Definitions & Acronyms

Definitions

Classroom Teacher or Assisting Teacher: Cooperating Teachers, Clinical Master Teachers, or MAP Mentor Teachers with whom teacher interns work.

Clinical Master Teacher (CMT): Clinical Master Teachers are specially selected elementary, middle, and secondary classroom teachers who combine the roles of college supervisor and cooperating teacher and work in teams to supervise teacher interns. Teacher interns are assigned to specific CMTs, but should expect to be observed by other members of the CMT team. CMTs are appointed annually. CMT are responsible for all documentation submitted to the Office of Clinical Experiences for certification purposes.

College Supervisor: The professional faculty/staff member from The University of Alabama (or designated representative) assigned to serve as liaison among The University, the cooperating teacher, and the teacher intern. In some cases, an intern may have more than one college supervisor. In most cases, a college supervisor will have responsibility for the supervision of more than one teacher intern. Supervisors are appointed by the appropriate head from one of the six departments. Supervisors are responsible for all documentation submitted to the Office of Clinical Experiences.

Cooperating Teacher: A regular classroom teacher in a public school/agency assigned to the daily supervision of the teacher intern during a semester. In some cases, an intern may have more than one cooperating teacher and during any one semester, a cooperating teacher may have more than one teacher intern. Cooperating teachers must meet certain minimum standards, be recommended by their principal, and be approved by their superintendent and the College of Education.

MAP Mentor Teacher: MAP Mentor Teachers are the teachers in the public school with whom the MAP students and MAP teacher interns actually apprentice and intern during the five semesters of the MAP program. MAP Mentor Teachers are co-equal with MAP University Mentors. MAP Mentor Teachers are appointed every two years. MAP Mentor Teachers are responsible for all documentation submitted to the Office of Clinical Experiences for certification purposes.

MAP Teacher Intern: A student from The University of Alabama enrolled in MAP (Multiple Abilities Program) who is enrolled in an internship for academic credit for the final two semesters of his/her program. The MAP teacher intern will complete two twelve week internships in grades kindergarten through sixth. One of the internships will be in a self-contained early childhood or elementary classroom. The other internship will be in a kindergarten through sixth grade classroom in a special education setting (self-contained classroom for LD, MR, or EC children or in a resource room setting). The MAP teacher intern will assume all teaching responsibilities of the certified teacher for ten consecutive days in each placement.
Supervision Team: The team of individuals assigned to work with the teacher intern. For interns assigned a supervisor, the team would be the classroom teacher and the university supervisor. For interns assigned to work with a clinical master teacher, the team would be the clinical master teacher, the school’s clinical master teacher team, the clinical master teacher coordinator and the clinical master teacher liaison.

Teacher Intern: A student from The University of Alabama enrolled in an internship for academic credit. The teacher intern must meet certain general and academic requirements in order to enroll in the internship. Teacher interns are expected to keep the same hours as the classroom teacher as well as attend school staff meetings and in-service meetings with the regular faculty. Teacher interns are required to attend any seminars held by their college supervisors/cooperating teachers, Clinical Master Teachers, Clinical Master Teacher Coordinators/Program Heads, and the Office of Clinical Experiences. Failure to attend the seminars will be reflected in the intern’s final grade assignment. The teacher intern will assume all teaching responsibilities of the certified teacher for a minimum of twenty full days, of which ten full days must be consecutive.

University Liaison: The University Liaison works with the Clinical Master Teacher Program. Liaisons facilitate cooperation between the CMTs and the College of Education faculty and staff. They also fulfill this role for teacher interns and the building principals. This role is accomplished through regular visits to each school. The University Liaisons meet regularly with Clinical Master Teacher Teams and teacher interns to provide support. They or someone designed by them attend both group meetings and give any necessary assistance. For example, they might lead a seminar with the teacher interns on a requested topic or they might provide in-depth information on specific aspects of the supervisory role to a team of CMTs.

Acronymns

504 Plan: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act - A 504 plan spells out the modifications and accommodations that will be needed for students with disabilities to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes. (taken from http://specialchildren.about.com/od/504s/f/504faq1.htm)

ACER: Alabama Consortium for Educational Renewal - The Alabama Consortium for Educational Renewal (ACER) was created in 1997 to support the collaborative development of school-university partnerships. The consortium was developed and jointly funded by The University of Alabama, Tuscaloosa County Schools, and Tuscaloosa City Schools. ACER’s mission is (1) To promote collaboration among faculty members from The University of Alabama and the public schools; (2) To develop school-university partnerships for the purpose of simultaneous renewal of the
educational programs; (3) To enhance the success and achievement of all students. (taken from http://education.ua.edu/acer/index.html)

**ARI:** Alabama Reading Initiative - A statewide K-12 initiative managed by the Department of Education whose ultimate goal is to achieve a 100% literacy rate among public school students. In attempt to reach this goal, the initiative trains classroom teachers in effective ways to teach reading.

**AYP:** Adequate Yearly Progress - A school or LEA must meet all of the following in order to make AYP: Annual measurable objectives in reading and mathematics; Participation rates in reading and mathematics; and Additional academic indicators. A school or LEA that does not make AYP for two consecutive years in the same component will be identified for school improvement. Components for AYP are reading (annual measurable objectives and participation rates), mathematics (annual measurable objectives and participation rates), and additional academic indicator. (taken from http://www.alsde.edu/html/sections/faqs.asp?section=88&footer=sections)

**BBSST:** Building Based Student Support Team - A school based committee comprised of school administrators, counselors, and classroom teachers who intervene when there are problems with a student's behavior and/or academics. The committee develops an intervention plan to address the needs of the student.

**FERPA:** Family Educational Rights and Privacy Act - Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." (taken from http://www.ed.gov/policy/gen/uid/fpco/ferpa/index.html)

**HQ:** Highly Qualified - *No Child Left Behind (NCLB)* requires teachers of core academic subjects to have a bachelor's degree, to be fully certified by their state, and to demonstrate they know the subjects they are teaching. (taken from http://www.ed.gov/nclb/methods/teachers/stateplanfacts.html)

**IEP:** Individualized Education Program - IEP's are required by federal law for all exceptional children. The team conducting the IEP must be familiar with the student and parent. The form must be completed a minimum of once a year and include specific information pertaining to how, when and where the student will be served and the goals he/she should be meeting.

**IRB:** Institutional Review Board - The purpose of The University of Alabama's Institutional Review Board (IRB) is to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs. In accordance with federal and university regulations, it is required that the IRB review all research involving human subjects conducted at or sponsored by The University of Alabama regardless of the funding source. The University of Alabama's IRB has a moral duty and obligation to
protect human subjects prior to the commencement of any research study and to discontinue any protocol upon notification of irregular activity warranting such action. (taken from http://osp.ua.edu/IRB.html)

**NEA:** National Education Association - NEA is a volunteer-based organization supported by a network of staff at the local, state, and national levels. (taken from http://www.nea.org/aboutnea/whatwedo.html)

**SIP:** School Improvement Plan - A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. (taken from http://www.ncpublicschools.org/acronyms/)