	COMMENTS:			
4b: Professional Responsibilities				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Routines and systems that track student completion of assignments• Systems of information regarding student progress against instructional outcomes.• Processes of maintaining accurate noninstructional records.	<ul style="list-style-type: none">• The teacher candidate's process for recording completion of student work is efficient and effective; students consistently have access to information about completed and/or missing assignments.• The teacher candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.• The teacher candidate's process for recording noninstructional information is both efficient and effective.	<ul style="list-style-type: none">• The teacher candidate's process for recording completion of student work is mainly efficient and effective; students usually have access to information about completed and/or missing assignments.• The teacher candidate has a process for recording student attainment of learning goals though it is not completely effective; students are usually able to see how they're progressing.• The teacher candidate's process for recording noninstructional information is mainly efficient and effective.	<ul style="list-style-type: none">• The teacher candidate has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.• The teacher candidate's process for tracking student progress is cumbersome to use.• The teacher candidate has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	<ul style="list-style-type: none">• There is no system for either instructional or noninstructional records.• Record-keeping systems are in disarray and provide incorrect or confusing information.
RATING:	COMMENTS:			
4c: Communicating with Cooperating Teacher				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Frequent and appropriate information discussed with cooperating teacher regarding the instructional program and student progress• Two-way communication between the teacher candidate and the cooperating teacher	<ul style="list-style-type: none">• The teacher candidate regularly discusses information about the instructional program with the cooperating teacher• The teacher candidate regularly communicates with the cooperating teacher about student progress.	<ul style="list-style-type: none">• The teacher candidate occasionally discusses information about the instructional program with the cooperating teacher• The teacher candidate occasionally communicates with the cooperating teacher about students' progress.	<ul style="list-style-type: none">• The teacher candidate rarely discusses information about the instructional program with the cooperating teacher• The teacher candidate rarely communicates with the cooperating teacher about students' progress.	<ul style="list-style-type: none">• Little or no information is discussed about the instructional program with the cooperating teacher• The cooperating teacher is rarely or never consulted about students' progress.
RATING:	COMMENTS:			
4d: Growing and Developing Professionally				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: <ul style="list-style-type: none">• Frequent teacher candidate attendance in courses and workshops; regular academic reading• Participation in learning networks with colleagues; freely shared insights• Participation in professional organizations supporting academic inquiry.	<ul style="list-style-type: none">• The teacher candidate seeks regular opportunities for continued professional development.• The teacher candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.• The teacher candidate actively participates in organizations designed to contribute to the profession.	<ul style="list-style-type: none">• The teacher candidate has supportive and collaborative relationships with colleagues.• The teacher candidate occasionally seeks opportunities for continued professional development.	<ul style="list-style-type: none">• The teacher candidate participates in professional activities when they are required or provided by the district.• The teacher candidate reluctantly accepts feedback from supervisors and colleagues.• The teacher candidate contributes in a limited fashion to professional organizations.	<ul style="list-style-type: none">• The teacher candidate is not involved in any activity that might enhance knowledge or skill.• The teacher candidate purposefully resists discussing performance with supervisors or colleagues.• The teacher candidate ignores invitations to join professional organizations or attend conferences.
RATING:	COMMENTS:			

FORM 111: RUBRIC FOR EVALUATING IMPACT ON STUDENT LEARNING ASSIGNMENT

Tasks	Distinguished (4)	Proficient (3-2)	Basic (1-0)
Description & Rationale of Unit (2 pts.)		The rationale describes the unit plan and provides a pacing guide with standards and assessments.	The rationale does not describe in the unit plan and does provide a pacing guide with standards and assessments.
Analysis of student performance and patterns of learning for Pre- Assessment (2 pts.)		Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (3 focus student work samples). The patterns of learning are used to plan lessons to support the whole class AND individuals.	Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates). The patterns of learning are used to plan lessons to support the whole class OR individuals.
Planning & Preparation: 10 Day Lesson Plans with Formative Assessments (4 pts.)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are clearly aligned to support specific student needs. (Individual AND Groups)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are clearly aligned to support specific student needs. (Individual OR Groups)	The lesson plan standards, objectives, instructional strategies, engaging activities and assessments are NOT clearly aligned to support specific student needs.
Student Data Graphic for Post-Assessment (4 pts.)	The graphic represents the data accurately, is labeled/titled, and well organized. The analysis of the data is in the reflection to support a claim about student learning.	The graphic represents the data accurately, is labeled/titled, and well organized. The graphic is referenced in the reflection to support a claim about student learning.	The graphic is missing some key components to make its use effective (i.e. missing labels/title, incomplete data, etc.).
Student Samples and Candidate Feedback (4 pts.)	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work with use of the evaluation criteria and described in detail in the reflection.	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is provided on student work with use of the evaluation criteria.	The 3 focus students' assessment samples are submitted and are labeled Student A, Student B, etc. Candidate feedback is superficial with no use of the evaluation criteria.
Analysis of Teaching: Analysis of Student Learning (4 pts.)	There is a strong review of data of the lesson & assessment results as related to instructional objectives and standards to the whole class AND targeted student.	There is a review of data of lesson & assessment results as related to instructional objectives and standards to the whole class OR targeted student.	There is a NO review of data of lesson & assessment results as related to instructional objectives and standards.

FORM 112: PROFESSIONAL DEVELOPMENT PLAN

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 Mentoring 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
Submit Electronic Version			

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 Syllabus. 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: _____
Mentoring Teacher

Signature: _____ Date: _____

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

Intern

COLLEGE OF EDUCATION, THE UNIVERSITY OF ALABAMA IN HUNTSVILLE, 2018

Name of University Official and Department

TO: _____

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:

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

Submit Electronic Version

Printed Name: _____

Signature: _____

Date: _____

Subject Area Forms

Use Numerical Rating:

4-Exceptional 3-Proficient 2-Basic 1-Unacceptable
 ratings may be used, e.g. 2.75, 3.5 etc.)

(Intermediate

**Intern
Name:**

Early Childhood Education Intern

Alabama Standard/Rule 290-3-3-.34	The intern has demonstrated the ability to:	Rating
1.1	Know and understand young children's characteristics and needs, from birth through age 8.	
1.2	Know and understand the multiple influences on early development and learning.	
1.3	Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	
2.1	Know about and understand diverse family and community characteristics.	
2.2	Support and engage families and communities through respectful, reciprocal relationships.	
2.3	Involve families and communities in young children's development and learning.	
3.1	Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	
3.2	Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	
3.3	Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	
3.4	Know about assessment partnerships with families and with professional colleagues to build effective learning environments.	
4.1	Understand positive relationships and supportive interactions as the foundation of their work with young children.	
4.2	Know and understand effective strategies and tools for early education, including appropriate uses of technology.	

4.3	Use a broad repertoire of developmentally appropriate teaching/learning approaches.	
4.4	Reflect on their own practice to promote positive outcomes for each child.	
5.1	Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, and health, and safety; and social studies.	
5.2	Know and use central concepts, inquiry tools, and structures of content areas or academic disciplines.	
5.3	Use their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	
6.1	Identify and involves oneself with the early childhood profession.	
6.2	Know about and uphold ethical standards and other early childhood professional guidelines.	
6.3	Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	
6.4	Engage in informed advocacy for young children and the early childhood profession.	
Average		#DIV/0!

Use Numerical Rating:

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

(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Elementary Education

	Alabama Standard/Rule 290-3-3-.06(2)	Rating
	(a) Development, Learning, and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	
	(b) Curriculum.	
	1. Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. Candidates know how to facilitate evidence-based specialized instruction that is multisensory in nature.	
	2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.	
	3. Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.	
	4. Social studies. Candidates know, understand, and use the major concepts and modes of the social studies -- the integrated study of history, geography, the social sciences, and other related areas -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	

	5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills -- the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.	
	6. Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	
	7. Physical education. Candidates know, understand, and use -- as appropriate to their own understanding and skills -- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	
	(c) Instruction. Candidates demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.	
	1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	
	2. Adaptation to students from diverse populations. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations.	
	3. Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	
	4. Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	
	5. Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	
	(d) Assessment for Instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	
	(e) Professionalism.	
	1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional	

	ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	
	2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Special Education (K-6)		
	Alabama Standard/Rule 290-3-3-.34	Rating
	General Rules for All Social Studies Teachers:	
	(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
	(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	
	(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:	
	1. All candidates will:	
	(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
	(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
	(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.	
	3. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (K-6) will also:	

	(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	
	(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.	
	(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of	
	interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]	
	(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	
	(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	
	(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:	
	1. All candidates will:	
	(i) Select and use technically sound formal and informal assessments that minimize bias.	
	(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	
	(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.	
	(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	

	(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)	
	(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
	(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
	(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.	
	(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
	(vi) Teach to mastery and promote generalization of learning.	
	(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
	(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:	
	1. All candidates will:	
	(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.	
	(ii) Understand how foundational knowledge and current issues influence professional practice.	
	(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
	(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.	
	(v) Advance the profession by engaging in activities such as advocacy and mentoring.	

	(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	
	(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:	
	1. All candidates will:	
	(i) Use theory and elements of effective collaboration.	
	(ii) Serve as a collaborative resource to colleagues.	
	(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Special Education (6-12)		
	Alabama Standard/Rule 290-3-3-.34	Rating
	General Rules for All Social Studies Teachers:	
	(a) Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
	(ii) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	
	(b) Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:	
	1. All candidates will:	
	(i) Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
	(ii) Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	
	(iii) Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.	
	4. In addition to meeting Rule 290-3-3-.34(2)(b)1.(i)-(iii), candidates in collaborative special education (6-12) will also:	

	(i) Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	
	(ii) Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating and use proper positioning techniques and equipment to promote participation in academic and social environments.	
	(c) Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of	
	interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]	
	(ii) Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	
	(iii) Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	
	3. In addition to meeting Rule .34(2)(c)1.(i)-(iii), candidates in collaborative special education teacher (6-12) will also provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.	
	(d) Assessment. Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:	
	1. All candidates will:	
	(i) Select and use technically sound formal and informal assessments that minimize bias.	
	(ii) Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	

	(iii) Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.	
	(iv) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	
	2. In addition to meeting Rule .34(2)(d)1.(i)-(iv), candidates in collaborative special education (6-12) will also select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.	
	(e) Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:	
	1. All candidates will:	
	(i) Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)	
	(ii) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	
	(iii) Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	
	(iv) Use strategies to enhance language development and communications skills of individuals with exceptionalities.	
	(v) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	
	(vi) Teach to mastery and promote generalization of learning.	
	(vii) Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
	2. In addition to meeting Rule .34(2)(e)1.(i)-(vii), candidates in collaborative special education (6-12) will also:	
	(i) Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.	
	(ii) Teach and promote self-determination and self-advocacy skills.	
	(f) Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards	

	of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:	
	1. All candidates will:	
	(i) Use Professional Ethical Principles and Professional Practice Standards to guide their practice.	
	(ii) Understand how foundational knowledge and current issues influence professional practice.	
	(iii) Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
	(iv) Understand the significance of lifelong learning and participate in professional activities and learning communities.	
	(v) Advance the profession by engaging in activities such as advocacy and mentoring.	
	(vi) Provide guidance and direction to paraeducators, tutors, and volunteers.	
	(g) Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:	
	1. All candidates will:	
	(i) Use theory and elements of effective collaboration.	
	(ii) Serve as a collaborative resource to colleagues.	
	(iii) Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
	2. In addition to meeting Rule .34(2)(g)1.(i)-(iii), candidates in collaborative special education (6-12) will also cooperate with other agencies to address post-school outcomes.	
	Average	#DIV/0!

Use Numerical Rating:

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

(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Secondary English Language Arts

	Alabama Standard/Rule 290-3-3-.10	Rating
	(a) Content Knowledge.	
	1. Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	
	(i) Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	
	(ii) Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.	
	2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	
	(i) Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.	
	(ii) Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.	
	(iii) Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.	

	(b) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.	
	1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	
	2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	
	3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies, including those advocated by the Alabama Reading Initiative.	
	4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	
	5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.	
	6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	
	(c) Content Pedagogy: Planning Composition Instruction in English Language Arts. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.	

	1. Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	
	2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current	
	research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	
	3. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	
	4. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	
	(d) Learners and Learning: Implementing English Language Arts Instruction. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.	
	1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	
	2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.	
	3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	
	4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.	
	(e) Professional Knowledge and Skills.	
	1. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as	

	institutions can enhance students' opportunities to learn in English language arts.	
	(i) Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.	
	(ii) Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.	
	2. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.	
	(i) Candidates model literate and ethical practices in English language arts teaching, and engage in/reflect on a variety of experience related to English language arts.	
	(ii) Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	

Average

#DIV/0!

Use Numerical Rating:

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

(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Languages Other Than English

	Alabama Standard/Rule 290-3-3-.11	Rating
	Language Proficiency: Interpersonal, Interpretive, and Presentational: Candidates possess a high level of proficiency in the target language they will teach. They demonstrate the ability to:	
	1. Speak in the interpersonal mode of communication at a minimum level of “Advanced Low” or “Intermediate High” (for Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.	
	2. Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.	
	3. Present oral and written information to audiences of listeners or readers, using language at a minimum level of “Advanced Low” or “Intermediate High” according to the target language being taught.	
	(b) Cultures, Linguistics, Literature, and Concepts from Other Disciplines. Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They:	
	1. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.	
	2. Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.	
	3. Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.	
	(c) Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates:	
	1. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	
	2. Demonstrate an understanding of child development to create a supportive learning environment for each student.	
	(d) Integration of Standards in Planning and Instruction. Candidates:	

	1. Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and Alabama standards and use them as the basis for instructional planning.	
	2. Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and Alabama standards in their classroom practice.	
	3. Use the Standards for Foreign Language Learning in the 21st Century and Alabama standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	
	(e) Assessment of Languages and Cultures – Impact on Student Learning. Candidates:	
	1. Design and use ongoing performance assessments using a variety of assessment models for all learners, including diverse students.	
	2. Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	
	3. Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.	
	(f) Professional Development, Advocacy, and Ethics. Candidates:	
	1. Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	
	2. Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.	
	3. Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.	

Average

#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Mathematics		
	Alabama Standard/Rule 290-3-3-.13(2)	Rating
	(a) Content Knowledge. Candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains.	
	1. Number and Quantity. Candidates know the following topics related to number and quantity with the content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:	
	(i) Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers.	
	(ii) Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic).	
	(iii) Quantitative reasoning and relationships that include ratio, rate, and proportion and use of units in problem situations.	
	(iv) Vector and matrix operations, modeling, and applications.	
	(v) Historical development perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.	
	2. Algebra. Candidates know the following topics related to algebra:	
	(i) Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations.	
	(ii) Function classes including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.	

	(iii) Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and	
	notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.	
	(iv) Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model.	
	(v) Linear algebra including vectors, matrices, and transformations.	
	(vi) Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.	
	(vii) Historical development and perspective of algebra including contributions of significant figures and diverse cultures.	
	3. Geometry and Trigonometry. Candidates know the following topics related to geometry and trigonometry:	
	(i) Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.	
	(ii) Transformations including dilations, translations, rotations, reflections; glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.	
	(iii) Congruence, similarity and scaling, and their development and expression in terms of transformations.	
	(iv) Right triangles and trigonometry.	
	(v) Application of periodic phenomena and trigonometric identities.	
	(vi) Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres).	
	(vii) Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.	
	(viii) Geometric constructions, axiomatic reasoning, and proof.	
	(ix) Analytic and coordinate geometry including algebraic proofs, (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.	

	(x) Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.	
	4. Statistics and Probability. Candidates know the following topics related to statistics and probability:	
	(i) Statistical variability and its sources and role of randomness in statistical inference.	
	(ii) Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.	
	(iii) Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions.	
	(iv) Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.	
	(v) Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.	
	(vi) Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.	
	5. Calculus. Candidates know the following topics related to calculus:	
	(i) Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.	
	(ii) Parametric, polar, and vector functions.	
	(iii) Sequences and series.	
	(iv) Multivariate functions.	
	(v) Applications of function, geometry, and trigonometry concepts to solve problems involving calculus.	
	(vi) Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.	
	6. Discrete Mathematics. Candidates know the following topics related to discrete mathematics:	
	(i) Discrete structures including sets, relations, functions, graphs, trees, and networks.	
	(ii) Enumeration including permutations, combinations, iteration, recursion, and finite differences.	
	(iii) Propositional and predicate logic.	

	(iv) Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.	
	(v) Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.	
	(b) Mathematics Practices. Candidates solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. Candidates:	
	1. Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of	
	strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.	
	2. Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.	
	3. Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.	
	4. Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.	
	5. Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.	
	6. Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communication, connecting, and representing.	

	<p>(c) Content Pedagogy. Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Candidates:</p>	
	1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	
	2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.	
	3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	
	4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	
	5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	
	6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	
	7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.	
	<p>(d) Mathematical Learning Environment. Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include</p>	

	culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Candidates:	
	1. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	
	2. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.	
	3. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.	
	4. Demonstrate equitable and ethical treatment of and high expectations for all students.	
	5. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	
	(e) Impact on Student Learning. Candidates provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. They support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Candidates:	
	1. Verify that secondary students demonstrate conceptual understanding;procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.	

	2. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	
	3. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	
	(f) Professional Knowledge and Skills. Candidates are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Candidates:	
	1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	
	2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.	
	3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	
	Average	#DIV/0!

	Use Numerical Rating: 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.) 4-Exceptional 3-Proficient	
Intern Name:		
Music (Choral and Instrumental)		
Alabama Standard/Rule 290-3-3-.32(2)	Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2). Both choral and instrumental music programs must respond to (a) through (e) below. Only choral programs must respond to (e)1. below. Only instrumental programs must respond to (e)2. below.	Rating
A	(a) Common Body of Knowledge.	
A1	1. Performance. Prior to program completion, candidates must acquire:	
A1i	(i) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	
A1ii	(ii) An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.	
A1iii	(iii) The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.	
A1iv	(iv) Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.	
A1v	(v) Keyboard competency.	
A1vi	(vi) Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature and continuous throughout the program.	
A2	2. Musicianship Skills and Analysis. Prior to program completion, candidates must acquire:	
A2i	(i) An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.	
A2ii	(ii) Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.	
A2iii	(iii) The ability to place music in historical, cultural, and stylistic contexts.	
A3	3. Composition/Improvisation. Prior to program completion, candidates must acquire a rudimentary capacity to create original or derivative music.	

A4	4. History and Repertory. Prior to program completion, candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	
A5	5. Synthesis. Prior to program completion, candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	
B	(b) Music Competencies for all Music Teachers.	
B1	1. Conducting and Musical Leadership. The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.	
B2	2. Arranging. The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.	
B3	3. Functional Performance. In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the candidate's teaching specialization are also essential.	
B4	4. Analysis/History/Literature. The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.	
C	(c) Knowledge, Skills and Experiences for all Music Teachers. Prior to program completion, prospective music teachers must have:	
C1	1. Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.	
C2	2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.	
C3	3. Experiences in solo vocal or instrumental performance.	
C4	4. Experiences in ensembles that are varied both in size and nature.	
C5	5. The ability to lead performance-based instruction in a variety of settings.	
C6	6. Laboratory experiences in teaching beginning students in a variety of specializations.	
D	(d) Teaching Competencies for all Music Teachers. Prior to program completion, candidates must acquire:	
D1	1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.	
D2	2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.	

D3	3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.	
D4	4. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.	
D5	5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.	
D6	6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.	
E	(e) Teaching Competencies Unique to Choral or Instrumental Music.	
E1	1. Vocal/Choral Music. Prior to program completion, candidates must acquire:	
E1i	(i) Vocal and pedagogical skill sufficient to teach effective use of the voice.	
E1ii	(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.	
E1iii	(iii) Experiences in solo vocal performance and in ensembles that are varied both in size and nature.	
E1iv	(iv) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.	
E2	2. Instrumental Music. Prior to program completion, candidates must acquire:	
E2i	(i) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.	
E2ii	(ii) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.	
E2iii	(iii) Experiences in solo instrumental performance and in ensembles of varied size and nature.	
Music-Choral		#DIV/0!
Music-Instrumental		#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Physical Education		
	Alabama Standard/Rule 290-3-3-.13(2)	Rating
	General Rules for All Social Studies Teachers:	
	Scientific and Theoretical Knowledge. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Prior to program completion, prospective physical education teachers:	
	1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	
	2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.	
	3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	
	4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.	
	5. Analyze and correct critical elements of motor skills and performance concepts.	
	(b) Skill-Based and Fitness-Based Competence. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the National Association for Sport and Physical Education (NASPE) P – 12 Standards. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	
	2. Achieve and maintain a health-enhancing level of fitness throughout the program.	
	3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.	

	(c) Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective physical education teachers:	
	1. Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	
	2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.	
	3. Design and implement content that is aligned with lesson objectives.	
	4. Plan for and manage resources to provide active, fair, and equitable learning experiences.	
	5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	
	6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	
	7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	
	(d) Instructional Delivery and Management. Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	
	2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	
	3. Provide effective instructional feedback for skill acquisition, student learning and motivation.	
	4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	
	5. Use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	
	6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	
	(e) Impact on Student Learning. Physical education teacher candidates utilize assessments and reflection to foster student learning and inform	

	decisions about instruction. Prior to program completion, prospective physical education teachers:	
	1. Select or create appropriate assessments that will measure student achievement of goals and objectives.	
	2. Use appropriate assessments to evaluate student learning before, during, and after instruction.	
	3. Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.	
	(f) Professionalism. Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. Prior to program completion, prospective physical education teachers:	
	1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	
	2. Participate in activities that enhance collaboration and lead to professional growth and development.	
	3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	
	4. Communicate in ways that convey respect and sensitivity.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Secondary Sciences		
	Alabama Standard/Rule 290-3-3-.14	Rating
	(a) Content Knowledge. Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of certification. Candidates:	
	1. Understand the major concepts, principles, theories, laws, and interrelationships of their fields of certification and supporting fields as recommended by the National Science Teachers Association.	
	2. Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.	
	3. Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching 6-12 students.	
	(b) Content Pedagogy. Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students. Candidates:	
	1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.	
	2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.	
	3. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	

	<p>(c) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate whether the learning goals are met. Candidates:</p>	
	<p>1. Use a variety of strategies that demonstrate the candidate’s knowledge and understanding of how to select the appropriate teaching and learning activities -- including laboratory or field settings and applicable instruments and/or technology -- to allow access so that all students learn. These strategies are inclusive and motivating for all students.</p>	
	<p>2. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical</p>	
	<p>experiences. These plans provide for equitable achievement of science literacy for all students.</p>	
	<p>3. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.</p>	
	<p>4. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their certification area.</p>	
	<p>(d) Safety. Effective teachers of science can, in a 6-12 classroom, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms to be used in the 6-12 science classroom as appropriate to their area of certification. Candidates:</p>	

	1. Design and conduct activities in a 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	
	2. Design and demonstrate activities in a 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.	
	(e) Impact on Student Learning. Effective teachers of science provide evidence to show that 6-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Candidates:	
	1. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.	
	2. Provide data to show that 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	
	3. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	
	(f) Professional Knowledge and Skills. Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community. Candidates:	
	1. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.	
	2. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.	
	(a) Competency Requirements for All Science Teachers. Candidates in all science areas (general science, biology, chemistry, physics) demonstrate knowledge of:	

	1. Multiple ways to organize perceptions of the world and how systems organize the studies and knowledge of science.	
	2. Nature of scientific evidence and the use of models for explanation.	
	3. Measurement as a way of knowing and organizing observations of constancy and change.	
	4. Development of natural systems and factors that result in change over time or equilibrium.	
	5. Interrelationships of form, function, and behaviors in living and nonliving systems.	
	Average	#DIV/0!

	Use Numerical Rating: 4-Exceptional 3-Proficient 2-Basic 1-Unacceptable (Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)	
Intern Name:		
Social Studies/History		
	Alabama Standard/Rule 290-3-3-.19	Rating
	General Rules for All Social Studies Teachers:	
	(a) Interdisciplinary approach. Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate:	
	1. Knowledge of:	
	(i) Culture as an integrated whole that governs the functions and interaction of language, literature, arts, traditions, beliefs, values, and behavior patterns and how differing cultural assumptions may contribute to or pose obstacles to cross-cultural understanding.	
	(ii) How past and present technological and scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and technological endeavors.	
	(iii) The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.	
	2. Ability to:	
	(i) Guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.	
	(ii) Enable students to become literate, analytical thinkers capable of making informed decisions about the world and its people while participating responsibly in society at local, state, national, and international levels.	
	(b) Pedagogy for social studies. Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate ability to:	
	1. Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.	

	2. Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.	
	3. Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.	
	Average	#DIV/0!

Use Numerical Rating:

4-Exceptional 3-Proficient 2-Basic 1-Unacceptable
(Intermediate ratings may be used, e.g. 2.75, 3.5 etc.)

Intern Name:

Visual Arts

Alabama Standard/Rule 290-3-3-.31(2)	(2) Program Curriculum. In addition to meeting Rules 290-3-3-.02(6)(a)1.-4., 290-3-3-.02(6)(e)1. and 2.(i) and (iv), 290-3-3-.03, 290-3-3-.04, and 290-3-3-.30, the teaching field shall require an academic major of at least 32 semester hours of credit with at least 19 semester hours of upper-division credit. Additional information is provided in the definition for academic major in Rule 290-3-3-.01(2).	Rating
	Standard 1.1 (a) Art Competencies. The following basic competencies are essential to all visual arts teachers:	
Standard 1.1	1.1 Studio Art Competencies. The prospective teacher of visual arts must be:	
1.1.1	1.1.1: Familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights that can be developed through studio arts and design experience, including a variety of two- and three- dimensional media and processes.	
1.1.2	1.1.2: Familiar with traditional processes as well as newer technological developments in environmental and functional design fields.	
1.1.3	1.1.3: Able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.	
Standard 1.2	1.2: Art History and Analysis. The prospective teacher of visual arts must have an understanding of:	
1.2.1	1.2.1: The major styles and periods of art history, analytical methods, and theories of criticism.	
1.2.2	1.2.2: The development of past and contemporary art forms in Western and non-Western cultures.	
1.2.3	1.2.3: Contending philosophies of art.	
1.2.4	1.2.4: The fundamental and integral relationships of all these components to the making of art.	
1.3	1.3: Technical Processes. The prospective teacher of visual arts should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.	

Standard 2	Standard 2: Teaching Competencies. The prospective teacher of visual arts must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate visual arts instruction into the total process of education. Prior to program completion, prospective teachers of visual arts shall demonstrate specific competencies including:	
2.1	2.1: An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.	
2.2	2.2: An understanding of the philosophical and social foundation underlying visual arts in education and ability to express a rationale for personal attitudes and beliefs.	
2.3	2.3: Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.	
2.4	2.4. Knowledge of current methods and materials available in all fields and levels of visual arts education, including consideration of safety issues related to the use of art materials and art processes.	
2.5	2.5. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.	
2.6	2.6. Ability to accept, amend, or reject methods and materials based on assessment of specific teaching situations.	
2.7	2.7. An understanding of evaluation techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.	
2.8	2.8. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.	
Average		#DIV/0!

Alabama Educator Code of Ethics

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

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

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

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

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

Standard 2: Trustworthiness

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

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

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

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

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

Standard 3: Unlawful Acts

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

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

Standard 4: Teacher/Student Relationship

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

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

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

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

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

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

- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.

- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

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

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

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

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

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

Standard 6: Public Funds and Property

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

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

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

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

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

Standard 7: Remunerative Conduct

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

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

- Insuring that institutional privileges are not used for personal gain.

- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

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

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

Standard 8: Maintenance of Confidentiality

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

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

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

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

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

Standard 9: Abandonment of Contract

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

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

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

Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

Preamble

The 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

