GUIDE FOR TEACHER INTERNS

A guide for teacher interns, cooperating teachers, clinical master teachers, multiple abilities teachers, college supervisors, and school administrators in all areas of Teacher Education except secondary education.

Published by

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The Teaching Internship

The Internship Experience

The teaching internship is one of the most important experiences for College of Education students. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of Alabama, the teaching internship is a full-semester, full-time assignment and must be taken in residence. Undergraduate, alternative certification (nontraditional, fifth-year), and graduate students file an application with the Office of Clinical Experiences during the academic semester prior to the actual internship semester. Applications for the spring semester are taken on the first Wednesday of October; applications for the fall semester are taken on the first Wednesday of March. The time and place of the application meeting are announced at the beginning of each semester.

Two of the most important and influential persons in the supervision of the internship experience are the classroom teachers and the college supervisors, if applicable. These people have an important professional responsibility in preparing the teacher intern for entrance into the teaching profession. It is of the greatest importance that all individuals working with the teacher intern establish and maintain the highest level of cooperation and communication with each other and with the teacher intern.

Teacher interns will observe the same policies and expectations as do classroom teachers. The classroom teacher should provide clear directions and closely monitor the teacher intern’s behaviors to prevent any misunderstandings from occurring.

A successful experience in the internship depends largely on the teacher intern’s ability to adapt to a new situation and to develop good working relationships with the classroom teacher, college supervisor, and professional peers. The principal and faculty of the school will expect behavior appropriate for a professional and to a large extent, the behavior of the teacher intern will be evaluated as much as teaching ability and knowledge of content area.

There is no substitute for good planning, and planning goes beyond writing lesson plans. It also includes having materials ready, previewing materials, reserving and checking out audio-visual equipment to determine its working condition, having handouts ready and on hand, and arranging the classroom so that the intern can make eye contact with all students. An intern should be certain that their activities will last for the appropriate time period or have additional activities prepared. Completing a lesson before the end of the class period and not having a worthwhile activity in which to engage students can result in management problems.

The intern should remember to use a variety of teaching strategies and techniques. Lecture, demonstration, discussion, guided activities, cooperating learning, role-playing,
writing, brainstorming, and problem solving are techniques that each intern should be familiar with from The University of Alabama.

Homework is an effective teaching/learning practice; however to be effective, it must be meaningful. Two major types of homework are (1) practice and preparation and (2) extension activities. Homework should be reasonable and if assigned, it should be checked.

In addition, the following requirements are given to help teacher interns be successful:

- The teacher intern should abide by the teaching internship requirements and policies described in the Guide for Teacher Interns and the departmental syllabus.
- The intern should recognize that he/she is a guest in the school to which they are assigned.
- The intern should become familiar with and abide by all policies and regulations of the school to which they are assigned.
- The intern should always be punctual and dependable.
- The intern should plan for all activities for which he/she is responsible and have the plans approved by the classroom teacher prior to implementation.
- The intern should accept the classroom teacher’s decisions regarding the material to be covered and the method of presentation. (The cooperating teacher is legally responsible for the class.)
- The intern should endeavor to establish and maintain effective professional working relationships.
- The intern should handle confidential information in a professional manner at all times. (Please refer to FERPA guidelines and policies.)
- The intern should attend school activities as required of classroom teachers.
- The intern should attend ALL seminars organized by the classroom teachers, college supervisors, university liaisons, and/or the Office of Clinical Experiences.

Policy of Internship Placements

The Office of Clinical Experiences coordinates all teaching internship placements and strives to place all students in a variety of clinical placements. Placements will vary in grade, subject, socio-economic setting, and city and county schools. Placement sites are selected in a manner to ensure the quality of the internship experience and supervision provided by the classroom teacher. Unless approved by the intern’s departmental head and faculty and the Associate Dean for Student Services and Certification, all teaching internship placements are coordinated by the Director of Field Experiences in public schools in the greater Tuscaloosa area. The supervision of the intern is facilitated by The University of Alabama Faculty or other personnel designated by the teacher intern’s Department Head. Placements outside of the greater Tuscaloosa area will be made only when the Director of Field Experiences, the Associate Dean for Student Services and Certification, and the intern’s Department Chair determines that an appropriate local placement is not available or a placement site has been established in a designated school by the College of Education. Students may apply for overseas teaching internships if they meet certain criteria and if an appropriate placement can be coordinated by the Consortium for Overseas Student Teaching (COST) Program through the Office of Clinical Experiences.
Factors Determining Teaching Internship Placements

Teacher interns are assigned throughout their programs to different settings to provide diversity in experiences. In addition, a teacher intern’s placements provide experiences with students with exceptionalities and students from diverse ethnic, racial, and gender groups. Other variables considered in determining diverse placements are grade/subject levels, city/county schools, rural/urban setting, large/small schools, and differing socio-economic levels of schools. When placements for teaching internships are coordinated, a review of the previous school-based clinical experiences is conducted, and the placement is usually made in a setting other than the one in which the student has been previously assigned.

All placements are designed to encourage the teacher intern’s professional and personal growth. Teacher interns will not be placed in schools where they have children or relatives in attendance or employed.

Unless there are extenuating circumstances, teacher interns will not be placed in schools they have attended within the past ten years.

While teacher interns are afforded the opportunity to request specific schools, there is no assurance of placement in a particular school. Once a placement is made, it will only be changed at the request of the building principal.

Should a teacher intern refuse a placement, he/she will not be placed in any school for the semester in which the placement was refused. The teacher intern should notify the Office of Clinical Experiences in writing that they refuse the placement and request a placement for the following semester in a different school. The intern will not be able to request a specific school for their placement. They will only be guaranteed not to be placed in the school they were originally placed in and they will forfeit any future attempts to an internship should they not be successful, unless they have departmental and Dean’s approval.

Placement Guidelines

**Elementary Education** (Kindergarten - Grade 6) interns will receive a split internship assignment: half in grade K, 1, 2, or 3; and half in grade 4, 5, or 6.

**Elementary and Early Childhood Education** (Pre-Kindergarten – Grade 3 and Kindergarten – Grade 6) interns will receive a split internship assignment: half in grade Pre-K or K and half in grade 4, 5, or 6.

**Middle School Education** interns will complete a portion of their internship placement in grades 4th through 8th. Their other placement will be determined by their primary major (Elementary or Secondary).

**Multiple Abilities Education (MAP)** interns have two different full semester internship assignments. Interns will be placed in a special education (K-6) setting for one semester and in a general elementary education (K-6) setting for the other semester.
Secondary Education (Grade 6 - Grade 12) interns with a comprehensive major may receive one or two internship assignments; students with two secondary majors will receive a split internship assignment: half in each teaching field.

Special Education - CTP (K - Grade 6 or Grade 6 - Grade 12) interns will receive a split internship assignment: half in a severe and profound setting and half in a mild to moderate setting. The placements will be divided according to their certification grade levels.

Special Education Early Childhood (Birth - Age 8) and Early Childhood General Education (PreK-3rd Grade) interns will receive a split internship assignment: half in an early childhood general education (PreK-2nd Grade) and half in an early childhood special education internship assignment in a (PreK – 3rd Grade) special education classroom.

Interns in K-12 programs in Special Education, Physical Education, Foreign Language, ESL, or Music Education should expect to have a split internship assignment between an elementary and a middle/secondary school.

**General Requirements for Teacher Interns**

Each teaching internship situation will be unique. This is to be expected. However, in addition to specific requirements of the internship, all teacher interns will be expected to complete the following general requirements:

1) Attend ALL Professional Training Workshop sessions.
2) Attend ALL Teaching Internship Seminars sponsored by the Office of Clinical Experiences, and ALL seminars hosted by their Classroom Teachers and the Supervision Team at their assigned school.
3) Attend assigned Career Center Session and submit resume electronically to resumes@sa.ua.edu for review by noon on the Thursday prior to your assigned Career Center Session.
4) AFTER resume has been approved by the Career Center staff, submit an electronic copy to the Office of Clinical Experiences at interneval@bamaed.ua.edu as indicated on the Internship Calendar.
5) Complete necessary documents/assignments and required evaluation forms by the end of the semester. All evaluations are submitted through Livetext.
6) If you are absent, in addition to notifying your classroom teacher remember to notify your supervisor and/or CMT liaison and the Director of Field Experiences.

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Policies, Procedures, and Responsibilities

Absences and Attendance

Teacher interns are expected to be in attendance every day throughout the entire period of teaching internship and to observe the same school hours as the classroom teacher at their school. Teacher interns may not leave school without permission of their classroom teacher. Teacher Interns are required to be present at all school-related functions which their classroom teachers are expected to attend, regardless of time of day. This includes faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school or school system.

Tardiness either at the beginning of the school day, at seminars, or for school meetings is not permitted as this is a lack of professionalism and should be reflected in the classroom teacher's evaluation of the teacher intern and reflected in the assignment of professional points.

Teacher interns will not be excused from any teaching internship responsibilities in order to work, participate in class, or take part in University activities with the exception of Teaching Internship seminars, Education Interview Day (EID), Graduate Comprehensive Exam, and Honor's Day unless it is approved by the Director of Field Experiences.

Teacher interns may be excused from their teaching internship to participate in Education Interview Day, take their comprehensive master exam, and if being honored at the College of Education’s Honors Day program. However, teaching assignments should be planned and coordinated if the teacher intern plans to be absent during these events and the teacher intern should NOT schedule their ten consecutive days of teaching during these scheduled events.

Teacher interns are expected to make up all unexcused absences. In case of illness, the intern should contact his/her classroom teacher as soon as possible (by the night before or no later than 7:15 a.m. of the day to be absent). If the classroom teacher cannot be reached, the intern should call the school office and leave a message with a school staff person or the principal. The intern should make a note of the time, date, and who took the message. In addition, the teacher intern should notify the college supervisor and CMT liaison, if applicable, and email the Director of Field Experiences regarding any absences.

Teacher interns are only permitted two excused absences during the semester. Only two types of absences are excusable: illness of the teacher intern or a death in the teacher intern’s family. All unexcused absences must be made up at the conclusion of the semester. Teacher interns are also required to make up excused absences if they miss more than two days. Documentation of the excused absences must be submitted to the classroom teacher when returning to the classroom. The documentation should be uploaded as an attachment in Livetext in the Field Experience tab to support the absence indicated on the Intern’s Time Log.
Teacher interns who are absent at a time when they are expected to teach are obligated to deliver the day’s plans and materials to the classroom teacher. Failure to do so will be reflected in the teacher intern’s final grade.

Teacher interns are also encouraged to participate in the first full day of the school year in an accredited public school. Teacher interns are permitted a third absence if they have volunteered in a certified teacher’s classroom for the first full-day (minimum 7.5 hours) of an academic year in a public school. This attendance must be documented, and documentation must be submitted to the intern’s classroom teacher on the first day of the teaching internship. This absence is the ONLY absence that can be used for personal leave, interviews, moving, wedding functions, etc. without having to be made-up. The only stipulation is that this absence must be scheduled and the intern must notify the classroom teacher they are placed with one week prior to the scheduled absence. The documentation verifying the observation of the first full day of school should be uploaded in Livetext as an attachment in the Field Experience tab to support the participation in the First Day of School and reflect the time used on the Intern’s Time Log.

**Candidate Competency**

According to regulations mandated by the Alabama State Board of Education, the College of Education ensures that "a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification" and establishes, publishes, and implements "policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization." The College of Education provides "remediation at no cost to such individuals who are recommended . . . and are deemed to be unsatisfactory based on performance evaluations established by the State Board of Education and within two years after program completion."

**Career Center Services and Education Interview Day**

The Career Planning and Placement Center (CPPC), Ferguson Center Suite 3400, phone 348-5848, assists teacher interns and graduates in obtaining positions upon completion of their programs. Ms. Jennie King is the College of Education’s Career Consultant and can be reached at jennie.king@ua.edu.

Interns may obtain information from CPPC about interviews to be held on campus and other information about teaching positions. The Career Center also offers interns the opportunity to participate in mock interviews. To schedule a mock interview, interns should contact call 348-5848.

Each teacher intern is assigned a Career Center Session and attendance is required. Teacher Interns should read pages 19 - 30 in the Career Guide found at www.career.ua.edu under the Resources tab.

Each teacher intern should go online to www.career.ua.edu and look under the Student/alumni tab and at Crimson Careers, they should complete the form. They should
NOT UPLOAD A RESUME at this time. Teacher interns will upload their resume during their Career Center session with Ms. King.

Prior to the intern’s assigned career center session each intern should email their resume to the career center at resumes@sa.ua.edu by noon on the Thursday PRIOR to their assigned session. Ms. King and her staff will critique the intern’s resume and provide the intern with feedback.

**Education Interview Day**

The Career Center sponsors Education Interview Day each fall and spring. Education Interview Day provides the opportunity for interns to interview with prospective employers, distribute resumes, and secure applications from school districts throughout the United States at one central location. Education Interview Day is discussed in more detail during the teaching internship workshop and during the Career Center computer session.

**Certification**

Candidates must apply for an Alabama Professional Educator Certificate upon graduation and program completion. Forms are available and are filed in the Office of Student Services and Certification in 104 Carmichael Hall. Applications should be filed prior to the start of the internship placement. (This is typically completed during the internship workshop.) There is a $30 fee (money order or cashier's check, made payable to the Alabama Department of Education, or receipt for online payment) for each certificate. Completion of programs resulting in dual certification will require a $60 payment. Since many money orders have expiration date, online payments are preferred (Visa/MasterCard). Students may also chose to pay on-line but there is an additional fee for paying on-line. **A graduate who does not apply for a professional educator certificate within 60 calendar months of completing the state-approved program will be required to meet additional UA criteria, as well as additional requirements imposed by the State.** Students who plan to teach in other states must also secure the proper professional licensure application forms from the appropriate state department of education. The Associate Dean for Student Services in the College of Education is the teacher certification officer for the University. Students who need information about or assistance with certification should consult the Associate Dean for Student Services.

**Classroom Management**

Most teacher interns are greatly concerned about classroom management. This concern is normal. It is an area in which teacher interns generally have very little experience. Teachers need to be concerned about positive individual and group behavior because of its impact on each teaching-learning situation. The process of enabling the teacher intern to gradually assume teaching responsibilities is coupled with gaining confidence and success in classroom management skills. This begins with the intern discussing classroom management with the classroom teacher and observing how he/she creates a positive learning environment with minimal distractions. Most schools have a classroom/behavior
management system in place. Teacher interns should be familiar with the system of the particular school and classroom teacher and develop individual skills while utilizing the system in place. The classroom teacher should be consulted before any changes are considered.

Beginning to find one's own way of teaching will present some of the most worthwhile and satisfying experiences as the teacher intern grows and evolves. It is essential that the teacher intern attempt to understand why individuals behave as they do and be mindful of learner goals. The teacher intern must also be an empathetic teacher, even though he/she may not know of the reasons why individual students behave as they do.

The following suggestions may help build the type of teacher-pupil relationships that should assist in preventing management problems:

- Respect the worth and dignity of each learner.
- Seek to attain a high degree of participation from all learners.
- Learn to make use of the students’ names quickly.
- Become acquainted with the seating arrangement.
- Be alert to all the events of the setting, and focus attention on the total situation.
- Help students set standards of acceptable behavior for various learning situations.
- Plan for the use of freedom and responsibility of movement in the classroom, corridors, and lunchroom.
- Exhibit patience, poise, dignity, and calmness at all times.
- Refrain from the use of sarcasm, destructive criticism, expression of anger, derogatory remarks and threats.
- Stop the little things before they gain momentum without undue emphasis on their seriousness.
- Be consistent in expectations, dealings, and relations.
- Be warm and friendly, but be firm.

The Classroom Teacher
(Cooperating Teacher, Clinical Master Teacher, & MAP Mentor Teacher)

The classroom teacher assumes many responsibilities in the preparation of new and beginning teachers. Essentially, the classroom teacher is responsible for showing the teacher intern how to implement the principles of teaching that have already been learned. The classroom teacher must be willing to devote the time necessary to assist in the effective training of a new teacher. If a teacher does not have the time to spend with the teacher intern during and after school, then that teacher should not seek to serve as an assisting classroom teacher. It is the classroom teacher’s responsibility to check lesson plans prior to an intern teaching. An intern should never be permitted to teach without an approved lesson plan.

The responsibility for a quality teaching internship experience must be shared by the classroom teacher, teacher intern, university supervisor, and the local school administrators. It is important to know that at all times the classroom teacher maintains the legal responsibility for the students in her/his classroom.
Prior to the teaching internship, University of Alabama interns have had several opportunities to work with children or adolescents in school classrooms as part of their preparation toward becoming practicing professional teachers. It is important for the classroom teacher to become familiar with the nature of those classroom experiences. This may be done by reviewing the biographical data given to the classroom teacher by the Office of Clinical Experiences as well as conversations with the teacher intern. This information will be helpful in planning a valuable teaching internship experience based on the knowledge, skills, and commitment the teacher intern has already acquired.

The following classroom teacher guidelines may facilitate the teacher intern’s smooth transition into the classroom and school environment:

- Discuss expectations with the intern. It is strongly recommended that the classroom teacher complete CE 156 with the teacher intern during their first meeting.
- Inform parents by sending a letter giving information about the teacher intern. This may be a joint process with the teacher intern or the teacher intern may be asked to write a letter of introduction to the parents.
- Discuss with students who is coming and why, the students’ part in the preparations, and advantages of having a second teacher. Some assisting teachers introduce the teacher intern as an assistant teacher.
- Prepare a folder of materials that contain school schedules, emergency procedures, clerical procedures, faculty handbook, student handbook, and school-wide discipline and reporting policies.
- Organize and label records, reports, and teaching materials that will be used as part of the teaching process.
- Provide a desk or area where the teacher intern may keep books, papers, supplies, etc.
- Model best practice and provide the best instruction possible for the students in the classroom. Not only is the classroom teacher responsible for the understanding and meeting the students’ learning needs, but also those of the intern.
- Serve as a professional role model and example (dress, behavior, attitude, etc.) for the teacher intern in the school and community.
- Help the teacher intern incorporate discipline and management procedures.
- Provide informal feedback on observations on a continuous basis.
- Increase teaching responsibilities as the teacher intern shows evidence of ability to assume them.
- Observe and give feedback through formal evaluations at LEAST every other week.
- Give hints and advice when necessary.
- Help the teacher intern develop a variety of strategies and plans for teaching and managing student behavior.
- Assist the teacher intern in analyzing each lesson taught, determining strengths and weaknesses.
- Work closely with the college supervisor or CMT team and CMT coordinators to avoid providing contradictory information to the teacher intern;
- Check daily lesson plans and long-range plans well in advance of their intended use.
- Schedule time for the teacher intern to observe in other classrooms and/or grade levels.
• Hold conferences with the teacher intern following each observation.
• Maintain a professional relationship with the teacher intern at all times.
• Provide constructive feedback through positive comments when applicable, and when negative comments are necessary provide suggestions for improvement.
• Complete the number of evaluations and paperwork required by the Office of Clinical Experiences.

Orientation & Training Sessions for Assisting Classroom Teachers and Supervisors

An orientation and training session for assisting classroom teachers is provided by the College of Education’s Livetext Coordinator, Field Experience Module Coordinator, and the Director of Field Experiences through several scheduled Webinars and Individual meetings if needed. The date and time of the webinars are communicated to the Assisting Teachers and Supervisors through emails and the information also include the teaching internship assignments. The assisting teacher is expected to attend at least ONE session every year because information concerns the State Department of Education and College of Education teaching internship documentation requirements mandates are discussed and reviewed. A classroom teacher’s failure to participate in a webinar training sessions could result in not being assigned a teacher intern in the future.

Classroom Teacher Selection

Every effort is made to ensure that highly competent, qualified, and dedicated teachers are selected to serve as assisting classroom teachers. The classroom teacher should be skilled in interpersonal relationships and interested in guiding the teacher intern. The classroom teacher has one of the most critical roles in the teacher education process. By assuming the responsibility of a teacher intern, the classroom teacher affirms a commitment to the profession to aid in the development of a qualified beginning teacher. Further, according to the Alabama State Board of Education Administrative Code, only teachers who meet the following minimum criteria shall supervise teacher interns:
• Hold at least a Master’s Degree and a Class A certificate with an endorsement in the teaching field(s) of the student intern (may be formally waived under certain conditions).
• Be a highly competent teacher who is properly certified by the Alabama State Board of Education in the area of specialization of the intern(s) to be supervised as determined by criteria approved by the State Board of Education.
• Have at least three years of successful teaching experience.
• Understand the program of each intern supervised and the levels of achievement of each.
• Be competent to provide superior professional supervision of interns as determined by criteria applicable to each institution and approved by the State Board of Education.
• Be approved by the appropriate school superintendent and the College of Education.
• Be currently teaching classes in the intern’s area of specialization.
The College Supervisor

According to the Alabama State Board of Education Administrative Code, the intern supervisor (college supervisor) shall meet the following criteria:

- The intern supervisor has at least a Master’s Degree; and
- University supervisors have a minimum of 10 clock hours of on-going, structured real-world experiences in P-12 school settings to complement and add to their past educational experiences.

The college supervisor serves as the liaison among his/her respective area within the College of Education, the Office of Clinical Experiences, the cooperating teacher, and school to which the teacher intern is assigned. The principal responsibility of the college supervisor is to assist the teacher intern in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skills, and resources to help the teacher intern. In consultation with the cooperating teacher, the college supervisor is responsible for the proper evaluation of the teacher intern’s performance. Observation early in the placement and on a regular basis is imperative.

College supervisors should observe and evaluate their assigned teacher intern a minimum of six times on different dates and in different classes during the full semester placement (three times during the half semester placement). The observations should be throughout the entire placement to ensure that the intern is receiving proper feedback and guidance through the intern’s development.

The college supervisor should discuss the observation with the teacher intern and share the results with the cooperating teacher. The teacher intern should acknowledge the date when the evaluations are reviewed. Conferences with the teacher intern and cooperating teacher should be arranged frequently. Communication may be with both persons at the same or at separate times according to the situation.

The following are expectations of the college supervisor:

- Provide informal feedback on observations on a continuous basis.
- Observe and give feedback through formal evaluations at LEAST every other week.
- Give hints and advice when necessary.
- Help the teacher intern develop a variety of strategies and plans for teaching and dealing with student behavior.
- Assist the teacher intern in analyzing each lesson observed, determining strengths and weaknesses.
- Work closely with the classroom teacher to avoid providing contradictory information to the teacher intern.
- Meet with BOTH the classroom teacher AND the teacher intern to discuss any concerns when needed.
- Hold conferences with the teacher intern following each observation.
- Provide constructive feedback through positive comments when applicable, and when negative comments are necessary provide suggestions for improvement.
- Complete the number of evaluations and paperwork required by the Office of Clinical Experiences.
• Become acquainted with the faculty, students, policies, and curriculum of the assigned schools.
• Maintain a professional relationship with the teacher intern and teacher all times.
• Conduct mid-placement and Final Evaluation Conferences.
• Report to the Director of Field Experiences and appropriate faculty any major problems concerning a teacher intern.
• Conference with the classroom teacher to determine a final grade assignment for the teacher intern. Please remember that the College of Education is a guest in the School and in the Classroom.
• Discuss all documentation with the classroom teacher and teacher intern before determining the teacher intern's final grade. The grade should reflect the intern’s performance and not their potential.

Orientation & Training Sessions for and Supervisors

Like orientation and training session for assisting classroom teachers, sessions for supervisors are provided by the College of Education’s Livetext Coordinator, Field Experience Module Coordinator, and the Director of Field Experiences through several scheduled Webinars and Individual meetings, if needed. The date and time of the webinars are communicated to the Supervisors through emails.

Comprehensive Examinations for Graduate Students

To qualify for graduation and certification, teacher interns seeking Alternative A certification must earn a passing score on a departmental comprehensive examination. These examinations differ by area. If teacher interns take their comprehensive examination during their teaching internship semester and miss a school day, they do NOT have to make up the day missed in their school placement.

Conduct, Dress, and Grooming

Teacher interns, though students by University standards, are (in most cases) regarded as members of the faculty at the assigned school. Teacher interns must follow any dress code outlined in their assigned school for students and/or faculty.

Teacher interns must conduct themselves in a manner that is consistent with professional, ethical, and moral standards at all times. Failure to do so may result in termination of the teaching internship. Teacher interns may not socialize with students at the school in which they are completing their teaching internship outside the school setting. It is also recommended that that teacher interns not date any personnel employed at the school in which they are placed.

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. Teacher interns are expected to follow standards of dress that promote the education profession and the assigned school system.
and that serve as positive models for students and the community. 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 piercings, tattoos, and other matters of personal appearance. To determine acceptable dress and grooming, teacher interns should ask their classroom teacher or building principal for guidance.

Confidentiality

The federal Family Educational Rights and Privacy Act of 1974 (FERPA) regulates access to and disclosure of student information. Disclosure of confidential information is NOT to occur. Teacher interns must be particularly careful not to discuss student information with anyone other than personnel within the school who have a right to know about a student. Teacher interns should be careful not to discuss student grades, performance, etc. in a setting where they can be overheard (e.g., in the hallway where students and teacher not involved are passing, in the teacher’s lounge, etc.).

In addition, it is strongly recommended that teacher intern’s parents, spouses, or children not visit the intern’s placement site unless invited by school officials or college officials. FERPA forbids school officials and college officials from discussing with family members any teacher intern’s information related to grades. Family members may make an appointment to meet with College officials (Administrators, Director of Field Experiences, Department Heads, University Supervisors, and University Liaisons) to discuss concerns. It is important to recognize that college officials must follow FERPA and may not discuss a teacher intern’s progress or grade(s) unless given permission to do so by the teacher intern. A form is provided in the Guide for teacher intern’s to designate with whom college officials may discuss and disclose “personally identifying information” including progress, grades, and information related to grades (see CE 201).

Corporal Punishment

Teacher Interns may not administer corporal punishment, nor may they serve as a “witness” when school personnel administer corporal punishment.

Coursework and Employment during the Teaching Internship

The teaching internship is a full-time responsibility and the Office of Clinical Experiences does not recommend additional coursework be taken during the internship unless the intern’s program dictates. If a teacher intern is enrolled in a course during the internship semester, he/she must have a permission form (CE 148) with approval from their advisor and department head on file in the Office of Clinical Experiences.

Teacher interns should consult with the Office of Student Services (104 Carmichael) to verify the appropriate number of internship hours and course section numbers.
For some, employment is necessary to survive. In these cases, it is strongly recommended that the teacher intern plans work schedules accordingly. Employment during the teaching internship semester could jeopardize a teacher intern’s performance in the classroom.

**Director of Field Experiences’ Role**

The Director of Field Experiences has responsibility for serving as the liaison between the various teacher education programs and school systems in scheduling and implementing arrangements for all clinical experiences. The Director strives to provide a variety of clinical experiences to all students enrolled in teacher education programs in The College of Education. The Office of Clinical Experiences is responsible for proper administration of the program, which includes, but is not limited to, the following:

- providing overall leadership and direction for the clinical placement program;
- implementing all approved standards and policies governing clinical experiences;
- accepting applications of students who wish to enroll in their teaching internship and ascertaining that applicants meet internship qualifications;
- surveying school systems for qualified classroom teachers to serve as assisting classroom teachers (cooperating teachers, CMTs, and MAP mentor teachers);
- arranging for placement of students in their internships;
- coordinating clinical experience placements in conjunction with teacher education courses;
- working with Department Heads and faculty to ensure optimal placements;
- coordinating the teaching internship workshop for teaching interns; and
- developing forms and materials necessary for proper evaluation and administration of the program.

The Director confers regularly with faculty in the College of Education who have students requesting internship assignments and clinical experience placements. The Director maintains regular contact and frequent communication with principals and instructional supervisors in local school systems in the West Alabama area and other selected sites.

**Evaluation of the Classroom Teacher and College Supervisor**

The intern and the intern supervisor, if applicable, shall evaluate the classroom teacher (cooperating teacher, clinical master teacher, and MAP mentor teacher). The intern and the cooperating teacher shall evaluate the college supervisor. The data compiled from these evaluations shall be retained and used by the College and/or University to ensure that the purposes of the internship are realized. At the end of the semester, the teacher intern and college supervisors will have an opportunity to evaluate each classroom teacher with whom they worked with during the semester. Each evaluation should be dated and signed by the evaluator. These evaluations will be submitted through Livetext and will be maintained in an evaluation file in the Office of Clinical Experiences. The classroom teacher and college supervisor may review his/her individual file during regular University office hours, or may request a copy of the evaluations to be mailed directly to them sixty days after the evaluations have been submitted. Should an evaluation be marked confidential by the evaluator, the evaluation will not be shared with the individual being evaluated.
A classroom teacher or college supervisor may include any supplemental information, within reason, to their individual file. All information contained in the individual file of the classroom teacher or college supervisor will be released to their building principal or authorized College of Education faculty (College of Education Dean and College of Education Associate Dean for Student Services), respectively. Individuals requesting their files forwarded to others not noted above must submit written authorization to do so.

**Evaluation and Observation of the Teacher Intern**

A formal observation is an observation of the teacher intern during the teaching internship no less than 45 minutes in length at which time the teacher intern is responsible for instruction of the class. No more than one observation/evaluation should be completed during one 45 minute visit. Therefore, to complete the required six formal observations, one should schedule six different dates for observation no less than 45 minutes per visit. The observations should be conducted throughout the entire placement to ensure that the intern is receiving proper feedback and guidance. Teacher interns are responsible for notifying their supervisor, if applicable, of their scheduled teaching dates. Formal observations can be scheduled or can be impromptu.

Teacher Interns are evaluated by their classroom teacher and college supervisor, if applicable. In most cases, other classroom teachers in the intern's assigned school also complete evaluations and observations. If needed, the Office of Clinical Experiences can be contacted to arrange for College of Education faculty or designated University personnel to complete additional evaluations and observations.

One of the most difficult experiences for teachers working with teacher interns is observing their lessons. As teachers, we may feel uncomfortable in the role of observer. It is easy to point out problems when a lesson fails miserably, but what do we say when the lesson is not quite right? We also need to include praise for portions of the lesson. The following is a list of questions (Adapted from the University of Massachusetts, Amherst (1991). Mentoring Handbook.) that may be useful in evaluating the teacher intern:

A. **Utilization of Resources**
   - Does the teacher intern use a variety of resources and models of teaching while presenting the lesson?
   - Is the intern able to provide a rationale as to why these resources were selected?

B. **Motivation Techniques**
   - What methods are employed to encourage students to do their best?
   - Does the intern display enthusiasm for the students, the subject matter, and teaching in general?
   - Does the intern act as a role model for student behavior?

C. **Communication Skills**
   - Is the intern sensitive to the verbal and non-verbal communications of the students?
   - Is the information presented in the lesson clear to the students?
• Does the intern provide time to ensure students understand the concepts and information presented?
• Do the students demonstrate that the concepts are understood?

D. Questioning Skills
• Does the intern demonstrate the following: direction, prompting, wait time, and probing?
• Do the questions go beyond the literal level requiring students to use higher-order thinking skills?
• Are the questions clear and in the right sequence?

E. Classroom Management
• Are classroom rules and behaviors in place?
• How does the intern deal with desirable and undesirable student behaviors?
• Does the intern’s management style vary with different students and lessons?

F. Time on Task
• How are students actively involved in the activities?
• Is too much time spent getting class started, handling discipline, giving and collecting homework, distributing materials, etc.?

G. Lesson Implementation
• Is the lesson plan clear?
• Are the lesson’s goals and objectives stated?
• Does the lesson move smoothly from one phase to another?
• Did the intern assess the student’s understanding of the material?
• Does the lesson come to closure smoothly?

Conferencing with the Teacher Intern

Conferences are an extremely important component of the teaching internship experience. Teacher interns expect and should receive regular feedback via conferences with their classroom teacher and college supervisor, if applicable.

After each significant teaching event, the teacher intern expects to receive constructive evaluation of his/her teaching. The teacher intern should be treated with empathy and professionalism. One of the most important aspects of guiding a teacher intern is constructive feedback. The feedback should include positive comments as well as constructive criticism leading to improvement of weaknesses. In situations where it is felt that another method would have been more effective, the teacher intern might be asked to think about alternative ways of providing instruction. This should be interpreted as neither a positive nor a negative comment and should become a means of developing flexibility.

The classroom teacher is expected to schedule weekly conferences and/or planning meetings with the teacher intern. This is in addition to the short, informal discussions that occur during the normal school day. The primary purpose of most conferences is to provide guidance for the teacher intern in developing and improving teaching competencies.
The classroom teacher is expected to complete the weekly contracts with the teacher intern on a weekly basis. These are located in Livetext and should be uploaded on a weekly basis as an attachment.

The college supervisor should arrange a time and place for conferring with the teacher intern following each observation. If it is not convenient to hold a conference immediately following an observation, then one should be planned as soon as possible. It is generally an accepted procedure that college supervisors will meet with their teacher interns on a regular basis (usually every week or alternate weeks).

Finally, the classroom teacher and college supervisor are encouraged to make a written record of conferences. This should include what was discussed and what was resolved. This gives both parties something concrete to refer back to and can be used as a framework for other conferences and planning sessions. It is sometimes difficult to discuss an intern’s evaluation immediately after their observation. However it is important that the intern be given feedback within twenty-four hours to ensure that they can make any changes if needed. An intern needs to be aware of their strengths and weaknesses and receive verbal feedback from their evaluator on a regular basis. It also provides a record of the teacher intern’s growth during the teaching internship.

It is important that the intern work with the mentor teacher and evaluation team to ensure that the evaluations are recorded in sequential order in Livetext. As the intern progresses through the internship their evaluations are weighted more. For example:

An intern with one placement during one semester would have twelve observations during the placement and their evaluations during the placement would be weighted as follows:

<table>
<thead>
<tr>
<th>Observation</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 1</td>
<td>4%</td>
</tr>
<tr>
<td>Observation 2</td>
<td>4%</td>
</tr>
<tr>
<td>Observation 3</td>
<td>4%</td>
</tr>
<tr>
<td>Observation 4</td>
<td>4%</td>
</tr>
<tr>
<td>Observation 5</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 6</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 7</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 8</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 9</td>
<td>13%</td>
</tr>
<tr>
<td>Observation 10</td>
<td>13%</td>
</tr>
<tr>
<td>Observation 11</td>
<td>13%</td>
</tr>
<tr>
<td>Observation 12</td>
<td>13%</td>
</tr>
</tbody>
</table>
An intern with two placements during one semester would have six observations during each placement and their evaluations during one placement would be weighted as follows:

<table>
<thead>
<tr>
<th>Observation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 1</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 2</td>
<td>8%</td>
</tr>
<tr>
<td>Observation 3</td>
<td>16%</td>
</tr>
<tr>
<td>Observation 4</td>
<td>16%</td>
</tr>
<tr>
<td>Observation 5</td>
<td>26%</td>
</tr>
<tr>
<td>Observation 6</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Special Conferences**

If at any time during the teaching internship semester the classroom teacher believes that the progress of the teacher intern indicates the need for special discussion, the university supervisor and/or university liaison should be informed immediately. This is of vital importance to the teacher intern’s future and is directly related to his/her success. If the classroom teacher believes that the teacher intern is in danger of being unable to complete the internship experience successfully, the university supervisor and/or university liaison should be informed immediately.

**Firearms, Beepers, Cellular Telephones, Tobacco Products, and Restricted Items**

Teacher interns are not permitted to have a firearm, tobacco products, or other restricted items (e.g., knives, mace, pepper spray, laser pointers, etc.) in his/her bodily possession at any time while on school property. Schools in all systems with which we have placement agreements are drug-free zones. It is recommended that teacher interns not possess beepers and cellular telephones inside the school building unless approved by the building principal. For clarification on school policy regarding beepers and cellular telephones, the teacher intern should discuss this matter with their classroom teacher and/or building principal.

**Full Time Teaching Requirements**

To gain maximum benefit from the internship, interns are encouraged to teach as much as possible. The teacher intern should begin by teaching part of the day and expand their teaching until they have responsibility for the full day. The teaching internship at The University of Alabama is a full-time, full-semester experience consisting of approximately 14.5 – 15 weeks, unless the intern is enrolled in a program that requires two twelve week internships. Teacher interns are expected to keep the same hours as the classroom teacher, as well as attend seminars, school staff meetings, and in-service meetings with the regular faculty. As a general rule, all teacher interns are expected to arrive at least fifteen minutes prior to the morning bell and remain at their assigned school at least fifteen minutes after the ending bell. However, their cooperating teacher and/or clinical master teacher may require an earlier arrival time and later departure time and this may be specified on the Teacher Intern Expectations Form (CE 156).
If interns are unable to complete twelve consecutive weeks of their internship because of health related or other reasons, upon returning, their placement may be extended into the next semester to complete a minimum of twelve consecutive weeks. However, the Director of Field Experiences in consultation with appropriate College officials and K-12 personnel must approve any variation in the internship schedule.

During the semester, experiences of the intern are expected to progress gradually to full responsibilities of the teacher. The intern is required to complete a minimum of 20 full days of responsible teaching, of which ten days must be consecutive. If a teacher intern has two placements, a minimum of ten days should be completed in each placement. (Note: one set of ten days must be consecutive.) Responsible teaching means that the intern is responsible for ALL aspects of the teaching day (lesson plans, discipline, teaching, field trips, meetings, etc.). A teacher intern should NEVER teach without a detailed lesson plan.

The classroom teacher should remain in the classroom with the teacher intern as a mentor, providing opportunities to reflect on teaching. It is recommended that the teacher intern outline in their lesson plans for the classroom teacher to gradually become the assistant teacher and/or aide just as the teacher interns did at the beginning of their placement. Collaboration and partnership are strongly encouraged.

**Holidays and Vacations**

Teacher interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with The University of Alabama schedule. In all cases, teacher interns are obligated to adhere to the schedules of their assigned schools. If the assigned school is in session and classes are dismissed at the University of Alabama, the teacher intern is required to report to their assigned school.

**Honors Day**

Each spring The University of Alabama has an Honors Week. During Honors Week, The University of Alabama recognizes its finest students, faculty, and campus leaders – a tradition valued by all members of the University community. These honorees strengthen our University by maintaining the highest standards of scholarship and service, and their hard work and devotion make us proud. During Honors Week, one day (honors day) is set aside for recognizing these students by their college or division. Teacher interns who receive a departmental award are permitted to attend the honors day service without utilizing an absence from their assigned school. For verification of award recipients please contact the College of Education Dean’s Office (205) 348-6052. It is the teacher intern’s responsibility to notify his/her classroom teacher and college supervisor, if applicable, of his/her desire to participate in the honors day service at least one week in advance.
Hourly Internship Report / Time Log

The intern should complete their time log in Livetext each day. The time log is used to document the intern’s activities during the placement. There are four basis categories in the time log as well as two other categories to indicate School Holidays or an Intern’s Absence:

- Assisting the cooperating teacher
- Observation & Participation
- Responsible Teaching (Solo)
- School activities before or after school hours

- School Holiday
- Absent

Below is an example of time log entries:

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Activity</th>
<th>Add’l Info</th>
<th>HH:MM</th>
<th>Apprv</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9/15</td>
<td>School activities before or after school hours</td>
<td>Bus duty</td>
<td></td>
<td>00:30</td>
<td>✓</td>
</tr>
<tr>
<td>9/9/15</td>
<td>Observation &amp; Participation</td>
<td>Observed Music Teacher teach Music</td>
<td></td>
<td>00:30</td>
<td>✓</td>
</tr>
<tr>
<td>9/9/15</td>
<td>Assisting the cooperating teacher</td>
<td>Classroom routine and working with reading and math groups</td>
<td></td>
<td>06:00</td>
<td>✓</td>
</tr>
<tr>
<td>9/9/15</td>
<td>Responsible Teaching (solo)</td>
<td>Taught first lesson</td>
<td></td>
<td>01:00</td>
<td>✓</td>
</tr>
<tr>
<td>9/10/15</td>
<td>Assisting the cooperating teacher</td>
<td>Morning routine, passed out papers, collected homework, Circle time, assisted with Centers</td>
<td></td>
<td>03:30</td>
<td>✓</td>
</tr>
<tr>
<td>9/10/15</td>
<td>Responsible Teaching (solo)</td>
<td>Taught reading, math, and social studies lesson</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>9/10/15</td>
<td>School activities before or after school hours</td>
<td>Bus Duty</td>
<td></td>
<td>00:30</td>
<td></td>
</tr>
<tr>
<td>9/11/15</td>
<td>Absent</td>
<td>virus</td>
<td></td>
<td>00:00</td>
<td></td>
</tr>
</tbody>
</table>

Interns are responsible for ensuring that they accurately reflect their hours and activities in their time log. **It is the Mentor Teacher’s responsibility to review the Time Log and approve it. The Time Log should support and reflect the intern’s twenty full days of responsible teaching as well as their ten consecutive days of teaching.**

**Lesson Planning and Unit Work**

Good planning is essential for good teaching. Teacher interns are REQUIRED to prepare and submit lesson plans to the classroom teacher and to the college supervisor, if applicable, in advance of teaching. The policy and format governing lesson plans will be a joint decision of the classroom teacher and the college supervisor, if applicable. The required components of each lesson plan are as follows:
1) Objectives
2) Procedures
3) Materials
4) Evaluation, and
5) Reflection

In addition, teacher interns are expected to plan and teach one or more units during the internship. The unit MUST include the use of technology. Units should be planned with the classroom teacher and college supervisor, if applicable. The classroom teacher will usually have a preference for the organization and format of the unit. The complete unit or units should be word-processed and submitted at least one to two weeks prior to the beginning of teaching the unit. Daily lesson plans developed from the unit should be presented to the classroom teacher and college supervisor, if applicable, at least two days in advance of teaching (or by the week if so designated by the classroom teacher or college supervisor). Unit guidelines and expectations should be clearly communicated to the teacher intern.

Because a teacher intern is a novice and not a veteran teacher, a teacher intern should **always** have a **detailed** lesson plan prepared when teaching. In addition, every teacher intern is required to submit lesson plans as part of their Livetext portfolio or their Teacher Work Sample. This will be discussed in the internship departmental meetings during the Teaching Internship Workshop.

**Medical Emergencies**

If an intern is injured at the internship site and requires medical attention, the school administrator should complete the necessary documentation and submit to their central office. The school administrator should notify the Office of Clinical Experiences of the situation immediately. Please note that the intern is responsible for all medical expenses.

**Notebooks/ Portfolios**

For documentary, organizational, and planning purposes, it is recommended that teacher interns keep a notebook of their internship experience. Material to include should be unit plans, lesson plans, evaluation forms, information about written assignments, internship calendar, etc., as well as a daily log or diary of the teaching internship. The classroom teacher and college supervisor, if applicable, may have specific requirements in this area. These materials can become part of a professional portfolio that is useful when searching for a teaching position. Depending on the teacher intern’s certification area, some interns **may be required** to prepare a portfolio/notebook as part of their area of certification’s departmental requirements. (Refer to departmental syllabus.)

**Problems During the Internship**

Evaluators identifying and discussing weaknesses can be very difficult. However the ultimate goal is for the intern to be successful in the classroom and be an effective teacher.
It is important that the teacher intern know about major deficiencies as soon as they are noticed. If deficiencies are serious (e.g., lack of preparation in content field), teacher interns should be advised to drop out of the program before earning a failing grade.

The teaching internship is supposed to be the culmination of preservice teacher education. If a teacher intern has serious deficiencies, it is probably wiser to advise him/her to drop out of the program.

Teachers should use the weekly contracts on a regular basis to prevent the possibility of teacher intern making statements such as, "But you never told me I needed to do that" or "I was never told I was not doing a satisfactory job." Documentation and communication are key components for a good working relationship for all involved with the teaching internship program.

In addition, it is strongly recommended that all CMTs and cooperating teachers complete CE 156 (Teacher Intern Expectations) during their first meeting with their assigned teacher intern. This is an opportunity to specify if lesson plans are to be typed, prepared in a word processing format, time of arrival or departure, etc.

**Procedure for Dealing and Documenting Intern Problems and Concerns:**

2. The intern should be given an opportunity to address the problem. Communication, both oral and written, is needed.
3. Other members of the supervision team (e.g., CMT team members, liaison, supervisor) should be involved.
4. The following should be notified:
   - University CMT Liaison and CMT Coordinator OR College Supervisor
   - Director of Field Experiences.
5. The supervision team should complete CE 202, Reason for Concern form, review CE 202 with the intern, and submit CE 202 to the Director of Field Experiences. The CE 202 form can be found in the back of the Guide.
6. The supervision team and College of Education departmental faculty will conference with the Intern and develop a remediation plan using CE 203, located in the back of the Guide. (A copy of the remediation plan should be sent to the Director of Field Experience.)
   - Please note that in many instances the remediation plan cannot be completed during the placement semester which results in the intern continuing the remediation plan after the placement semester.
7. If improvement is unsatisfactory, the CMT Liaison/Coordinator or Supervisor should notify the Director of Field Experiences.
8. The Director of Field Experiences and other key University personnel (Department Head, Program Coordinator, etc.) should conference with the intern and University CMT personnel or Supervisor.
9. The University CMT Coordinator or Supervisor will contact the Director of Field Experiences to discuss options and alternatives. (The Director of Field Experiences
is responsible for notifying the appropriate Department Chair as soon as possible and will keep the Associate Dean of Student Services informed of the situation.)

TIPS:

- Involve the intern in teaching and other activities **EARLY** in the placement.
- Set-up observation schedules **early** so that feedback can be given by several other CMT members, supervisors, or liaisons.
- It is unfair to all involved if **early** feedback is not provided.

**Written Evaluation of the Teacher Intern**

This *Guide for Teacher Interns* contains a number of different forms from The Office of Clinical Experiences that should be used to document the teacher intern's progress.

The supervision team (cooperating teacher and supervisor OR CMT and CMT team members and liaison) can choose to use COMMON forms, or you can decide to let each member of the team make his/her own individual choice.

Since 95% of the teacher intern's grade is assigned by the supervision team, it is essential that extensive written documentation be collected on the intern's progress. In addition to the documentation, video recordings, and observations by others should support the grade assigned.

Please remember that according to the State Department of Education's Administrative Code, we are responsible for remediation at no cost to the intern if the intern is deemed unsatisfactory in a teaching position based on performance evaluations within two years after program completion. The College of Education, as well as the intern's supervision team, is responsible for this remediation.

**Remediation**

If all steps are followed as outlined above and remediation is deemed necessary the remediation plan should be followed by the teacher intern. The remediation plan may include additional coursework, readings, observation, or additional clinical placements. Since each remediation plan may be different, the time period may be a semester or more. The remediation will be designed to prepare the teacher intern to return to another teaching internship placement. Once the remediation plan has been determined to be a success, the teacher intern will be placed in another teaching internship placement. Communication between the supervision team and the Director of Field Experiences and the Department Head are essential for the success of the intern.

A remediation plan will be developed if the teacher intern, in the judgment of the supervision team, is not making adequate progress by the fourth week of the first placement for the intern with two placements or at mid semester for the intern with a full semester placement. **For teacher interns with two placements, if the teacher intern fails his/her first placement, a strategy of remediation should begin**
immediately. The intern will not be allowed to begin their second placement without approval from the Director of Field Experiences AND Department Head.

Although the classroom teacher(s), college supervisor(s)/CMT liaison(s), and Director of Field Experiences will work to support the intern's efforts, the intern must accept responsibility for his/her own professional conduct and make a concerted effort to address all areas of concern in a positive, concrete way. If the plan for improvement does not result in a successful performance, an action plan may be designed OR the intern will be removed.

Withdrawals, Notification of Failure, and Termination

Due to the special nature of the teaching internship placement, withdrawal from the course (internship) may not be treated in the same manner as other courses.

During the first weeks of the placement, should the intern or classroom teacher and/or college supervisor decide it is in the best interest to withdraw from the internship, the intern must present a letter requesting withdrawal (signed by all members of the supervision team) to the Director of Field Experiences and copy the Associate Dean for Student Services and their Department Head. The Office of Clinical Experiences and the Office of Student Services will assist the teacher intern with the necessary paperwork required by The University of Alabama to withdraw.

Teacher interns who represent The College of Education in internship placements are expected to comply with rules, regulations, and expectations of the school in which they are placed.

If school administrators or classroom teachers request that the teacher intern be removed because of inappropriate or unethical behavior, the intern will receive a failing grade for the placement.

Teacher interns whose progress is considered to be unsatisfactory, or who violate policies or regulations delineated in this Guide, may upon the recommendation of the classroom teacher and/or college supervisor, be terminated from the teaching internship program by joint College of Education Officials and Administrators. Such action may prescribe actions (remediation plan) the teacher intern must take in order to be reinstated into the teaching internship program. Re-enrolling in the internship is not automatic.

If an intern has withdrawn or has been withdrawn from an internship, he/she will only be permitted one other attempt at an internship, providing they have met all criteria. In addition, the intern must also complete the program within a time limit specified by University policy.

Professional Liability

Teacher interns may be subject to lawsuits during their teaching internship semester. Teacher interns are required to provide proof of professional liability insurance before being allowed to participate in the internship placement. While there are several ways to obtain
this coverage, teacher interns may become members of a professional organization such as National Education Association’s Student Program (SAEA) or the Council for Exceptional Children (SCEC). As part of most professional organization’s membership fees, the member is provided $1,000,000 of tort insurance and access to professional development activities.

**Professional Training Workshop**

Typically, the first two days of each semester for interns is devoted to a Professional Training workshop. This workshop precedes the internship placement(s), and all interns are expected to attend all sessions. In most cases, teacher interns will meet their classroom teacher(s) and college supervisor(s) during the workshop. Appropriate dress is expected. Topics for the Professional Training workshop may include the following:

- Teacher Liability
- Stress & Time Management
- Certification
- Graduation Overview
- Interviewing
- English Language Learners
- Orientation to the Teaching Internship

**Record Keeping**

The attendance record system at any school serves as a legal document and a very important school procedure. Some schools have attendance records computerized, and others require each teacher to keep an individual written record. School funding is based on attendance, and records are sometimes used in court cases to verify a student’s attendance. Careful attention must be paid to accurately recording the required information. Teacher interns should make sure that they are familiar with the method of keeping attendance that their school utilizes as soon as possible.

Teacher Interns’ classroom teachers will have grade books that are legal documents in which they will expect grades to be recorded, or teacher interns may have one of their own. Prompt and accurate recording is imperative. Labeling and dating grades help the intern to determine the grade earned for each activity. This information is sometimes needed in parent conferences or for legal proceedings.

**Resume**

Each intern will receive assistance in preparing their resume from the Career Center. Prior to the intern’s career center session each intern should email their resume to the career center at resumes@sa.ua.edu by noon on the Thursday prior to their assigned Career Session. Ms. Jennie King and the Career Center staff will critique the intern’s resume and provide the intern with feedback.

In addition, all interns are required to prepare an electronic copy to the Office of Clinical Experiences as indicated on their teacher intern calendar. Instructions and suggestions
concerning preparation of a resume will be presented during a teaching internship seminar. Your resume should be critiqued by a Career Center consultant before being submitted to the Office of Clinical Experiences.

School Materials

Although schools have limited budgets for materials, personnel in schools generally permit teacher interns to use their materials. Be certain to meet the school librarian and learn policies for securing materials. It is the intern's responsibility to learn the correct procedure for checking out these materials and returning them to their proper place. Failure to properly return materials will result in an incomplete ("I") internship grade. The classroom teacher should discuss with the teacher intern all school policies regarding library materials, copy machines, and other instructional supplies.

School Policies and Orientation

Upon arriving at the school, teacher interns should immediately become familiar with school policies, regulations, and physical facilities of the school. The classroom teacher and building principal will help with this information.

The Office of Clinical Experiences strongly encourages all classroom teachers to arrange an orientation meeting at the school. Many times the orientation can prevent communication problems with other school officials during the internship placement.

School Principal's Role

The principal, as academic leader of the school, plays a significant role in the internship program. The principal not only serves the major role of advisor, but is also responsible for selecting and approving experienced, competent classroom teachers to assist the internship program. The principal should prepare the faculty for the arrival of teacher interns and should assist the teacher interns in adjusting to the total school program. It is recommended that the school principal provide an orientation for the interns assigned to their school. The school orientation will help eliminate any problems concerning school discipline procedures, dress codes, faculty meetings, and other school policies.

The principal should:

- become familiar with the University's internship program,
- work closely with the Director of Field Experiences, College Officials, Administrators, and Faculty,
- orient the school faculty and staff with the internship program,
- assist the classroom teachers in orienting teacher interns,
- become familiar with the interns assigned to the school and assist in their evaluations, and
- communicate with the Office of Clinical Experiences concerning problems which may arise.
The principals of the cooperating schools are important members of the team responsible for the excellence of the internship program. They give direction and leadership to the entire school program, which is implemented through the efforts of the instructional staff and personnel. Their influence is reflected in attitudes and relationships of faculty members, including teacher interns.

Even though the school principal has numerous additional duties, as the academic leader of the school, it is strongly recommended that the school principals observe each intern in their school. The evaluation may be formal (preferred) or informal, using evaluation forms provided by the Office of Clinical Experiences or the school or school system. These evaluations are extremely useful in evaluating the teacher intern and in providing data for the internship program.

**Seminars**

Teacher interns have seminar meetings during the semester with University liaisons, supervisors, or classroom teachers. Attendance at all seminars is mandatory. The intern’s attendance and participation in seminar meetings constitutes a portion of the internship grade. Seminars held on the University campus are scheduled and organized by the Office of Clinical Experiences. These seminars are noted in the Internship Calendar. Failure to attend the seminars will be reflected in the professionalism points assigned by the classroom teacher and/or college supervisor.

Both interns and faculty have recommended that all of the teacher interns at each building meet on a regular basis after school. The purpose of these meetings is to support the teacher interns and to build collegial relationships among them. These sessions should be led by a CMT (CMTs should facilitate these sessions on a rotating basis) or other appointed University personnel and should be positive and supportive in tone. Possible activities could include:

a) sharing successful teaching experiences  
b) exploring alternative teaching strategies  
c) responding to an article from a professional journal  
d) reflecting on what the interns are learning in the teaching internship  
e) focusing on topics/issues such as at-risk students, multiculturalism, learning styles, interviewing, etc.

The CMT Coordinators, Supervisors, or Program Assistants will also meet with the interns on a regular basis.

**Substitute Teaching**

Teacher interns may not serve as substitute teachers. A substitute teacher must be provided by the school should the classroom teacher be absent. However, teacher interns who have progressed to the teaching duties portion of their teaching internship experience may teach in the classroom to which they are assigned as a teacher intern in the presence of a substitute teacher.
Teacher interns are not employees of the assigned school or school system. Therefore, using a teacher intern in lieu of a substitute teacher could place the teacher intern, the school system, and the University in a precarious legal position. Any problems arising in this area should be reported immediately to the Director of Field Experiences.

**Suggested Teaching Schedule for the Teaching Internship**

The first week of observation is extremely important to allow teacher interns time to be familiar with routines and to learn student names. Below is a suggested schedule; the classroom teacher and the teacher intern, with input from the University supervisor or CMT team members, should jointly decide how quickly classroom duties should be assumed.

Time for observation of the classroom teacher and other teaching practices and routines within the school are an important part of the teaching internship experience. The classroom teacher should assist the teacher intern in planning these observations.

It is suggested that classroom teachers use the following time schedule when working with teacher interns who have **two placements**. During the second placement, it may be assumed that a teacher intern will be able to undertake the full teaching load more quickly, but adequate time must be given to allow the teacher intern to learn routines and student names. In the last week of both placements (not the last day), the classroom teacher should assume full responsibility of the classes.

**First Placement**

**Week One**

- Classroom teachers should provide teacher interns with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts.
- Classroom teachers should arrange a conferencing and planning schedule with teacher interns.
- Teacher interns should observe in classroom teachers’ class(es), focusing on instructional strategies, management techniques, procedures, and routines.
- Teacher interns should tutor one student or a small group; teach part of a lesson, etc.
- Teacher interns should assist classroom teachers with routine activities.
- Teacher interns should develop plans for the next week’s teaching with the guidance of the classroom teachers.

**Week Two**

- Teacher interns should assume responsibility for teaching at least one or more classes in secondary placements or one or more subjects in elementary classrooms.
- Teacher interns and classroom teachers should continue cooperative planning and focused observations.
- Teacher interns should increase responsibility for classroom routines.
Weeks Three and Four

- Teacher interns should assume responsibility for additional classes or subjects gradually so that by week four the interns are teaching at least three-fourths of the classroom teacher’s classes.

Remaining Weeks

- Teacher interns should assume a full schedule of teaching.

Final Week of Placement

- Teacher interns should phase back responsibility to the classroom teacher.
- Classroom teachers should arrange for the teacher interns to observe in other classrooms.
- Teacher interns should return all materials to the classroom teachers, library, and other individuals.

Second Placement

Week One

- Classroom teachers should provide teacher interns with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts for teacher interns that have moved to a different school.
- Classroom teachers should provide teacher interns with classroom routines, location of materials, student records, etc. for teacher interns that remain in the same school.
- Classroom teachers should arrange a conferencing and planning schedule with teacher interns.
- Teacher interns should observe in classroom teachers’ class(es), focusing on instructional strategies, management techniques, procedures, and routines.
- Teacher Interns should tutor one student or a small group; teach part of a lesson, etc.
- Teacher interns should assist classroom teachers with routine activities.
- Teacher interns should develop plans for the next week’s teaching with the guidance of the classroom teachers.
- Teacher interns should assume responsibility for teaching at least one or more classes in secondary placements or one or more subjects in elementary classrooms.

Week Two

- Teacher interns should assume responsibility for teaching additional classes/subjects. Assume full teaching load if classroom teachers, University supervisors, and teacher interns jointly agree on its advisability.
- Teacher interns and classroom teachers should continue cooperative planning and focused observations.
- Teacher interns should increase responsibility for classroom routines.

Remaining Weeks

- Teacher interns should assume a full schedule of teaching.

Final Week of Placement

- Teacher interns should phase back responsibility to the classroom teachers.
- Classroom teachers should arrange for the teacher interns to observe in other classrooms.
- Teacher interns should return all materials to the classroom teachers, library, and other individuals.
It is suggested that classroom teachers use the following time schedule when working with teacher interns who have one full semester placement. In the last weeks of the placement (not the last day), the teacher intern should hand control of the classes back to the classroom teacher.

**Full Semester Placement**

**Week One**
- Classroom teachers should provide teacher intern with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts.
- Classroom teachers should arrange a conferencing and planning schedule with teacher interns.
- Teacher interns should observe in classroom teachers’ class(es), focusing on instructional strategies, management techniques, procedures, and routines.
- Teacher interns should tutor one student or a small group; teach part of a lesson, etc.
- Teacher interns should assist classroom teachers with routine activities.
- Teacher interns should develop plans for the next week’s teaching with the guidance of the classroom teachers.

**Week Two**
- Teacher interns should assume responsibility for teaching at least one class (high schools) or two classes (middle schools).
- Teacher interns and classroom teachers should continue cooperative planning and focused observations.
- Teacher interns should increase responsibility for classroom routines. Interns should take on at least one task and retain this responsibility for the entire placement (attendance, lunch count, hall duty, etc.).

**Weeks Three through Five**
- Teacher interns should assume responsibility for additional classes or subjects gradually so that by week five the intern is teaching at least three-fourths of the classroom teacher’s classes.
- Teacher interns should assist classroom teachers with all “duties,” taking on additional responsibilities.

**Weeks Six through Twelve**
- Teacher interns should assume a full schedule of teaching.

**Final Weeks**
- The teacher interns should phase back responsibility to the classroom teachers.
- Classroom teachers should arrange for the teacher interns to observe in other classrooms.
- Teacher interns should return all materials to the classroom teachers, library, and other individuals.
Documentation and Grading

The grade assigned for the internship is based on performance, not potential. Even though the teacher intern may possess profound potential, evaluations must be based on actual performance during the internship. Each intern is an individual, will be in a different situation, and will have different experiences from other interns. Documentation and evaluations MUST support the recommended grade.

All evaluations should lead to the best positive answer to the question: "Does this teacher intern demonstrate the necessary skills, attitudes, concepts and reflective decision-making techniques required to be an effective teacher?"

The Final Grade Assignments for Teacher Interns

Special Education (Collaborative, Early Childhood Special, & Gifted) & MAP Internship Grades are calculated as follows in each placement:
- 80% Intern Evaluations
- 15% TWS
- 5% Professionalism (assigned by cooperating teacher and supervisor and/or CMT team)

Physical Education Internship Grades are calculated as follows in each placement:
- 85% for Evaluations
- 5% for the Performance Checklist
- 5% for Portfolio
- 5% for Professionalism (assigned by cooperating teacher and supervisor and/or CMT team)

Elementary Education or Early Childhood/Elementary Education Internship Grades are calculated as follows for each placement:
- 90% for Evaluations
- 5% for the Performance Checklist
- 5% for Professionalism (assigned by cooperating teacher and supervisor and/or CMT team)

Secondary Education Internship Grade is calculated as follows for each placement:
- 80% for Evaluations
- 17% for the TWS & Portfolio
- 3% for Professionalism (assigned by cooperating teacher and supervisor and/or CMT team)

Music Education Internship Grade is calculated as follows for each placement:
- 80% for Evaluations
- 10% Performance Checklist
- 5% for Portfolio
- 5% for Professionalism (assigned by cooperating teacher and supervisor and/or CMT team)

* NOTE: If an intern has NOT completed all requirements (seminars, resumes, career center session, final packet submission, etc.) assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until the requirements are complete.
Phone Numbers

College of Education:

Office of Clinical Experiences 348-5089 / 348-5086
  Yolandia Eubanks, Director of Field Experiences
  Melinda Alsobrook, Office Associate II
  Shantell Averette, Program Assistant & COST Assistant

College of Education / LiveText and Field Experience Module (FEM) Support
  James Hardin, LiveText Coordinator (jhardin@bamaed.ua.edu) 348-5168
  Lisa Matherson, FEM Coordinator (lmatherson@bamaed.ua.edu) 348-3125

Office of the Dean 348-6052
  Dr. Peter Hlebowitsh, Dean
  Dr. Liza Wilson, Senior Associate Dean

Office of Student Services 348-6073
  Dr. Kathy Wetzel, Associate Dean & Certification Officer
  Lynn Heard, Registrar & Assistant Certification Officer
  Jacky Chapman, Certification Program Assistant

Department of Curriculum & Instruction 348-6058
  Dr. Cynthia Sunal, Department Head
  Dr. Lee Freeman, Elementary Program Coordinator
  Dr. Craig Shwery, Curriculum & Instruction Program Coordinator

Department of Kinesiology (Physical Education) 348-1455
  Dr. Matt Curtner-Smith, Department Head
  Dr. Libba Woodruff, Kinesiology Internship Coordinator

Department of Music Education 348-6054
  Dr. Marvin Latimer, Department Head

Department of Special Education and MAP 348-6093
  Dr. Jim Siders, Department Head
  Dr. Nicole Swoszowski, MAP Program Coordinator

The University of Alabama:

ACTion Card Office 348-2288
Admissions 348-5666
Bama Dining 348-6816
Brewer-Porch Children’s Center 348-7236
Campus Security 348-9494
Career Center 348-5848
Counseling Center 348-3863
CrossingPoints 348-3180
Crimson Ride 348-7433
Financial Aid 348-6756
Graduate School 348-5921
Motorist Assistance Program 348-0121
Parking Services 348-5471
Records Office 348-4886
RISE (Stallings Center) 348-7931
Student Health Center 348-6262
Student Receivables 348-5350
Testing Services 348-6760
University Police 348-5454
University Supply Store (Cap & Gown & other Graduation Materials) 348-6168

Tuscaloosa City Board of Education: 759-3700
Alberta School of Performing Arts 759-3564
Arcadia Elementary 759-3567
Bryant High School 759-3538
Central Elementary 759-3570
Central High School 759-3720
Eastwood Middle School 759-3613
Martin Luther King, Jr. Elementary 759-3619
Northington Elementary 759-3622
Northridge High School 759-3590
Oak Hill School & Success Prep Academy 759-3629
Oakdale Elementary 759-3626
Rock Quarry Elementary 759-8347
Rock Quarry Middle School 759-3578
Skyland Elementary 759-3638
Southview Elementary 345-1325
Southview Middle School 752-1830
Tuscaloosa Center for Technology 759-3649
Tuscaloosa Magnet School - Elementary 759-3655
Tuscaloosa Magnet School - Middle 759-3653
University Place Elementary 759-3664
University Place Middle School 759-3631
Verner Elementary 759-3667
Westlawn Middle School 759-3673
Woodland Forrest Elementary 759-3675
Tuscaloosa County Board of Education: 758-0411
Big Sandy Elementary  342-2840
Brookwood Elementary  342-2668
Brookwood High School  342-2777
Brookwood Middle School  342-2748
Buhl Elementary  342-2640
Collins-Riverside Middle  342-2680
Cotondale Elementary  342-2642
Crestmont Elementary  342-2695
Davis-Emerson Middle School  342-2750
Duncanville Middle School  342-2830
Echols Middle School  342-2884
Englewood Elementary  342-2644
Faucett-Vestavia Elementary  342-2646
Flatwoods Elementary  342-2648
Hillcrest High School  342-2800
Hillcrest Middle School  342-2820
Holt Elementary  342-2650
Holt High School  342-2768
Huntington Place Elementary  342-2652
Lake View Elementary  342-2951
Matthews Elementary  342-2654
Maxwell Elementary  342-2656
Myrtlewood Elementary  342-2658
Northport Elementary  342-2862
Northside High School  342-2755
Northside Middle School  342-2740
Sipsey Valley High School  342-2850
Sipsey Valley Middle School  342-2870
Sprayberry Regional Education Center  342-2660
Taylorville Primary School  342-2939
Tuscaloosa County High School  342-2670
Vance Elementary  342-2697
Walker Elementary  342-2664
Westwood Elementary  342-2666
Hale County Board of Education:
   Hale County High School  (334) 624-8836
   Hale County Middle School (205) 371-2514
   Moundville Elementary    (205) 371-7000

Bibb County Board of Education:
   Bibb County High School   (205) 926-9881
   Brent Elementary         (205) 926-9071
   Bibb County High School   (205) 926-4993

Notes:
FORMS

APPENDIX X
TEACHER INTERN EXPECTATIONS

Classroom Teachers should have their Teacher Intern read and sign this the first or second day. A copy should also be provided for the teacher intern’s record.

**Teacher interns are expected to:**

1. Arrive daily at or before __________ A.M.
2. Make arrangements to remain at school until __________ P.M. daily. Any exceptions must be approved in writing.
3. Extracurricular activities not supervised by the classroom teacher may not interfere with the teacher intern’s internship assignments and responsibilities.
4. Attend extracurricular activities required by the classroom teacher.
5. Attend all faculty meetings.
6. Report any unexpected absence before __________ A.M. on the day of the absence.
7. Maintain all forms and documents required for the teaching internship.
8. Respect and maintain established classroom behavioral and academic expectations.
9. Respect and maintain established classroom routines and procedures.
10. Refrain from gossip regarding individual students, teachers, or the school.
11. Discuss problems and frustrations experienced during the teaching internship experience with the classroom teacher.
12. Report immediately any deviant or unacceptable behavior of students.
13. Wait for instructions from the cooperating teacher if a student or students become involved in a fight or behave aggressively.
14. Present daily lesson plans ________ days prior to teaching a lesson. Lesson plans MAY MAY NOT be handwritten.
15. Evaluate each daily lesson plan taught according to positive and negative attributes and areas of improvements.
16. If required, present a rough draft of an entire unit one week before the unit is taught. Unit plans MAY MAY NOT be handwritten.
17. If required, present a completed unit typed three days before it is to be taught.
18. Type and proofread all handouts distributed to the students.
19. Make up unexcused absences
20. ________________________________________________________________________________

Reviewed with ________________________ on ________________________

Teacher Intern ________________________

Classroom Teacher ________________________
Weekly Contract

Teacher Intern: ______________________________________________________

Classroom Teacher: __________________________________________________

Date: _____________ School: __________________________________________

This week, you should try to complete:
•
•
•

In class, I would like you to:
•
•
•

Aim to do for next week:
•
•
•

We need to:
•
•

You need to:
•
•

Signature of Teacher Intern _______________________________ Signature of Classroom Teacher _______________________________

Modified from Christchurch Polytechnic School of Teacher Education Evaluation and Assessment Forms
TEACHER INTERN “REASON(S) FOR CONCERN” FORM

Submitted to the Office of Clinical Experiences
By the Classroom Teacher and the University Supervisor or Clinical Master Teacher Team

Teacher Intern: ____________________________________________________________

School Placement: _________________________________________________________

Grade / Subject: ____________________________________________________________

This form is to be completed by the Classroom Teacher and the University Supervisor or Clinical Master Teacher Team and Teacher Intern when there is a concern about the progress and performance of the Teacher Intern. Please describe in detail the area(s) of concern.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Teacher Intern / Date: ______________________________________________________

Classroom Teacher / Date: _________________________________________________

University Supervisor or CMT Team Members / Date: _________________________

_____________________________________________________________________

Attach all observation forms to date and return to the Office of Clinical Experiences within one week of the concern.
Teacher Intern Remediation Report

Teacher Intern: ________________________________

School Placement: ________________________________

Grade / Subject: ________________________________ Date: ____________

Specific Area(s) for Remediation

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Remediation Steps  Date of Completion

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

The areas above jeopardize the student’s successful completion of student teaching and must be remediated as outlined. Failure to successfully remediate as scheduled will result in removal from the teaching internship placement.

Teacher Intern

Program Coordinator, if applicable

Department Head

University Supervisor or CMT Liaison

Classroom Teacher

Director, Field Experiences

Other College of Education faculty

Or CMT Coordinator, if applicable

Other College of Education faculty