

GUIDE FOR TEACHER INTERNS

A guide for teacher interns, cooperating teachers, clinical master teachers, multiple abilities teachers, college supervisors, and school administrators.

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 teacher candidates. 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.

The most important and influential people in the supervision of the internship experience are the classroom teachers and the college supervisors. 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 or liaison, 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, cooperative learning, role-playing,

writing, brainstorming, and problem solving are some of the techniques 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 not only comply with certification requirements, but also 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 and Clinical Practice 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 and Clinical Practice, the Associate Dean for Student Services and Certification, and the intern's Department Chair determines 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 field 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 facilitate 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

Early Childhood (P (birth)-3rd grade) interns will receive two internship placements in two of the following age ranges (birth – 3 years of age; 3-5 years of age; 5-8 years of age).

Elementary Education (K-6th grade) interns will receive two internship placements in grades K-6. One placement will be in grades K-3 and one in grades 4-6 unless substantial field experience hours were completed prior to internship as determined by the Office of Clinical Experiences.

Secondary Education (6th-12th grade) interns with a comprehensive major may receive one or two internship placements in grades 6-12; interns with two secondary majors receive two placements or complete two internships (if unrelated certification areas).

Special Education – Collaborative (K-12th grade) interns will receive two internship placements. One placement will be in grades K-6 and one placement will be in grades 6-12.

Collaborative K-6 interns receive two placements in grades K-6 and collaborative 6-12 interns receive two placements in grades 6-12.

Special Education – Early Childhood / General Early Childhood (P (birth)– 3rd grade) interns will receive two internship placements. One placement will be in an early childhood special education classroom (P-3) and a second placement in an early childhood (P-3) classroom. Internship placements are made in two of the following age ranges (birth – 3 years of age; 3-5 years of age; 5-8 years of age).

P-12 programs: Physical Education, Music Education, Gifted Education or ESL or K-12 Foreign Language Programs interns will receive two internship placements. One placement will be in grades K-6 and one placement will be in grades 6-12.

MAP (P (birth)-6th grade) interns will complete a year-long internship and have a separate internship calendar. Interns receive one placement in a general education classroom grades (K-6) and a special education classroom in grades (K-6). In addition, interns will receive two internship placements in two of the following age ranges (birth – 3 years of age; 3-5 years of age; 5-8 years of age). (There may be rare situations where other types of assignments are made because students are out of sequence in their rotation of internship placements.

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 Wednesday 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 educlinicaloffice@ua.edu as indicated on the Internship Calendar.
- 5) Complete necessary documents/assignments and required evaluation forms by the end of **EACH** placement. All evaluations are submitted through the learning management system.
- 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 and Clinical Practice.

Notes: _____

Policies, Procedures, and Responsibilities

Absences and Attendance

Teacher interns are expected to be in attendance every day throughout the entire period of the 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 will be reflected in evaluations of the teacher intern.

Teacher interns will be excused from their teaching internship to participate in Education Interview Day, take a comprehensive master exam, attending required UA workshops, and if being invited and honored at the College of Education's Honors Day program. Therefore, teaching assignments must be planned and coordinated if the teacher intern plans to be absent during these events and the teacher intern should not schedule consecutive days of teaching during these scheduled events if at all possible.

Teacher interns will not be excused from any teaching internship requirements for other reasons.

Teacher interns are expected to make up all 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 and Clinical Practice regarding any absences at educlinicaloffice@ua.edu.**

Documentation of absences must be submitted to the classroom teacher when returning to the classroom. The documentation should be uploaded as an attachment in VIA 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 evaluations.

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 Center (CC), Ferguson Center Suite 3400, phone 348-5848, assists teacher interns and graduates in job search strategies to obtain positions upon completion of their programs.

Interns may obtain information from CC 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 20 - 29 in the Career Guide found at www.career.sa.ua.edu under the Resources tab.

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 Friday after the internship workshop**. 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 a setting 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 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 two fees in one payment. Since many money orders have expiration dates, online payments are preferred (Visa/MasterCard). There is an additional fee for paying on-line, but this is the preferred methods. **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.** Interns 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. Interns who need information about or assistance with certification should consult the Associate Dean for Student Services.

Classroom Management

Most teacher interns are 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 plan.

The responsibility for a quality teaching internship experience must be shared by the classroom teachers, teacher intern, university supervisor or liaison, 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 mandatory that the classroom teacher complete the Intern Expectations Form with the teacher intern during their first meeting. This form MUST be uploaded by the intern to VIA.
- 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 and evaluations through weekly review and planning conferences. Interns will upload a form each week to VIA.
- Increase teaching responsibilities as the teacher intern shows evidence of ability to assume them.
- Observe and give feedback through informal and 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.
- 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 evaluations and paperwork in the learning management system as 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 learning management system Coordinator, Field Experience Module Coordinator, and/or the Director of Field Experiences and Clinical Practice through several scheduled Webinars and/or individual meetings on site when needed. The date and time of the webinars are communicated to the assisting classroom teachers and supervisors through emails from the Office of Clinical Experiences. The assisting teacher is expected to attend at least ONE session every year. The information covered relates to the State Department of Education and College of Education teaching internship documentation requirements. A classroom teacher's failure to participate in training sessions could result in not being assigned a teacher intern in the future. Participation in sessions is maintained through the Office of Clinical Experiences.

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:

- Be a highly competent teacher who is properly certified at the Class A level by the Alabama State Board of Education OR be a National Board Certified Teacher.
- Have at least three years of successful teaching experience.
- Currently teaching in the intern(s) area of certification.
- 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 administrator, school superintendent, and the College of Education.

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 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 each assigned teacher intern as required on different dates and in different placements during the internship. The observations and evaluations should be throughout the entire placement to ensure the intern is receiving proper feedback and guidance. Evaluations are completed in a learning management system.

The college supervisor should discuss evaluations and observations with the teacher intern **and** should 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 through evaluations and observations on a continuous basis.
- Observe and give feedback through formal evaluations and record in VIA.
- 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.
- 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 Clinical Practice and appropriate faculty any major problems concerning a 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 for each placement. The grade should reflect the intern's performance and not their potential.
- Complete the number of evaluations and paperwork in VIA required by the Office of Clinical Experiences.

Orientation & Training Sessions for Supervisors

Like orientation and training session for assisting classroom teachers, sessions for supervisors are provided by the College of Education's LMS 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 be recommended for certification, teacher interns seeking Alternative Class 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 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 outside the school setting with students at the school in which they are completing their teaching internship. It is strongly recommended that teacher interns not date any personnel employed at the school in which they are placed for their internship.

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 includes but is not 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 teachers not involved are passing, in the teachers' 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 and Clinical Practice, 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 interns to designate with whom College officials may discuss and disclose "personally identifying information" including progress, grades, and information related to grades.

Corporal Punishment

Teacher Interns may not administer corporal punishment, or 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 discourages taking additional coursework during the internship unless the intern's program approves. If a teacher intern is enrolled in a course during the internship semester, he/she must have a permission form with approval from his/her 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 internship section number(s) and number of internship hours.

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 and Clinical Practice's Role

The Director of Field Experiences and Clinical Practice oversees all activities of the Office of Clinical Experiences. The Director assumes responsibility for serving as the liaison between the various teacher education programs and school systems in scheduling and implementing arrangements for all field and clinical experiences. The Director arranges a variety of experiences for all students enrolled in teacher education programs in The College of Education. The Office of Clinical Experiences is responsible for overseeing all field and clinical placements for the Teacher Education Program which includes, but is not limited to, the following:

- providing overall leadership and direction for the Office of Clinical Experiences;
- implementing all approved standards and policies governing field and clinical experiences for initial and advanced certification programs;
- accepting applications of students who wish to enroll in their teaching internship and ascertaining which applicants meet internship requirements;
- 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 field 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 placements and field 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 supervisor 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 are confidential and will be submitted to the Office of Clinical Experiences at educlinicaloffice@us.edu. A classroom teacher or college supervisor may include any supplemental information, within reason, to their individual file. Individuals requesting their files must submit written authorization.

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. Evaluations and observations should be conducted throughout the entire placement to ensure 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 are scheduled and impromptu.

Teacher interns are evaluated by their classroom teacher and college supervisor or CMT and CMT team. 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.

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 or CMT and CMT team.

After each significant teaching event, the teacher intern expects to receive a 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 providing opportunities for continuous improvement. In situations where 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 review and planning conferences 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. Interns will document these conferences on forms and upload them as attachments in VIA EACH week.

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 every other week).

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 important the intern be given feedback within twenty-four hours to ensure they can make changes if needed prior to any other evaluations. An intern needs to be aware of their strengths and weaknesses and receive verbal feedback from their evaluator on a regular basis. Feedback also provides a record of the teacher intern's growth during the teaching internship. It is important each intern works with the mentor teacher and evaluation team to ensure that the required forms and evaluations are recorded in the learning management system.

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 vital to the teacher intern's future and is directly related to his/her success. If the classroom teacher believes 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 by uploading a Reason for Concern Form in VIA and emailing the Office of Clinical Experiences at educlinicaloffice@ua.edu. Any rating of unacceptable at any point in the internship semester is reason for concern.

Firearms, 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 cellular telephones inside the school building unless approved by the building principal. For clarification regarding technology use policies and cellular telephones, the teacher intern should discuss this matter with their classroom teacher and/or building principal. If interns bring their own devices, they are to make sure the settings do not allow students to access those devices.

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 – 16 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.

If interns are unable to complete their internship because of health related or other reasons, upon returning, their placement may be extended into the next semester. However, the Director of Field Experiences and Clinical Experience 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. All interns are required to complete a minimum of 20 full days of responsible teaching over the course of the entire internship. A minimum of five consecutive days should be completed during the internship. See departmental syllabus for additional requirements. 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 planning.

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 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 are invited and honored should plan to attend the Honors Day service instead of attending the internship at 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 absence in order to participate in the Honors Day service at least one week in advance. The absence will be recorded on the Time Log.

Hourly Internship Attendance Report / VIA Time Log

The intern should complete his/her time log in VIA each day. The time log is used to document the intern's attendance and activities during the placement. There are four basic categories in the time log as well as two other categories to indicate School Holidays or an Intern's Absence:

- Observing and Assisting
- Teaching (not full day)
- FULL DAY TEACHING AND LEADING
- After school related (activities, events, meetings)
- School Holiday
- Absent
- Other (Professional Development, EDU 400/500, UA Internship Activities, etc.)

Examples of time log entries are included below:

Date	Category	Activity	Add'l Info	HH:MM	Apprv
9/7/15	Absent		Doctor's note attached	00:30	✓
9/10/15	Observing and Assisting	Watched lessons and helped with groups		05:00	✓
9/10/15	Teaching (not full day)	Taught science and math		02:30	✓
9/10/15	After school related activities, events, meetings	Bus duty and Grade level meeting		01:00	✓
9/11/15	Observing and Assisting	Morning routine, passed out papers, collected homework, Circle time, assisted with Centers		03:30	✓
9/11/15	Teaching (not full day)	Taught reading, math, and social studies lesson		04:00	
9/11/15	After school related activities, events, meetings	Bus Duty		00:30	
9/12/15	Other	EDU 400 On campus	consecutive day 1	00:00	
9/13/15	School Holiday			00:00	
9/14/15	FULL DAY TEACHING AND LEADING		consecutive day 1	7:30	

Interns are responsible for ensuring 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 full days of responsible teaching and leading as well as their required number of consecutive days of teaching for each placement.**

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 include but are not limited to:

- 1) Objectives
- 2) Procedures
- 3) Materials
- 4) Assessment(s), 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 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. Other requirements will be discussed in the 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 documentation, organization, and planning purposes, it is recommended teacher interns keep a notebook of their internship experiences. Recommended materials to include are unit plans, lesson plans, evaluation forms, information about written assignments, internship calendar, daily logs, self-reflections, and/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 used when interviewing 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. 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 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 review and planning conferences as documentation in order to prevent the possibility of a 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 mandatory all CMTs and cooperating teachers complete the Teacher Intern Expectations Form during their first meeting with their assigned teacher intern. This is an opportunity to specify if lesson plans are to be typed, what format, time of arrival or departure, etc.

Procedure for Documenting Intern Reasons for Concern:

1. Document – Document – Document. As soon as a problem is perceived, a thorough documentation process should begin.
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 and Clinical Practice.
5. The supervision team should complete a Reason for Concern form, review the form with the intern, and submit the form to the Director of Field Experiences and Clinical Practice. The 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, located in the back of the *Guide*. (A copy of the remediation plan should be sent to the Director of Field Experiences and Clinical Practice.)
 - In some instances, if not reported early enough in the placement, 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 or the area of concern is not corrected, the CMT Liaison/Coordinator or Supervisor should notify the Director of Field Experiences and Clinical Practice.
8. The Director of Field Experiences and Clinical Practice 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 and Clinical Practice to discuss options and alternatives. (The Director 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 must be completed to document the teacher intern's progress.

Since a majority 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 each placement. In addition to the documentation of observations and evaluations, video recordings, and observations by others should support the grade assigned.

Please remember that interns are ensured if recommended for certification. In accordance with State Department of Education Administrative Code, the supervision team members are responsible for remediation at no cost to the intern if they are deemed unsatisfactory in a teaching position based on performance evaluations within two-three 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 Clinical Practice 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 and Clinical Practice 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 Clinical Practice 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. Being allowed to re-enroll in the internship is not automatic.

If an intern withdraws or is 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 day 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 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.

Interns must maintain and use all **passwords and technology** for approved purposes.

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 Friday after the internship workshop. 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 and email 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 an individual Career Center session. Your resume should be critiqued by a Career Center consultant before being submitted to the Office of Clinical Experiences at educinicaloffice@ua.edu.

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 with 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 code, 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 and Clinical Practice, 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 on the Internship Calendar. Failure to attend

the seminars will be reflected in the professionalism points assigned by the supervision team and Office of Clinical Experiences.

Both interns and faculty have commented 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 and Clinical Practice.

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 or more 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 full time.

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

Course internship grades are assigned as presented in the departmental course syllabus.

Grades are comprised of P-12 Partners, UA Supervisors, UA Department Faculty, and the Office of Clinical Experiences.

* NOTE: If an intern has NOT completed all requirements (attendance, seminars, resumes, career center session, final packet submission, VIA documents, EDU 400/500, Praxis exams, etc.) required or assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until the requirements are complete.

Teacher Performance Assessment Completed During the Internship Semester

A passing score on the edTPA is required for program completion and graduation.

Phone Numbers

College of Education:

Office of Clinical Experiences	educlinicaloffice@ua.edu	348-5089 / 348-5086
Dr. Tammy C. Brown, Director, Office of Clinical Experiences		
Melinda Alsobrook, Program Assistant & COST Assistant		
Amanda Brown, Office Associate II		
Brittney Hyche, Office Associate II		
College of Education / Learning Management System Support and Technology		
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Office of the Dean		348-6052
Dr. Peter Hlebowitsh, Dean		
Dr. Liza Wilson, Senior Associate Dean, Secondary CMT Coordinator		
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. Miguel Mantero, Interim Department Head		
Dr. Lisa Fowler, Elementary CMT Coordinator		
Dr. Holly Swain, Elementary Program Coordinator		
Dr. Karen Spector, Secondary Program Coordinator		
Department of Kinesiology (Physical Education)		348-1455
Dr. Jonathan Wingo, Department Head		
Dr. Libba Woodruff, Kinesiology Internship Coordinator		
Department of Music Education		348-6054
Dr. Carl Hancock, Department Head		
Department of Special Education and MAP		348-6093
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
Northridge High School	759-3590
Northridge Middle School	159-3578
Oakdale Elementary	759-3626
Rock Quarry Elementary	759-8347
Skyland Elementary	759-3638
Southview Elementary	345-1325
Tuscaloosa Center for Technology	759-3649
Tuscaloosa Magnet School - Elementary	759-3655
Tuscaloosa Magnet School - Middle	759-3653
University Place Elementary	759-3664
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
Cottondale 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

FORMS

APPENDIX

TEACHER INTERN EXPECTATIONS

Classroom Teachers should have their Teacher Intern read and sign this the first or second day. A copy should also be uploaded by the teacher intern to VIA under attachments by the end of the first week of each new placement.

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 learners, teachers, or the school.
11. Discuss problems and frustrations experienced during the teaching internship experience with the classroom teacher.
12. Report any deviant or unacceptable behavior of learners immediately.
13. Wait for instructions from the cooperating teacher if learners become involved in a fight or behave aggressively.
14. Present daily lesson plans _____ days prior to teaching a lesson. Lesson plans MAY or MAY NOT be handwritten.
15. Evaluate each daily lesson plan taught according to positive and negative attributes and areas for improvement.
16. If required, present a rough draft of an entire unit one week before the unit is taught. Unit plans MAY or 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 learners and parents.
19. Always dress appropriately and follow the school's dress code.
20. _____

Reviewed with _____ on _____

Teacher Intern _____

Classroom Teacher _____

Review and Planning Conference Form

Teacher Intern: _____

Classroom Teacher: _____

Date: _____ School: _____

REVIEW OF THIS WEEK

Targets met:

Area(s) developing:

Professionalism:

Unmet expectations:

PLANNING FOR NEXT WEEK

Area(s) of focus:

Professionalism:

New expectations:

Signature of Teacher Intern

Signature of Classroom Teacher

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. Reasons for concern are generally marked as unacceptable or falls below expectations. Please describe in detail the area(s) of concern.

.....

Teacher Intern / Date: _____

Classroom Teacher / Date: _____

University Supervisor or CMT Team Members / Date: _____

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 intern's successful completion of the teaching internship 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 and Clinical Practice

Other College of Education faculty
Or CMT Coordinator, if applicable

Other College of Education faculty

CP 280 Formative Evaluation

	<p>Advanced: Demonstrates exceptional understanding and/or skill expected of teaching professionals; a level beyond peers and able to lead others in professional development (0 pt)</p>	<p>Target: Demonstrates acceptable understanding and/or skill expected of teaching professionals; at a level consistent with effective preservice teachers entering their first year of teaching (0 pt)</p>	<p>Developing: Demonstrates growing understanding and/or skill expected of teaching professionals; at a level consistent with preservice teachers' initial understanding and performance (0 pt)</p>	<p>Unacceptable: Does not demonstrate minimal understanding and/or skill expected of teaching professionals; at a level that is unsatisfactory and reason for concern (0 pt)</p>
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NOTES:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
Learner Development (1.000, 12%) AL-SU-ACTS-2015.1.a AL-SU-ACTS-2015.1.b AL-SU-ACTS-2015.1.c INTASC-2013.1 INTASC-2013.2 INTASC-2013.4	Meets all learners' needs and promotes learners' growth and development by: designing and modifying instruction based on regular assessments, developmentally appropriate practices, scaffolding, and collaborating with all stakeholders	Meets most learners' needs and promotes learners' growth and development by: designing and modifying instruction based on assessment(s), developmentally appropriate practices, scaffolding, and collaborating with most stakeholders	Attempts to meet learners' needs and promote growth and development by designing instruction; knowledge of modifying instruction based on assessments, developmentally appropriate practice, scaffolding, and how to collaborate with stakeholders is evident in discussions and planning but not always utilized	Very little evidence of knowledge of how to contribute to learners' growth and development; no evidence of attempts made to meet learners' needs

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
Learning Differences (1.000, 12%) AL-SU-ACTS-2015.2.a AL-SU-ACTS-2015.2.b AL-SU-ACTS-2015.2.c AL-SU-ACTS-2015.2.d AL-SU-ACTS-2015.2.e AL-SU-ACTS-2015.2.f INTASC-2013.1 INTASC-2013.2	Addresses each learners' differences, needs and learning styles by: designing, adapting, and delivering instruction that creates opportunities for each learner to demonstrate his/her learning in multiple ways, making appropriate and timely provisions, building on prior knowledge and skills, and incorporating learners' community and cultural norms	Addresses most learners' differences, needs and learning styles by: designing, adapting, and delivering instruction that creates opportunities for most learners to demonstrate their learning in multiple ways, making appropriate and timely provisions, building on prior knowledge and skills, and incorporating learners' community and cultural norms	Attempts to address learners' differences, needs and learning styles; knowledge of how to design, adapt, and deliver instruction is evident in discussions and planning but not always applied in order for learners to demonstrate learning	Very little evidence of knowledge of how to address learners' differences, needs and learning styles; no evidence of attempts to address learners' differences when planning lessons or during instruction

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
<p>Learning Environment (1.000, 12%) AL-SU-ACTS-2015.3.b AL-SU-ACTS-2015.3.e INTASC-2013.1 INTASC-2013.3</p>	<p>Actively engages all learners in collaboration and self-directed learning by: using a wide range of methods to engage learners with content, using a wide range of methods to evaluate learning, and collaborating with learners to make appropriate adjustments to the learning environment</p>	<p>Engages learners in collaboration and self-directed learning by: using a variety of methods to engage learners, using a variety of methods to evaluate learning, and collaborating with learners to make appropriate adjustments to the learning environment</p>	<p>Attempts to engage learners in collaboration and self-directed learning; knowledge of methods to engage learners, evaluate learning, and collaborate with learners is evident in discussions and planning but not always implemented</p>	<p>Very little evidence of knowledge of methods to engage learners in collaboration or self-directed learning; no evidence through discussions, instruction or planning of attempts to create an engaging learning environment for and with learners</p>

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
<p>Content Knowledge (1.000, 12%) AL-SU-ACTS-2015.4.a AL-SU-ACTS-2015.4.b AL-SU-ACTS-2015.4.c AL-SU-ACTS-2015.4.d AL-SU-ACTS-2015.4.e AL-SU-ACTS-2015.4.f AL-SU-ACTS-2015.4.g AL-SU-ACTS-2015.4.h AL-SU-ACTS-2015.4.i INTASC-2013.1 INTASC-2013.3</p>	<p>Promotes each learner's conceptual understanding and acquisition of content knowledge by: creating experiences allowing all learners to reflect on prior knowledge, confront misconceptions, inquire, analyze, and make connections. Effectively uses multiple representations and explanations of accurate, accessible, and relevant curricula materials and supplementary resources.</p>	<p>Promotes learners' conceptual understanding and acquisition of content knowledge by: creating experiences allowing learners to reflect on prior knowledge, confront misconceptions, inquire, analyze, and make connections. Effectively uses multiple representations and explanations of accurate, accessible, and relevant curricula materials and supplementary resources.</p>	<p>Attempts to promote learners' conceptual understanding and acquisition of content knowledge; knowledge of how to create experiences that allow learners to reflect on prior knowledge, confront misconceptions, inquire, analyze, and make connections is evident in discussions and planning but not always implemented</p>	<p>Very little evidence of knowledge of how to promote learners' conceptual understanding and acquisition of content knowledge; content is presented but instruction does not allow learners to reflect on prior knowledge, confront misconceptions, inquire, analyze, or make connections</p>

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
<p>Application of Content (1.000, 12%) AL-SU-ACTS-2015.5.a AL-SU-ACTS-2015.5.b AL-SU-ACTS-2015.5.c AL-SU-ACTS-2015.5.d AL-SU-ACTS-2015.5.e AL-SU-ACTS-2015.5.f AL-SU-ACTS-2015.5.g AL-SU-ACTS-2015.5.h INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 INTASC-2013.8</p>	<p>Creates meaningful opportunities for all learners to use content knowledge, critical thinking skills, and problem solving skills to analyze and communicate about issues across disciplines by: participating in meaningful opportunities in which learners are guided in questioning, challenging assumptions, and using tools and resources to generate new ideas and novel approaches</p>	<p>Creates opportunities for learners to use content knowledge, critical thinking skills, and problem solving skills to analyze and communicate about issues across disciplines by: participating in meaningful opportunities in which learners are guided in questioning, challenging assumptions, and using tools and resources to generate new ideas and novel approaches</p>	<p>Attempts to have learners use knowledge of content, critical thinking skills and problem solving skills to analyze and communicate about issues across disciplines; knowledge of how to create meaningful opportunities in which learners are guided in inquiry and how to use tools and resources are evident in discussions and planning but not always implemented in a way to allow learners' to apply content knowledge</p>	<p>Very little evidence of knowledge of how to engage learners in applying content; no attempt to have learners use content knowledge in new ways</p>

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
<p>Assessment (1.000, 12%) AL-SU-ACTS-2015.6.a AL-SU-ACTS-2015.6.b AL-SU-ACTS-2015.6.c AL-SU-ACTS-2015.6.d AL-SU-ACTS-2015.6.e AL-SU-ACTS-2015.6.f AL-SU-ACTS-2015.6.g AL-SU-ACTS-2015.6.h AL-SU-ACTS-2015.6.i AL-SU-ACTS-2015.6.r AL-SU-ACTS-2015.6.s AL-SU-ACTS-2015.6.t AL-SU-ACTS-2015.6.u AL-SU-ACTS-2015.6.v INTASC-2013.4 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8</p>	<p>Effectively uses multiple and appropriate types of assessment to guide instruction; independently and collaboratively designs assessments that match assessment methods to learning objectives; engages all learners in assessment processes by having them review their own progress and learning; provides timely and descriptive feedback; makes accommodations when applicable</p>	<p>Effectively uses multiple and appropriate types of assessment to guide instruction; designs assessments that match assessment methods to learning objectives; engages learners in assessment processes by having them review their own progress and learning; provides timely and descriptive feedback; makes accommodations when applicable</p>	<p>Attempts to use appropriate types of assessment to guide instruction; knowledge of the need to design assessments that match assessment methods to learning objectives, to engage learners in assessment processes, to provide timely feedback, and to provide accommodations when necessary is evident through discussions and planning but not always applied</p>	<p>Very little evidence of knowledge of how to use multiple and appropriate types of assessment to guide instruction; no attempt to engage learners in the assessment process, provide learners with feedback, or make accommodations</p>
<p>Comments:</p>				

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
Planning for Instruction (1.000, 12%) AL-SU-ACTS-2015.7.a AL-SU-ACTS-2015.7.b AL-SU-ACTS-2015.7.c AL-SU-ACTS-2015.7.d AL-SU-ACTS-2015.7.e AL-SU-ACTS-2015.7.f AL-SU-ACTS-2015.7.g AL-SU-ACTS-2015.7.h INTASC-2013.1 INTASC-2013.2 INTASC-2013.4 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8	Plans individually and collaboratively; utilizes multiple and relevant resources; selects and creates plans to help meet each learners' goals; plans based on results and analyses of assessment data; plans with appropriate sequencing; with short term and long term goals in mind for the benefit of all learners	Plans individually and collaboratively; utilizes multiple and relevant resources; selects and creates plans to help meet learners' goals; plans based on results of assessment data; plans with appropriate sequencing; with short term and long term goals in mind	Attempts to plan individually and collaboratively utilizing available resources; knowledge of the importance in selecting and creating plans to help meet learners' goals, planning based on assessment results, and planning with appropriate sequencing and goals in mind is evident through discussions and instructional planning but not always implemented	Very little evidence of knowledge of how to plan individually and collaboratively utilizing multiple and relevant resources; no attempt to select and create plans to help meet learners' goals, plan based on assessment results, or use appropriate sequencing and goals

Comments:

	ADVANCED	TARGET	DEVELOPING	UNACCEPTABLE
Instructional Strategies (1.000, 12%) AL-SU-ACTS-2015.8.a AL-SU-ACTS-2015.8.b AL-SU-ACTS-2015.8.c AL-SU-ACTS-2015.8.d AL-SU-ACTS-2015.8.e AL-SU-ACTS-2015.8.f AL-SU-ACTS-2015.8.g AL-SU-ACTS-2015.8.h AL-SU-ACTS-2015.8.i INTASC-2013.4 INTASC-2013.5 INTASC-2013.7	Engages all learners, through the use of instructional strategies, in higher order thinking and problem solving; asks strategically planned questions to stimulate thinking and assist learners in communicating ideas and thoughts; varies role in the instructional process; provides a variety of models and representations; uses appropriate strategies and resources to adapt instruction; monitors student learning; collaborates with learners	Engages learners, through the use of instructional strategies, in higher order thinking and problem solving; asks questions to stimulate thinking and assist learners in communicating ideas and thoughts; varies role in the instructional process; provides a variety of models and representations; uses appropriate strategies and resources to adapt instruction; monitors student learning; collaborates with learners	Attempts to use instructional strategies to engage learners in higher order thinking and problem solving; knowledge of the importance of asking questions to stimulate thinking and assist learners in communicating ideas and thoughts, changing their role during the instructional process, providing a variety of models and representations, using appropriate strategies and resources to adapt instruction, monitoring student learning, and collaborating with learners is evident through discussions and planning but not always put into practice	Very little evidence of knowledge of how to utilize instructional strategies to engage learners in higher order thinking and problem solving; no attempt to use instructional strategies that stimulate learners' thinking and communication of ideas

Comments:

CP 285 Professional Practices

	Exceeds:	Meets:	Falls Below Expectations:
Respect for learners and their learning AL-SU-ACTS-2015.1.h AL-SU-ACTS-2015.1.i AL-SU-ACTS-2015.1.j AL-SU-ACTS-2015.1.k		Respects learners' input about their learning; committed to giving learners opportunities to learn; takes responsibility for learners' growth and development; values collaborative efforts with families, colleagues, and other professionals	
Values each learner as unique AL-SU-ACTS-2015.2.l AL-SU-ACTS-2015.2.m AL-SU-ACTS-2015.2.n AL-SU-ACTS-2015.2.o		Sets high expectations for learners; respects learners' differences and experiences; makes learners feel valued	
Establishes environments that support learning AL-SU-ACTS-2015.3.a AL-SU-ACTS-2015.3.c AL-SU-ACTS-2015.3.d AL-SU-ACTS-2015.3.f AL-SU-ACTS-2015.3.g AL-SU-ACTS-2015.3.h AL-SU-ACTS-2015.3.n AL-SU-ACTS-2015.3.o AL-SU-ACTS-2015.3.p AL-SU-ACTS-2015.3.q AL-SU-ACTS-2015.3.r		Collaborates with teachers, learners, and other professionals to create a safe and positive learning environment; respectful communicator; listens and accepts feedback; responds to situations professionally; committed to supporting learners; has command of the classroom environment so that all learners have an opportunity to participate and learn; makes appropriate use of class time	

	Exceeds:	Meets:	Falls Below Expectations:
<p>Appreciative of multiple perspectives when working with content</p> <p>AL-SU-ACTS-2015.4.q AL-SU-ACTS-2015.4.r AL-SU-ACTS-2015.4.s</p>		<p>Recognizes personal bias; appreciates multiple perspectives; committed to working with all learners to learn content and related skills</p>	
<p>Values others' knowledge and different learning environments</p> <p>AL-SU-ACTS-2015.5.q AL-SU-ACTS-2015.5.r AL-SU-ACTS-2015.5.s</p>		<p>Values other content areas; values different learning environments that allow for learners to discover, explore, and create</p>	
<p>Proper use of assessments</p> <p>AL-SU-ACTS-2015.6.w</p>		<p>Committed to using assessments and other data for the purpose of learning about learners' strengths and areas of need in order to help them grow and develop; appropriately communicates assessment results to others in a timely manner</p>	

	Exceeds:	Meets:	Falls Below Expectations:
Plans for instruction AL-SU-ACTS-2015.7.p AL-SU-ACTS-2015.7.q AL-SU-ACTS-2015.7.r AL-SU-ACTS-2015.7.s		Collaborative planner; takes seriously the responsibility to create quality plans with appropriate resources and accurate material; values planning by investing the time and effort needed; well prepared; receives input and feedback from other professionals in order to incorporate feedback into planning	
Prepares and selects instructional strategies AL-SU-ACTS-2015.8.p AL-SU-ACTS-2015.8.q AL-SU-ACTS-2015.8.r AL-SU-ACTS-2015.8.s		Flexible while continually seeking to identify learners' strengths and needs; adapts instruction when responses, ideas, and needs are revealed by learners; seeks resources to assist learners in the learning process	
Growing in the profession and being ethical AL-SU-ACTS-2015.9.a AL-SU-ACTS-2015.9.b AL-SU-ACTS-2015.9.c AL-SU-ACTS-2015.9.d AL-SU-ACTS-2015.9.i AL-SU-ACTS-2015.9.m AL-SU-ACTS-2015.9.n		Views himself/herself as a learner; engages in ongoing professional development that is appropriate and meaningful; collaboratively and independently uses data to inform teaching and learning; actively seeks out professionals and resources to guide professional growth; continually addresses personal biases; makes changes as a result to feedback; ethical	

	Exceeds:	Meets:	Falls Below Expectations:
<p>Leadership and Collaboration</p> <p>AL-SU-ACTS-2015.10.a AL-SU-ACTS-2015.10.b AL-SU-ACTS-2015.10.c AL-SU-ACTS-2015.10.d AL-SU-ACTS-2015.10.e AL-SU-ACTS-2015.10.f AL-SU-ACTS-2015.10.g AL-SU-ACTS-2015.10.i AL-SU-ACTS-2015.10.j AL-SU-ACTS-2015.10.k AL-SU-ACTS-2015.10.p AL-SU-ACTS-2015.10.q AL-SU-ACTS-2015.10.r AL-SU-ACTS-2015.10.s AL-SU-ACTS-2015.10.t</p>		<p>Effective communicator; uses a wide range of communication strategies; professional role model; active participant in school functions; volunteers to assist and/or lead activities and meetings with colleagues; and advocate for learners and the teaching profession</p>	

CP 300 Teacher Intern Final Assessment Form

	ADVANCED: Evidence of this indicator's impact on student learning is evident and above and beyond that demonstrated by an experienced teacher. Candidate would be able to evaluate peers and help them in deficient areas related to this indicator. (4 pts)	TARGET: Evidence of this indicator's impact on student learning is evident and comparable to that of a first year teacher; reflects on how the indicator impacts instruction and student learning, indicator impacts the planning of strategic tasks to improve teaching and learning; utilizes feedback and self reflection to inform steady growth in the area (3 pts)	DEVELOPING: Evidence of this indicator's impact on student learning is present but could be improved; reflects on how the indicator impacts instruction and learners but does not always use knowledge to plan strategies and tasks to aid the learning process; listens to feedback but growth is minimal in the area (2 pts)	UNACCEPTABLE: No evidence of this indicator; does not reflect on how the indicator impacts instruction or learners; does not use feedback in the area to inform changes if needed. (1 pt)	COMMENTS:
PLANNING: short-term and long-term learning goals and objectives; focuses on developmentally appropriate practices	the candidate's instructional plans not only relate to learning objectives but go beyond the focused topics; developmentally appropriate practices that are explained in detail and are based on knowledge of learner development; candidate plans with other members of the grade-level/planning teams	the candidate's instructional plans clearly relate to learning objectives and are focused on specific topics; developmentally appropriate practices that are explained in detail and based on knowledge of learner development	the candidate's instructional plans are somewhat related to learning objectives but lose focus or are too broad; some developmentally appropriate practices are explained and superficially based on knowledge of learner development	the candidate's instructional plans do not include objectives and are not developmentally appropriate for the teaching assignments	
PLANNING: prior knowledge and skills of the learners	the candidate's selection and design of planned learning tasks are explained; appropriate use of specific learners' prior knowledge, skills and differences are considered and differentiation is evident; candidate is able to connect research and/or theory to practice when planning by citing the research and/or theory	the candidate's selection and design of planned learning tasks are explained; appropriate use of specific learners' prior knowledge, skills and differences are considered; candidate is able to connect research and/or theory to practice when planning	the candidate's selection and design of planned learning tasks are explained but very little consideration of prior knowledge and skills of learners is evident; candidates vaguely explain planned strategies in relation to theory/research about methods	the candidate's instructional plans do not address prior academic knowledge or skills of learners in any way	
PLANNING: recognizes differences, learning styles, and needs of individual learners	the candidate's instructional plans address the needs at an individual level or group level when appropriate; considers 504 plans, IEPs, recognized learner differences and learning styles; perseveres in seeking effective approaches and soliciting additional resources from the school and community	the candidate's instructional plans address the needs at an individual level or group level when appropriate; considers 504 plans, IEPs, recognized learner differences and learning styles	the candidate's instructional plans include characteristics of the class or a few individuals, but do not address strategies and planned support throughout the plans	the candidate's instructional plans do not recognize individual learners in any way	

PLANNING: accurate content; appropriate sequencing; appropriate and relevant resources	the candidate's selected objectives, planned learning tasks, and resources/materials not only are related to and build on each other, but are appropriately connected and sequenced to prior learning standards and/or objectives; candidate clearly explains in planning documents how they will guide learners to build connections and facilitate the construction of learners' own knowledge of the objectives/standards	the candidate's selected objectives, planned learning tasks, and resources/materials are related and build on each other, candidate clearly explains in planning documents how they will guide learners to build connections	the candidate's selected objectives, planned learning tasks, and resources/materials are not always related to each other, connections between lessons are not clear and concise and they don't always build on each other toward the focus	the candidate's instructional plans have significant inaccuracies in content and irrelevant resources	
PLANNING: regular assessments aligned with learning objectives	the candidate's selected or designed assessments are aligned with the learning objectives and learning tasks; the candidate provides assessments that are differentiated to address learner development	the candidate's selected or designed assessments are aligned with the learning objectives and learning tasks	the candidate's selected or designed assessments and/or assessment items are not always aligned with learning objectives	the candidate's instructional plans do not include assessments	
PLANNING: collaborates with learners, teachers, parents, and other professionals	the candidate takes a leadership role in ensuring all collaborative decisions, planning and reflection activities with colleagues and stakeholders are sought before considering collaborative decisions	the candidate's plans reflect a collaborative effort with learners, teachers, parents, and other professionals that informs a view of learners, their backgrounds, and needs	the candidate plans learning tasks with limited collaboration, may only collaborate with one group of individuals	the candidate does not collaborate or discuss instructional plans with anyone	
INSTRUCTION: engages learners, variety of strategies and tasks	the candidate routinely uses strategies that engages all learners in active learning and provides opportunities for the learner to initiate or develop their own activities to enhance their learning	the candidate engages learners in learning tasks that are meaningful, related to prior learning and connected to the learners' real world experiences in the community	the candidate has learners participating in learning tasks, but the connections being made between prior knowledge and new learning are vague and unrelated to learners' lives	the candidate does not have learners participate during instruction	
INSTRUCTION: models and uses multiple strategies	the candidate identifies, uses and models multiple strategies for the learners that allows the learners to demonstrate the skill and/or process relating to the lesson's stated objectives.	the candidate identifies, uses and models multiple strategies for learners	the candidate models and uses a very limited number of strategies for learners	the candidate does not model strategies	

INSTRUCTION: scaffolds, modifies instruction	the candidate monitors learners' progress during instruction, modifies instruction for both individuals and groups as needed and consistently uses high-quality and varied techniques that scaffold to the higher levels of research theories (DOK, Blooms, etc.)	the candidate monitors learners' progress during instruction, modifies instruction for both individuals and groups as needed and scaffolds instructional modifications	the candidate monitors the class' progress during instruction but uses a limited number of modifications for the class	the candidate does not monitor progress during instruction	
INSTRUCTION: learners reflect and think deeply, learners make connections, promotes conceptual understanding	the candidate designs instruction so that learners are engaged in tasks that have learners demonstrating mastery of their learning	the candidate engages learners in tasks that challenge them to reflect, leads to conceptual understanding and develops skills of inquiry and analysis; learners are guided in connecting previous learning and new learning	the candidate has learners participating in tasks that focus on facts and concepts; broad connections are made between previous learning and new learning	the candidate does not have learners think, but only record information	
INSTRUCTION: learners demonstrate learning in multiple ways, fosters interactions between learners that build upon one another	the candidate encourages learners to exhibit critical thinking and understanding through multiple representations that allow learners to show mastery through differentiate instruction	the candidate encourages learner responses that require a deeper level of thinking and analysis; the candidate facilitates learner interaction as they analyze, interpret and draw conclusions	the candidate asks basic knowledge level questions and evaluates responses as incorrect or correct; the candidate does a majority of the talking with limited learner interactions and/or responses	the candidate does not have learners interact or demonstrate learning	
INSTRUCTION: provides accurate, specific, targeted feedback to learners	the candidate not only provides specific and timely feedback that addresses the needs and strengths as they relate to aligned objectives, but provides the opportunity for the learner to direct his/her own learning by contributing goals	the candidate provides specific feedback that addresses needs and strengths as they relate to aligned objectives; feedback to learners provides strategies and/or connections to previous experiences to improve learning; feedback is given in a timely manner	the candidate provides general feedback that only addresses needs OR strengths as they relate to aligned objectives; limited individual and personalized feedback given and/or feedback is not given in a timely manner	the candidate does not provide feedback	
ASSESSMENTS: aligned with objectives and instruction	the candidate selects or designs differentiated assessments that align with actual instruction and communicated expectations and allow learners to show individual learning progression	the candidate selects or designs assessments that are aligned with actual instruction and communicated expectations	the candidate selects or designs assessments that are generic and although planned do not always align with what was taught or communicated to learners	the candidate does not use assessments aligned with objectives and instruction	

ASSESSMENTS: learners are engaged in the assessment process, makes appropriate accommodations	the design of the candidates' assessments communicates clear expectations, includes examples of model work, allows learners the opportunity to monitor and improve learning, allows for learners to demonstrate learning in multiple ways (i.e. assessment requirements in a 504 or IEP), requires the learners to self-evaluate and make plans for improvement	the design of the candidates' assessment communicates expectations, includes examples of model work, and allows for learners to demonstrate learning in multiple ways.	the design of the candidates' assessments does not allow learners the opportunity to demonstrate learning in multiple ways or to self-evaluate, there is little room for improvement toward meeting goals and limited guidance on how learners can improve	the candidate does not make appropriate accommodations for assessments	
ASSESSMENTS: uses multiple types of assessments	the candidate formatively assesses learners daily with a variety of assessments that allow learners to demonstrate their learning; selected assessments provide various types of evidence in order to monitor learners' progress toward meeting aligned objectives	the candidate continually assesses learners with a variety of formative and summative assessments, assessments are selected and designed to allow learners to demonstrate their learning in multiple and meaningful ways; selected assessments provide various types of evidence in order to monitor learners' progress toward meeting aligned objectives	the candidate uses a limited number of assessments, maybe just one or two, and does not allow learners to demonstrate their learning in multiple ways, selected assessments provide limited evidence about progress toward meeting aligned objectives	the candidate uses one type of assessment (i.e. only worksheets, only bell-ringers)	
ASSESSMENTS: assessments are analyzed for patterns in assessment data	the candidate uses evidence from assessments to identify areas of mastery and non-mastery of standards and/or objectives; the candidate analyzes specific evidence from various assessments to note both individual and group learning patterns	the candidate uses evidence from assessments to identify areas of achievement, struggles, understanding and misunderstanding, the candidate analyzes specific evidence from various assessments to note only individual	the candidate uses limited evidence from assessments, limited analysis of individual assessments and only focuses on what is correct or incorrect, the candidate does not recognize individual and group learning patterns	the candidate does not analyze assessments to inform instruction	
ASSESSMENTS: inform the design of strategic support, used to address individual and group needs	the candidate analyzes the assessment data and modifies instruction based on methods and research principles, informed actions are focused on providing relevant support to individuals and/or groups in order to meet individual instructional needs, address gaps in teaching and learning, and re-engage learners in revised tasks	the candidate analyzes the assessment data and modifies instruction based on learned methods that will providing relevant support to individuals and/or groups in order to meet individual instructional needs and re-engage learners in revised tasks	the candidate analyzes the assessment data and makes changes that are most obvious needs for the whole class (i.e. management, repeating parts of the same lesson, giving the same work, slowing down)	the candidate does not use assessments to inform instruction or address learners' needs	

LEARNING ENVIRONMENT: maintains high expectations, positive environment	the candidate provides a challenging learning environment; the candidate employs approaches that helps learners develop internal motivation; the candidate maintains a positive learning environment where there is good rapport and mutual respect among learners and between the candidate and learners	the candidate provides a challenging learning environment, the candidate maintains a positive learning environment where there is good rapport and mutual respect among learners and between the candidate and learners	the candidate shows respect for learners and maintains order in the learning environment	the candidate does not have high expectations and maintains a negative learning environment	
LEARNING ENVIRONMENT: fosters a culture of collaboration, safe and fair environment	the candidate provides opportunities for learners to direct their own learning and collaborative engagement; the candidate creates an atmosphere where learners feel as though they are able to express a different perspective and explore those perspectives	the candidate provides opportunities for learners to discuss and interact with one another; the candidate creates an atmosphere where learners feel as though they are able to express a different perspective as well as ask and answer questions	the candidate leads tasks with limited interactions between learners; learners are not encouraged or prompted to express different responses or ideas; learners view the learning environment as a way to control their behavior	the candidate leads tasks that provide no opportunity for learners to collaborate or feel open to asking/answering questions	
LEARNING ENVIRONMENT: manages transitions and time efficiently, prepares and maintains the environment	the candidate manages all transitions and class time efficiently, maximizing learning opportunities for all learners; the candidate takes full responsibility for preparing and maintaining the learning environment	the candidate manages all transitions and class time, but still requires the assistance of the classroom teacher; the candidate maximizes learning opportunities for all learners, the candidate takes the majority of the responsibility for preparing and maintaining the learning environment	the candidate struggles with managing transitions throughout the day, learning opportunities are not maximized; the candidate does not always prepare and maintain the environment for learning	the candidate does not manage class time or transitions	
LEARNING ENVIRONMENT: utilizes a variety of effective communication strategies, appropriate feedback, oral and written communication	the candidate utilizes a variety of effective oral and written communication strategies with learners, parents, and colleagues; the methods of communication are expressive with well-chosen, accurate, and clear vocabulary that enriches the experience for all	the candidate utilizes a variety of effective oral and written communication strategies with learners, parents, and colleagues	the candidate mainly uses one form of communication with learners, parents, and colleagues, the communication is not always effective	the candidate does not attempt to communicate with others	
LEARNING ENVIRONMENT: nurtures learners' intrinsic motivation	the candidate uses effective strategies to nurture learners' intrinsic motivation and actively seeks additional effective strategies, through the research, to continually motivate learners	the candidate uses effective strategies to nurture learners' intrinsic motivation	the candidate only uses tangible rewards to get learners motivated	the candidate does not nurture intrinsic motivation in learners	

<p>LEARNING ENVIRONMENT: recognizes and addresses personal biases, respects learners' differences, learns about learners and cultures</p>	<p>the candidate reflects on his/her own beliefs, addresses personal biases, and respects learners' differences; the candidate authentically seeks to learn more about individual cultures; the candidate engages learners in ways that will allow learners to incorporate their cultures into the learning environment.</p>	<p>the candidate reflects on his/her own beliefs, addresses personal biases, and respects learners' differences; the candidate authentically seeks to learn more about individual cultures</p>	<p>the candidate reflects on his/her own beliefs but does not address personal biases; the candidate respects learners' differences but does not seek to learn more about them</p>	<p>the candidate does not identify personal biases and does not respect learners' differences</p>	
<p>PROFESSIONALISM: maintains records related to self growth and performance, maintains records related to learners' growth and performance</p>	<p>the candidate establishes procedures for consistent evaluations of multiple and varied measures of learners progression; the candidate maintains and evaluates records related to professional growth and performance of self and learners'; the candidate reflects on evidence collected as measures of learners' understanding</p>	<p>the candidate maintains records related to professional growth and performance and those related to learners' growth and performance (i.e. journals, coaching sessions, formative assessments, copies of work samples, videos)</p>	<p>the candidate only completes and submits graded forms and documents; the candidate does not maintain records related to professional growth</p>	<p>the candidate has to be emailed and prompted to complete forms and documents, does not complete required forms</p>	
<p>PROFESSIONALISM: participates in the greater learning community</p>	<p>the candidate becomes a leader in the greater learning community by actively collaborating with other professionals to develop and lead professional development opportunities (i.e. grade level meetings, after school learning sessions, book studies, technology sessions, etc.)</p>	<p>the candidate becomes a member of the greater learning community by attending and participating in all meetings and professional development opportunities (i.e. grade level meetings, after school faculty meetings, book studies, CMT team meetings)</p>	<p>the candidate attends meetings and professional development sessions</p>	<p>the candidate seems to always have a reason for not being able to attend meetings or take advantage of professional learning opportunities, does not attend meetings</p>	

PROFESSIONALISM: self-evaluates, takes initiative to improve	the candidate continually reflects, self-identifies areas needing improvement, and takes the initiative to seek ways to improve (i.e. video analysis, asks for feedback from teachers, supervisor, learners, peers)	the candidate continually reflects and takes the initiative to seek ways to improve (i.e. video analysis, asks for feedback from teachers, supervisor, learners, peers)	the candidate reflects but only initiates change when provided with evidence and feedback that change is needed	the candidate does not reflect on practice or seek ways to improve as a teacher, is not motivated to become a teacher	
PROFESSIONALISM: listens , accepts constructive feedback, reflects, and changes as needed	the candidate listens, accepts feedback, reflects on the feedback, makes strategic plans to address areas where improvement may be needed and improvement is noted as being made in pedagogical and/or content practices	the candidate listens, accepts feedback, reflects on the feedback, and makes strategic plans to address areas where improvement may be needed	the candidate listens to feedback and reflects on the feedback but does not follow through with plans to address areas where improvement may be needed	the candidate does not listen or accept feedback, does not make improvements	
PROFESSIONALISM: participates in after school activities and other school functions	the candidate attends and participates in after school activities and other school functions (i.e. sporting events, parent meetings, club meetings, practices) and is actively engages in community affairs (meetings, neighborhood activities, community events, etc.)	the candidate attends and participates in after school activities and other school functions (i.e. sporting events, parent meetings, club meetings, practices)	the candidate rarely attends school activities and other school functions at the end of the school day/week	the candidate does not participate or attend any school functions	
PROFESSIONALISM: accepts responsibility for learners	the candidate accepts responsibility for learners, consistently communicates with appropriate stakeholders (learners, parents/guardians , colleagues, etc.) and understands the importance of being prepared and planning ahead	the candidate accepts responsibility for learners and understands the importance of being prepared and planning ahead	the candidate accepts responsibility for learners only when they are the teacher	the candidate does not accept responsibility for learners	