GUIDE FOR TEACHER INTERNS

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

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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. The Career Center 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 method. 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 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.

**Items Related to the Teacher Code of Ethics**

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. Interns should not interact with learners through social media.

**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. Interns are required to teach a minimum of five consecutive days but departmental requirements may require more. 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:

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

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. Lesson plans must provide evidence of meeting course standards and should take into account EDU 400/500 assignments. At a minimum, the following areas should be addressed when planning.

1) Objectives
2) Procedures
3) Materials
4) Assessment(s), and
5) Reflection

In addition, teacher interns are expected to plan and teach full days. All lesson plans developed for teaching should be presented to the classroom teacher and college supervisor, if applicable, in advance of teaching (as designated by the classroom teacher or college supervisor). Lesson plan and teaching 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:
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 may 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*, upon the recommendation of the classroom teacher and/or college supervisor, may 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
- School Culture
- School and Classroom Diversity
- Professional Dispositions
- Technology
- Ethics
- Family and Community Engagement
- English Language Learners
- Orientation to the Teaching Internship
- Teaching Profession
- Researched-based Teaching Practices
- School Resources
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

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 educlinicaloffice@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

A substitute teacher must be provided by the school should the assigned classroom teacher be absent. 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 evidence and practice, not potential. Even though the teacher intern may possess profound potential, evaluations and assessments must be based on actual performance and evidence 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, evidence, 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 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, edTPA, TEP Portfolio Checkpoint, etc.) required or assigned by the Office of Clinical Experiences and COE, they will receive an Incomplete in their Internship course(s) until the requirements are complete.

**Teacher Performance Assessment Completed During the Internship Semester**

A passing score on the edTPA and successful submission of Checkpoint 3 (TEP Portfolio) is required for program completion and graduation.
Phone Numbers

College of Education:
Office of Clinical Experiences  educlinicaloffice@ua.edu  348-5089
  Dr. Tammy C. Brown, Director, Office of Clinical Experiences  348-5089
  Melinda Alsobrook, Program Assistant & COST Assistant  348-5086
  Brittney Hyche, Office Associate Senior, OCE SLL Coordinator  348-5669
College of Education / Learning Management System Support and Technology
  Dr. James Hardin, SLL Coordinator (jhardin@ua.edu)  348-5168
  Brittney Hyche, OCE SLL Coordinator (blhyche@ua.edu)  348-5669
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. Emily Sims, Associate Dean & Certification Officer
  Lynn Heard, Registrar & Assistant Certification Officer
  Jacky Chapman, Certification Program Assistant
Department of Curriculum & Instruction  348-6058
  Dr. Miguel Mantero, 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

Hale County Board of Education: (334) 624-8836
Hale County High School         (205) 371-2514
Hale County Middle School         (205) 371-7000
Moundville Elementary         (205) 371-2679

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

Notes:
FORMS

APPENDIX
Completed by: CP # 100
Teacher Intern with Classroom Teacher on the first day of the placement

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. Type and proofread all documents and receive teacher approval before distributing to the learners and/or guardians.
17. Always dress appropriately and follow the faculty dress code.
18. Refrain from using cell phones and social media in school and do not interact with learners on social media.
19. 

Reviewed with ______________________ on ______________________

Teacher Intern ______________________

Classroom Teacher ______________________
TEACHER INTERN INFORMATION
(Beginning of Semester)

PLEASE PRINT

Name ____________________________________________ (__________)

Last    First    Middle    Name Usually Called

E-Mail Address: ____________________________________________

Local Street Address: ______________________________________

City ________________________ State __________ Zip __________

Contact Numbers: Local Phone (______) ________________________

Cell Phone (______) ________________________

Permanent Phone (______) ________________________

Permanent Street Address: __________________________________

City ________________________ State __________ Zip __________

In case of emergency, notify:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone #</th>
<th>Relationship</th>
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</table>
PERMISSION TO DISCLOSE CONFIDENTIAL INFORMATION

This form gives permission to the Director of Field Experiences and Clinical Practice, Associate Dean for Student Services, Department Head, University Liaison, University Supervisor, and the Classroom Teacher to discuss my student information (including progress, performance, issues/problems, and grades) with the following individuals, departments, and/or offices:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

PLEASE PRINT:

Teacher Intern ........................................ CWID

Signature ............................................. Date
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: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Forms are uploaded and attached in VIA and returned to the Office of Clinical Experiences within 48 hours of the conference.
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 ________________ Other College of Education faculty ________________

Or CMT Coordinator, if applicable ____________________________
A. Focus for Learning: Standards and Objectives/Targets

_____ plans align appropriately to state learning standards
_____ planned goals are measurable
_____ standards, objectives, goals and learning activities are consistently aligned with each other
_____ plans articulate targets appropriate for learners and consider developmental progressions relative to age and content-area

Comments:

B. Planned Materials and Resources

_____ plans indicate a variety of materials and resources
_____ plans cite materials and resources
_____ planned materials and resources align with all objectives/targets
_____ planned materials and resources make content relevant to learners
_____ materials and resources encourage individualization of learning

Comments:
C. Planned Assessment of Learning

_____ plans a variety of assessments
_____ plans for learners of varying abilities
_____ align with standards
_____ culturally relevant (FOK)
_____ promote learner growth

Comments:

D. Planned Differentiated Methods

_____ planned lesson makes meaningful and culturally relevant connections
_____ plan connects to learners’ prior knowledge
_____ plan connects to previous lessons
_____ plan connects to future learning
_____ plan connects to other subjects
_____ plan connects to real-world experiences
_____ plan to support learner development through differentiation of instruction
_____ plan organizes instruction

Comments:
E. Learning Targets and directions are accurate and coherent throughout the lesson

- displayed/communicated
- reviewed
- learner friendly
- knowledge or skill
- clear, concise
- logical

Comments:

E. Appropriately sequenced learning

- tasks in line with goals/objectives for the lesson

Comments:

F. Critical Thinking engages learners in contexts that problem solve, encourages conceptual connections, challenges assumptions

- probing questions
- scaffolds and supports
- encourages learners to use evidence with assertions
- encourages connections with learners' previous knowledge
- question/challenge peers
- models thinking and encourages learners

Comments:
G. Checks for understanding (whole class, group, and individually) during lessons using formative assessment

_____ ask questions
_____ requires active learner responses
_____ monitors _____ prompts
_____ frequent opportunities

Comments:

G. Differentiates through planned and responsive adjustments (whole class, group, and individually)

_____ modification of instruction
_____ based on learner needs
_____ implements changes during the lessons

Comments:

H. Discusses and uses a variety of developmentally appropriate technologies (digital tools and resources)

_____ relevant to learning targets
_____ engage learners that actively use digital tools to demonstrate knowledge or skills
_____ extends each learners' understanding of concepts

Comments:
I. Safe and respectful learning environment

_____ actively involves learners to create and manage
_____ establishes and promotes constructive relationships to equitably engage learners
_____ uses research-based strategies to maintain learners' attention (whole group and individual)

Comments:

J. Data-Guided Instruction

_____ uses data-informed decisions to set short and long term goals
_____ uses contemporary tools for keeping and analyzing data

Comments:

K. Feedback to Learners

_____ allows learners to recognize strengths
_____ allows learners to recognize areas for improvement
_____ understandable
_____ descriptive
_____ individualized
_____ timely
_____ guides learners how to monitor their own progress

Comments:
L. Assessment Techniques

_______ allow for evaluation and learning support
_______ developmentally appropriate
_______ formative and summative
_______ diagnostic
_______ varied

Comments:

M. Connections to Research and Theory

_______ discusses research/theory
_______ provides evidence of
_______ justifies connections
_______ uses research/theory to explain learners’ progress

Comments:

N. Participates in Professional Development

_______ professional development (minimum one)
_______ provides evidence of increased understanding of the teaching profession as a result of professional development participation
_______ reflects on own practice with evidence of application using knowledge from PD

Comments:
O. Demonstrates Effective Communication with Parents of Legal Guardians

______communicates within setsite policies and guidelines
______information promotes understanding/academic progress
______interactions improve understanding/encourage progress

Comments:

P. Demonstrates Punctuality

______on time or early for internship
______on time or early for all other teacher activities

Comments:

Q. Meets Deadlines and Obligations

______meets deadlines and obligations
______informs appropriate people of absences prior to when possible
______documents and communicates about absences
______provides detailed lesson plans for substitute/teacher without being reminded

Comments:
R. Preparation

_______prepared to teach daily with all materials
_______materials are accessible and organized
_______prepared for the unexpected
_______flexible

Comments:

S. Collaboration

_______collaborative relationships with the teacher and school community are evident
_______works with and learns from others when planning and implementing instruction to meet diverse needs of learners

Comments:

T. Advocacy to Meet the Needs of Learners or for Teaching Profession

_______recognizes and articulates specific areas in need of advocacy
_______needs of learners
_______needs of the teaching profession
_______takes action based upon identified needs, while following all protocols

Comments:
U. Responds Positively to Feedback and Constructive Criticism

- receptive to feedback responding professionally
- receptive to constructive criticism responding professionally
- receptive to supervision
- incorporates feedback to improve practice
- proactively seeks opportunities for feedback from other professionals

Comments:

Strengths:

Goals:

Next Steps:
“Look Fors”
For the VARI-EPP Candidate Preservice Assessment of Student Teaching Form (CPAST): Pedagogy and Dispositions

Content may not be shared without permission

Introduction: This document is a resource guide for supervisors, cooperating teachers, and student teachers to use in conjunction with the CPAST Form. It includes a suggested, non-exhaustive list of examples of qualities that may be useful in defining a student teacher’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a student teacher may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

- Supervisors and cooperating/mentor teachers should use their professional judgment and consider the context-specific factors of the learning environment when using this document and determining a consensus score for the student teacher.
- It is not expected that student teachers will demonstrate evidence/behaviors for all the suggested “Look Fors” in a row.
- The “Look Fors” may be useful to consult when developing goals at the midterm and final.
- The “Look Fors” are cumulative (i.e., sample behaviors listed under “Meets” should also be present for “Exceeds”).

Resources:
Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors
Education Development Center
edTPA “Understanding the Rubric Progressions”
InTASC Model Core Teaching Standards and Learning Progressions for Teachers
ISTE Essential Conditions Rubric
Marzano Teacher Evaluation Model by Washington State Criteria Rubric for Teacher Candidate During Clinical Experience
NASSP Recognizing Rigorous and Engaging Teaching and Learning
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</td>
<td>Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
  - Student learning objectives
  - Evidence of differentiation
  - Use of appropriate P-12 State Learning Standards
- Posted learning objectives/targets
- In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.

**Possible Evidence:**
- Student teachers’ plans: appropriately “connect content to standard” (Marzano, p. 27).
- “Goals are: specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning; aligned to content standards; appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content (transferable skills)” (Marzano, p. 36).
- “Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content” (Marzano, p. 36).
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>B. Materials and Resources</td>
<td>Uses a variety of <strong>materials and resources</strong> that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <strong>Encourage individualization of learning</strong></td>
<td>Uses a variety of <strong>materials and resources</strong> that 1. Align with <em>all</em> objectives/targets 2. Make content relevant to learners</td>
<td>Uses <strong>materials and resources</strong> that align with some of the objectives/targets</td>
<td>Materials and resources do not align with objectives/targets</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>• Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative lesson plans  o Evidence of differentiation in lesson plan • Instructional materials (e.g., resources, technology, manipulatives, handouts)  o Appropriate citations for resources</td>
<td><strong>Exceeds/Meets Expectations</strong></td>
<td>Emerging/Does Not Meet Expectations</td>
<td>“The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28).</td>
</tr>
<tr>
<td>Possible Evidence:</td>
<td>• “The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28).</td>
<td></td>
<td></td>
<td>“The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28).  • Student teacher relies on lecture with no supporting materials  • Does not allow for learner use of materials (all teacher demonstration)</td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
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<tr>
<td>C. Assessment of P-12 Learning</td>
<td>Plans a variety of <strong>assessments</strong> that 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners’ funds of knowledge 4. <strong>Promote learner growth</strong></td>
<td>Plans a variety of <strong>assessments</strong> that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <strong>Are culturally relevant and draw from learners’ funds of knowledge</strong></td>
<td>Planned <strong>assessments</strong> 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards</td>
<td>Planned <strong>assessments</strong> 1. Are not included OR 2. Do not align with the appropriate P-12 state learning standards</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
- Variety of formative and summative assessments (including the use of technological assessment tools and online systems)
- Posted learning objectives/targets
  - In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.

**Possible Evidence:**
- **Exceeds/Meets Expectations**
  - Student teacher is able to inform learners, and discuss learner progress, using formative data
  - Plans submitted include assessment/evaluation components
  - Assessments are clearly aligned to congruent standards
  - Assessment is included in the daily procedures
  - Student teacher uses a variety and balance of assessment techniques
  - Evidence of funds of knowledge include incorporation of students’ home language, family values and traditions, family occupations, attitudes toward caregiving, friends and family, etc. (EDC, p. 2)

- **Emerging/Does Not Meet Expectations**
  - Relies on learner self-grading/self-correcting
  - Plans include vague data collection techniques
  - Assessments are misaligned
  - Planned assessments are not aligned to procedures
  - Assessments are not developmentally appropriate or grade-level appropriate
  - Relies heavily on publisher generated tests
<table>
<thead>
<tr>
<th>Item</th>
<th><strong>Exceeds Expectations</strong> (3 points)</th>
<th><strong>Meets Expectations</strong> (2 points)</th>
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</tr>
</thead>
</table>
| **D. Differentiated Methods**  
*InTASC 2c  
CAEP R1.1* | Lessons make *meaningful* and relevant connections to  
1. Learners’ prior knowledge  
2. Previous lessons  
3. Future learning  
4. Other disciplines and real-world experiences  
AND **Differentiation of instruction** supports learner development  
AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners | Lessons make *clear and coherent* connections to  
1. Learners’ prior knowledge  
2. Previous lessons  
3. *Future learning*  
AND **Differentiation of instruction** supports learner development  
AND Organizes instruction to ensure content is comprehensible and relevant for learners | Lessons make an attempt to build on, but are not completely successful at connecting to  
1. Learners’ prior knowledge,  
2. Previous lessons, OR future learning  
AND **Differentiation of instruction** is *minimal*  
AND Organizes instruction to ensure content is comprehensible for learners | Lessons do *not* build on or connect to learners’ prior knowledge  
AND/OR Explanations given are *illogical or inaccurate* as to how the content connects to previous and future learning  
AND/OR **Differentiation of instruction** is absent |

**Sources of Evidence:**
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative lesson plans
  - Evidence of differentiation in planning and/instruction (activities, responsiveness to prior knowledge – including proactively preparing for possible misconceptions)
  - Description of connections between lessons

**Possible Evidence:**

**Exceeds/Meets Expectations**
- “[Student] teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5).
- “[Student] teacher frequently uses learners’ learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks” (BPS, p. 13).
- “[Student] teacher divides students into groups that support student learning and build on learners’ strengths” (BPS, p. 5).
- “The [student] teacher identifies and effectively employs interventions that meet the needs of specific subpopulations (e.g., ELL, special education, [gifted] and students who come from environments that offer little support for learning)” (Marzano, p. 24).

**Emerging/Does Not Meet Expectations**
- “[Student] teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated” (BPS, p. 5).
- “[Student] teacher inconsistently plans or delivers lessons or assessments designed to reach learners with diverse, learning styles, and needs” (BPS, p. 13).
- “The [student] teacher identifies interventions that meet the needs of specific subpopulations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions” (Marzano, p. 24).
### Instructional Delivery

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>
| **E. Learning Target and Directions**  
*InTASC 7c*  
*CAEP R1.3* | Articulates accurate and **coherent** learning targets  
AND Articulates accurate directions/explanations **throughout the lesson**  
AND Sequences learning experiences appropriately | Articulates an **accurate learning target**  
AND Articulates **accurate directions**/explanations  
AND Sequences learning experiences appropriately | Articulates an **inaccurate learning target**  
AND/OR Articulates **inaccurate directions**/explanations | Does not articulate the learning target  
OR Does not articulate directions/explanations |

### Sources of Evidence:
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Posted learning objectives/targets
- In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.

### Possible Evidence:

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/ Does Not Meet Expectations</th>
</tr>
</thead>
</table>
| **Exceeds Expectations:**  
- Learning targets are written in learner-friendly language (e.g., “I can” statements)  
**Meets Expectations:**  
- Begins lesson by stating target and/or goals  
- Targets are prominently and visibly posted in the classroom  
  - “Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment” (Marzano, p.1).  
- In a synchronous or asynchronous virtual learning environment, learning objectives/targets are displayed and reviewed during the lesson  
- Directions are concise, systematic, and logical  
  - Learners know what they should be doing in the classroom  
- Learning tasks align with targets |  
- Targets/goals are NOT prominently and visibly posted  
- Begins lesson without discussing targets or goals  
- Sequence of lesson is not logical  
- Directions to learners are confusing and include too much/too little information  
  - Learners seem confused or ask many questions to know what to do |
### Instructional Delivery

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</thead>
<tbody>
<tr>
<td>F. Critical Thinking</td>
<td><strong>Engages learners in critical thinking in local and/or global contexts</strong> that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions</td>
<td><strong>Engages learners in critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections</td>
<td><strong>Introduces AND/OR models critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections</td>
<td><strong>Does not introduce AND/OR model critical thinking</strong> that 1. Fosters problem solving 2. Encourages conceptual connections</td>
</tr>
</tbody>
</table>

### Sources of Evidence:
- Observation of teaching
  - Classroom discourse: students questioning each other and discussing the content
  - Higher-order questioning
  - In an asynchronous learning environment evidence of higher-order questions or problem solving may be present in materials for the lesson
  - In an asynchronous learning environment critical thinking may be evidenced through the use of multiple and conflicting perspectives in the lesson materials or virtual class discussion
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher

### Possible Evidence:

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student teacher:</strong></td>
<td><strong>The student teacher:</strong></td>
</tr>
<tr>
<td>• Asks questions which probe learner thinking</td>
<td>• Understands “how to generate goals that stretch student thinking” (Rubric for Teacher Candidate, p.11)</td>
</tr>
<tr>
<td>• Scaffolds and supports learners’ problem-solving</td>
<td>• “Knowledgeable of different types of questioning to generate...critical thinking and analysis” (Rubric for Teacher Candidate, p.11)</td>
</tr>
<tr>
<td>• Encourages learners to support assertions with evidence</td>
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<tr>
<td>• Encourages connections with learners’ previous knowledge and/or interdisciplinary connections</td>
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</tr>
<tr>
<td>• Allows learners to question/challenge peers’ ideas (edTPA, NASSP)</td>
<td></td>
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<tr>
<td>• “Models thinking activities and encourages students to share their own thinking” (Rubric for Teacher Candidate, p.11)</td>
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</table>
### Instructional Delivery

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</thead>
<tbody>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td>Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</td>
<td>Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)</td>
<td>Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion</td>
<td>Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners’ responses</td>
</tr>
</tbody>
</table>

#### Sources of Evidence:
- Observation of teaching
  - Frequent opportunities for student responses
  - Modification of instruction based on student needs
  - Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentiation
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- In an asynchronous virtual environment, candidate should explicitly note in lesson plans where instruction has been adjusted based on formative assessments. Evidence of adjusting instruction will be demonstrated over time. Explicit check points are evident within the lesson/activity and feedback is provided to appropriately direct the learner.

#### Possible Evidence:

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Student teacher:</strong></td>
<td><strong>Student teacher:</strong></td>
</tr>
<tr>
<td>- asks questions of learners</td>
<td>- Follows a written lesson plan without deviation, although student responses/interest may suggest a need to do so</td>
</tr>
<tr>
<td>- requires active learner responses through discussion, group work, asking questions, closely monitoring seat work</td>
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<tr>
<td>- attends to individuals, changes explanation, provides prompting or enrichment when appropriate</td>
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</tr>
<tr>
<td>- “organizes content into small chunks, has learners interact about each chunk of content, provides guidance as to which information is most important, asks inferential and elaborative questions, has students summarize content” (Marzano, p.4)</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Delivery

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</table>
| H. Digital Tools and Resources | Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners’ understanding of concepts | Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills | Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/targets of the lesson AND Technology is not available | One of the following:  
A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting  
OR  
B. Use of technologies is not relevant to the learning objectives/targets of the lesson  
OR  
C. Does not discuss technologies AND Technology is not available in the setting |

### Sources of Evidence:
- Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”)
- Pre/post observation conferences
  - Student teacher uses and discusses the some of the following digital tools: computers, websites, blogs, mobile devices, interactive whiteboards, online media, online study tools
- Cumulative lesson plans
- Conversations with and/or documentation from the mentor teacher
- In a synchronous or asynchronous virtual environment, an online LMS or class materials may be organized and shared with students
- Note: This row not only evaluates the candidate, but also addresses possible limitations within schools that would need to be communicated to the EPP to meet CAEP requirements (i.e., CAEP expects candidates to be able to “model and apply” technology in their teaching settings and it is problematic if a placement does not have it available. A score of ‘1’ makes that fact known.)

### Possible Evidence:

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</table>
| **Exceeds Expectations:** Student teacher uses digital tools in the following ways:  
• Extending: Learners are given independent assignments to use digital tools to continue exploring a topic (e.g., engage in a project using Education Minecraft) | **Meets Expectations:** Student teacher uses digital tools in the following ways:  
• Relevant: Directly support access to the objectives for the lesson(s)  
• Engaging: Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive | Student teacher:  
• Uses technology “on stage” with little student interaction (ISTE Essential Conditions Rubric)  
• “Uses technology for own productivity in relationship to teaching and learning” (ISTE Essential Conditions Rubric) |

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<tbody>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td>Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)</td>
<td>Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners’ attention (individual and whole group)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Classroom ground rules implemented by teacher
- In a synchronous or asynchronous learning environment, this indicator may be demonstrated by the candidate making routines explicit.
- In an asynchronous learning environment, evidence of constructive relationships may need to be addressed by the candidate in discussion with the supervisor.

**Possible Evidence:**

**Exceeds Expectations:**
- “The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. They employ strategies to build learner self-direction and ownership of learning” (INTASC).
- Can maintain the environment independent of the cooperating teacher’s involvement

**Meets Expectations:**
- “The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time” (INTASC).
- The [student] teacher:
  - uses technology to expand learner options in order to maintain and increase student engagement.
  - Learning environment considers learner developmental level

**Emerging:**
- Attempts to address the criteria in the “meets” level of performance (e.g., “is knowledgeable about the importance of managing transitions to protect essential learning time” and “understands the importance of appropriate pacing to effective teaching and learning” (Rubric for the Teacher Candidate, p. 16).

**Does Not Meet:**
- No attempt is made to address the criteria in the “Meets” level of performance
provides evidence for how they have used findings from research to maintain learners’ attention

<table>
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</thead>
<tbody>
<tr>
<td>J. Data-Guided Instruction</td>
<td>Uses data-informed decisions <em>(trends and patterns) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis</em></td>
<td>Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping</td>
<td>Uses minimal data to design instruction and assessment</td>
<td>Does not use data to design instruction and assessment</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Cumulative planning documents
- Formative and summative assessments (including the use of technological assessment tools or online systems)
- Records and analysis of data
- P-12 learner work samples
- Student growth measures
- Data from graphs, online gradebook, reflection
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds Expectations:**
- Data are communicated to students, other teachers, parents and/or administrators
- Student growth measures discussed
- Reminder: See glossary definition for contemporary tools
- Reflection on data-informed decisions and setting learner goals

**Meets Expectations:**
- Evidence of consistent reflection on data
- Discussions in data teams (Teacher Based Teams – TBTs)
- Reflections on the use of formative and/or summative assessments to impact student learning.

**Emerging/Does Not Meet Expectations:**
- Limited or no evidence of data collection and/or data usage/analysis
- Limited or no discussion/communication of data to stakeholders (student – to monitor own growth)
- Limited or no participating in TBTs
- Student growth measures are not discussed
## K. Feedback to Learners

### InTASC 6d

### CAEP R1.3

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td>Provides <strong>feedback</strong> that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <em>individualized</em> AND Provides timely <strong>feedback</strong>, <strong>guiding learners on how to use feedback to monitor their own progress</strong></td>
<td>Provides <strong>feedback</strong> that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides <strong>timely feedback</strong></td>
<td><strong>Provides minimal feedback</strong> that 1. Enables learners to recognize strengths OR areas for improvement OR <strong>Feedback</strong> is provided in a <em>somewhat</em> timely fashion</td>
<td><strong>Does not provide feedback</strong> OR <strong>Feedback does not enable learners to recognize strengths OR areas for improvement</strong> OR <strong>Feedback is not provided in a timely fashion</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Sources of Evidence:

- Observation of teaching
  - How student teacher gives feedback to learners (e.g., immediate, mini-conferences)
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher
- Formative and summative assessments (including the use of technological assessment tools or online systems)
- P-12 learner work samples
- Student growth measures
- Conversations with and/or documentation from the mentor teacher

### Possible Evidence:

#### Exceeds/Meets Expectations

- “[Student] teacher provides frequent assessment feedback that is specific and extends learner thinking” (BPS, p. 6).
- “[Student] teacher answers learners’ questions accurately and provides feedback that extends their thinking. (BPS, p. 4).
- Written feedback to learners is accurate and clearly understood
- “Evidence exists that feedback provided to students results in a positive change in learning” (Rubric for the Teacher Candidate, p. 8)

#### Emerging/Does Not Meet Expectations

- **Emerging:**
  - “[Student] teacher may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g., checkmarks, X’s, yes/no)
  - “[Student] teacher answers learners’ questions accurately, but does not provide feedback that furthers their learning” (BPS, p. 4). (e.g., “Good!” “Thank you.”)
- **Does Not Meet:**
  - Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback)
  - Student teacher does not respond to learners’ questions
<table>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied</td>
<td>Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative</td>
<td>Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative</td>
<td>Assessment techniques are 1. Developmentally inappropriate OR Not used</td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>- Observation of teaching  - Pre/post observation conferences  - Conversations with and/or documentation from the mentor teacher  - Cumulative planning documents  - Formative and summative assessments  - P-12 learner work samples</td>
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</tr>
<tr>
<td><strong>Possible Evidence:</strong></td>
<td>Exceeds Expectations:  - Consistently uses multiple assessment formats)  - Performs pre-assessments to determine previous knowledge (NOTE: may be conducted in collaboration with mentor teacher)</td>
<td>Meets Expectations:  - Incorporates a balance of publisher and teacher-made assessments  - Pre-submitted assessments were aligned to lesson content  - Assessments are referenced in daily procedures  - Student teacher can inform learners the “hows and whys” of formative assessment, and where the class is in the learning process</td>
<td>Emerging/Does Not Meet Expectations  - Relies heavily on publisher generated test banks and assessments  - Assessments are not aligned to what was taught  - Assessments are not appropriate for age and/or grade level  - Inadequate data collected to discern student growth</td>
<td></td>
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<tr>
<td>M. Connections to Research and Theory CAEP R1.1</td>
<td>Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners’ progress</td>
<td>Discusses and provides evidence of connections to educational research and/or theory</td>
<td>Mentions connections to educational research and/or theory</td>
<td>No connections OR inaccurate connections to educational research and/or theory</td>
</tr>
</tbody>
</table>

Sources of Evidence:
- Pre/post observation conferences
- Reflections (written or oral) on lessons
- Teaching journals
- Cumulative planning documents
- Appropriate citations for research and theory
- Student learning objectives (in written lesson plans)
- Connections between methodology and research/theory
- Note: The candidate is not expected to mention/discuss/justify connections to research and theory while teaching (i.e., they are not expected to make those concepts explicit to K-12 learners).

Possible Evidence:

<table>
<thead>
<tr>
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</table>
| **Exceeds Expectations:** The student teacher:  
  - makes multiple and specific references to theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction, etc.  
  - is able to go “in-depth” about the relationship between research/theory and their teaching (i.e., they are able to discuss applications and rationales in depth) |  
| **Meets Expectations:** The student teacher can:  
  - use theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction  
  - elaborate on their teaching/assessment practices referring to specific research-based strategies/methods (e.g., “When I was doing X in the classroom, it was based on Y’s research-based method.”) |  
| **Emerging:**  
  - Connections are grade/developmental level appropriate  
  - The student teacher:  
    - consistently refers to only one general connection, or they relay the same connection within multiple lessons  
    - is a “name dropper” of theorists and researchers, but cannot articulate how their teaching integrates concepts from research and theory |  
| **Does Not Meet:**  
  - Student teacher makes no attempt to draw connections to research and theory |
<table>
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<tbody>
<tr>
<td>N. Participates in Professional Development (PD) <em>InTASC 9b CAEP R1.4</em></td>
<td>Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</td>
<td>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD</td>
<td>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</td>
<td>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Certificates of attendance
- Materials from conference/meeting
- Feedback on learner work samples
- Post-conference written reflection/logs

*Examples of professional development activities may include: school/district workshops to address individual teacher growth and/or classroom practices and student development; self-assessment and analysis of student learning evidence; webinars; modules (e.g., OLAC, Iris), programs offered by college/university career services office, etc.*

**Possible Evidence:**

**Exceeds/Meets Expectations**

**Exceeds Expectations:**
- Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were implemented in practice

**Meets Expectations:**
- Articulates main idea/relevance from professional development. Describes how the knowledge acquired applies to their own practice

**Emerging/Does Not Meet Expectations**

**Emerging:**
- Student teacher is unable to articulate learning relevance of PD
- Professional development opportunity is not connected to field or grade band

**Does Not Meet:**
- Does not participate in PD
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<tbody>
<tr>
<td>O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d CAEP R1.4</td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</td>
<td>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</td>
<td>Does not provide evidence of communication with parents or legal guardians</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Introductory letters to parents and families at the beginning of the year
- Communication through school website or portal
- Communication notebook
- School Events and functions (e.g. Math Night, Science Fair, Pi Day, Band Performance)
- Conversations with and/or documentation from the mentor teacher
- Note: Not all school districts allow student teachers to communicate directly with parents. Acceptable evidence includes communications the student teacher drafts, but are sent by the cooperating teacher/mentor.

**Possible Evidence:**

### Exceeds/Meets Expectations

**Exceeds Expectations:**
- Uses face to face and written communication
- Ongoing in nature
- Connects communication to the learning of content and promotes connection to the curriculum

**Meets Expectations:**
- Invites two-way communication
- Balanced communication (positives and negatives presented)
- Timely response to parent/guardian initiated communication

### Emerging/Does Not Meet Expectations

- One-way (singular) informative communications
- Communications are principally negative in focus (i.e., only when problems arise)
- Allows cooperating teacher to take all initiative to communicate
- Relies more on written communication
- Completes only required communications (e.g., monthly newsletters, permission slips)
- Does not respond in a timely manner to parent/guardian inquiries
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<tbody>
<tr>
<td></td>
<td>• Suggests content/opportunities for communication to cooperating teacher</td>
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</tbody>
</table>

### Professional Commitment and Behaviors

<table>
<thead>
<tr>
<th>P. Demonstrates Punctuality</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emerging</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 9a CAEP R1.4</td>
<td>Reports on time <em>or early</em> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- School placement sign-in sheet (in office)
- Student teacher time log
- Email/correspondence to stakeholders
- School video
- Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.)
- Conversations with and/or documentation from the mentor teacher
- Note: “Reports on time” includes daily attendance. If a candidate has excessive absences, it is at the discretion of the supervisor or the program policy if the candidate has met expectations for this row.

**Possible Evidence:**

**Exceeds/Meets Expectations**
- Consistent school and student teacher time logs
- Timely communication with stakeholders
- Timely and orderly submission of documents

**Emerging/Does Not Meet Expectations**
- Gaps in sign-in data, or lacking confirmation
- Fails to communicate with stakeholders
- Fails to complete or submit documents
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>
| Q. Meets Deadlines and Obligations  
InTASC 9o  
CAEP R1.4 | Meets deadlines and obligations established by the cooperating teacher and/or supervisor  
AND  
Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  
AND  
Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders | Meets deadlines and obligations established by the cooperating teacher and/or supervisor  
AND  
Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  
AND  
Provides clear and complete directions and lessons for substitutes/cooperating teacher | Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor  
AND  
Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  
AND  
Provides incomplete directions and lessons for substitutes/cooperating teacher | Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor  
AND/OR  
Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  
AND/OR  
Does not provide directions and lessons for substitutes/cooperating teacher |

**Sources of Evidence:**
- Lesson plans
- Substitute file
- Assignments/materials provided to cooperating teacher when requested
- Calls, emails, text messages to inform of absence
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

<table>
<thead>
<tr>
<th>Exceeds/Meets Expectations</th>
<th>Emerging/Does Not Meet Expectations</th>
</tr>
</thead>
</table>
| **Exceeds Expectations:** | • No or inadequate plans provided (e.g., plans tell sub to have students read)  
| • Evidence of preparation in place for unpredicted absence days (e.g., a sub folder ready for unexpected absences)  
| **Meets Expectations:** | • Deadlines not met (grades turned in late, no notification of absences)  
| • Teacher call log  
| • Signs in at school front desk daily  
| • Teacher candidate submits weekly plans to cooperating teacher by deadline  
<p>| • Follows university and district policy about absence notice (at minimum the district policy) | • Notification of absence occurs at last minute, after school day starts, or at an untimely time |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sub plans include detailed explanations about dates/assignments</td>
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<td></td>
</tr>
</tbody>
</table>

### Professional Commitment and Behaviors

#### R. Preparation

*IntASC 3d CAEP R1.1*

<table>
<thead>
<tr>
<th>Preparing to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</th>
<th>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</th>
<th>Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</th>
<th>Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND Materials are easily accessible AND organized</td>
<td>Prepared for the unexpected and flexible</td>
<td>AND/OR Materials are easily accessible OR organized</td>
<td>AND/OR Materials are not organized NOR easily accessible</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**

- Lesson plans
- Manipulatives
- Handouts
- Resources
- Observations of teaching
- Substitute file
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds/Meets Expectations**

- Has a “Plan B” – additional activities are prepared and ready if lesson ends early
- Materials are easily accessible
- Agenda/advanced organizer on the board
- Classroom is organized and orderly
- Materials are prepared and easily located

**Emerging/Does Not Meet Expectations**

- Student teacher searches for materials
- Limited directions posted for teacher/learners (advanced organizers)
- Classroom is disorganized and chaotic
- Excess time during class where learners are not engaged in productive, academic tasks
- If resources/materials are not available or not functioning, teacher is unable to describe or proceed
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All materials distributed/shown to students are free from spelling and/or grammatical errors</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging (1 point)</td>
<td>Does Not Meet Expectations (0 points)</td>
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<tr>
<td>S. Collaboration</td>
<td>Demonstrates <strong>collaborative</strong> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <strong>Works with</strong> and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</td>
<td>Demonstrates <strong>collaborative</strong> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <strong>Attempts to work with and learn from colleagues in planning and implementing instruction</strong></td>
<td><strong>Demonstrates collaborative</strong> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</td>
<td><strong>Does not demonstrate collaborative</strong> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Observed behavior
  - Interactions observed between teacher candidate and cooperating teacher
- Reports of behavior from other teachers and/or principals
- Conversations during post-observation and three-way conferences
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds/Meets Expectations**

**Exceeds Expectations:**
The student teacher:
- plans for collaborations
- can describe ways they have partnered with others
- can articulate how and what they have learned from others

**Meets Expectations:**
The student teacher:
- is able to name specific individuals with whom they have collaborated
- exemplifies behaviors of a “strong school citizen”
- can appropriately describe the roles of other professionals

**Emerging/ Does Not Meet Expectations**

**Emerging:**
The student teacher responds to requests for collaborations (i.e., collaborations initiated by others)

**Does not meet:**
The student teacher:
- makes no effort to connect with other professionals
- exhibits passive behaviors, e.g., does not follow through with establishing relationships
- displays evidence of disrespect, e.g.:
  - Rolling of eyes
  - Disregarding cooperating teacher feedback
  - Complaining
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Relationships</strong></td>
<td>Recognizes and articulates specific areas in need of advocacy, including the Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) <strong>AND</strong> Takes action(s) based upon identified needs, while following district protocols</td>
<td>Recognizes areas in need of advocacy, but cannot articulate the Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td>Does not recognize areas in need of advocacy, including the Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</td>
<td></td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong></td>
<td>Advocating for and advancing students’ best interests regarding: - Academic needs - Emotional needs (e.g. mental health) - Cultural needs - Physical needs (e.g. glasses, coats, lunch) - Social needs (e.g. skill deficits, bullying) - Adequate Resources (e.g. technology) - Equitable opportunities</td>
<td>Advocating for the profession by: - Attending professional development (e.g. support for teacher’s use of technology) - Documentation of sources - Respectful use of social media - Appropriate use of technology - Social justice</td>
<td>Advocating for and advancing students’ best interests regarding: - Academic needs - Emotional needs (e.g. mental health) - Cultural needs - Physical needs (e.g. glasses, coats, lunch) - Social needs (e.g. skill deficits, bullying) - Adequate Resources (e.g. technology) - Equitable opportunities</td>
<td>Advocating for the profession by: - Attending professional development (e.g. support for teacher’s use of technology) - Documentation of sources - Respectful use of social media - Appropriate use of technology - Social justice</td>
</tr>
<tr>
<td><strong>Possible Evidence:</strong></td>
<td><strong>Exceeds/Meets Expectations</strong></td>
<td><strong>Emerging/ Does Not Meet Expectations</strong></td>
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<td></td>
</tr>
<tr>
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<td>Collects information related to perceived areas of need (i.e., reading news articles/research studies to support actions for the area of need, referencing the applicable laws)</td>
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</tbody>
</table>

**Critical Thinking and Reflective Practice**

**U. Responds Positively to Feedback and Constructive Criticism**

*InTASC 9n*  
*CAEP R1.4*

<table>
<thead>
<tr>
<th>Item</th>
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<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>
|      | Is receptive to **feedback**, **constructive criticism**, supervision, and responds professionally  
**AND**  
Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice  
**AND**  
Proactively seeks opportunities for **feedback** from other professionals | Is receptive to **feedback**, **constructive criticism**, supervision, and responds professionally  
**AND**  
Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice | Is receptive to **feedback**, **constructive criticism**, and supervision  
**AND/OR**  
**Incorporates feedback** inconsistently | Is not receptive to **feedback**, **constructive criticism**, and supervision  
**AND/OR**  
Does not incorporate **feedback** |

**Sources of Evidence:**

- Observation of teaching
- Pre/post observation conferences
- Conversations with and/or documentation from the mentor teacher

**Possible Evidence:**

**Exceeds/Meets Expectations**

<table>
<thead>
<tr>
<th>Exceeds Expectations:</th>
<th>Meets Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Seeks opportunities for feedback from others  
Incorporates feedback in a timely manner (next opportunity) without reminders. |  
Welcoming of, and grateful for, feedback offered by others |

**Emerging/ Does Not Meet Expectations**

<table>
<thead>
<tr>
<th>Emerging:</th>
<th>Does not Meet:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
May immediately incorporate feedback, but reverts to prior behavior/practice  
Lacks timeliness (**incorporates feedback** inconsistently) |  
Student teacher demonstrates negative attitudes, resistance, and/or defensiveness toward feedback |
<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• No effort is made to incorporate feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Look Fors developed by:**

- The Ohio State University: Bendixen-Noe, M., Brownstein, E., Day, K., Kaplan, C., and Warner, C.
- Bowling Green State University: Gallagher, D.
- University of Toledo: Stewart, V.
- University of Akron: Jewell, W.
- Ohio University: C. Patterson
- Cleveland State University: Price, A., Crell, A.
- Wilmington College: Hendricks, M
- Wright State University: Kahrig, T.
- Kent State University: Arhar, J., Turner, S.
- Wittenberg University: Brannan, S., Whitlock, T.
- University of Dayton: Bowman, C.

*We thank the supervisors at Cedarville University, Malone University, University of Dayton, and University of Mount Union, for their feedback to improve the “Look Fors.”*
### Pedagogy Evaluation

- **Goals**

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Alignment</th>
<th>Dispositions</th>
<th>Professional Commitment and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for Instruction and Assessment</td>
<td>InTASC 7a, CAEP R1.3</td>
<td>N. Participates in Professional Development</td>
<td>InTASC 9b, CAEP R1.4</td>
</tr>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td>InTASC 7b, CAEP R1.3</td>
<td>O. Demonstrates Effective Communication with Parents or Legal Guardians</td>
<td>InTASC 10d, CAEP R1.4</td>
</tr>
<tr>
<td>B. Materials and Resources</td>
<td>InTASC 6b, CAEP R1.3</td>
<td>P. Demonstrates Punctuality</td>
<td>InTASC 9o, CAEP R1.4</td>
</tr>
<tr>
<td>C. Assessment of P-12 Learning</td>
<td>InTASC 2c, CAEP R1.1</td>
<td>Q. Meets Deadlines and Obligations</td>
<td>InTASC 9o, CAEP R1.4</td>
</tr>
<tr>
<td>D. Differentiated Methods</td>
<td>CAEP R1.1</td>
<td>R. Preparation</td>
<td>InTASC 3d, CAEP R1.1</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Instructional Delivery</th>
<th>Professional Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Learning Target and Directions</td>
<td>S. Collaboration</td>
</tr>
<tr>
<td>F. Critical Thinking</td>
<td>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</td>
</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td>Critical Thinking and Reflective Practice</td>
</tr>
<tr>
<td>H. Digital Tools and Resources</td>
<td>U. Responds Positively to Constructive Criticism</td>
</tr>
<tr>
<td>I. Safe and Respectful Learning Environment</td>
<td>InTASC 9n, CAEP R1.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Analysis of Teaching</th>
<th>Connections to Research and Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Data-Guided Instruction</td>
<td>InTASC 6l, CAEP R1.3</td>
<td>CAEP R1.1</td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td>InTASC 6d, CAEP R1.3</td>
<td></td>
</tr>
<tr>
<td>L. Assessment Techniques</td>
<td>InTASC 7d, CAEP R1.3</td>
<td></td>
</tr>
</tbody>
</table>
Rubric and assignments may not be shared without permission

**Pedagogy Evaluation**

Student Teacher: ________________________________________

University Supervisor: ________________________________________

Cooperating Teacher/s: ________________________________________

Semester: ________________ Date: __________________________

**Directions** – The form will be used twice during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

1) Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)

2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

1) Goals are set for the remainder of the student teaching experience

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

1) Suggestions and comments are made to assist in the transition to teaching role

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the “Glossary” and the “Look For” document.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
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<th>Row Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Focus for Learning: Standards and Objectives/Targets</strong>&lt;sup&gt;1&lt;/sup&gt; inTASC 7b CAEP R1.3</td>
<td>Plans align to appropriate P-12 state learning standards&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Goals are measurable&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Standards, objectives/targets, and learning tasks are consistently aligned with each other&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Articulates objectives/targets that are appropriate for learners and attend to developmental progressions relative to age and content-area</td>
<td>Plans align to appropriate P-12 state learning standards&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Goals are measurable&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Standards, objectives/targets, and learning tasks are consistently aligned with each other&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Articulates objectives/targets that are appropriate for learners&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Articulates objectives/targets that are appropriate for learners</td>
<td>Plans align to appropriate P-12 state learning standards&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Goals are measurable&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Standards, objectives/targets, and learning tasks are consistently aligned with each other&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Articulates objectives/targets that are appropriate for learners&lt;br&gt;&lt;br&gt;AND&lt;br&gt;&lt;br&gt;Articulates some objectives/targets that are appropriate for learners</td>
<td>Plans do not align to the appropriate P-12 state learning standards&lt;br&gt;&lt;br&gt;AND/OR&lt;br&gt;&lt;br&gt;Goals are absent or not measurable&lt;br&gt;&lt;br&gt;AND/OR&lt;br&gt;&lt;br&gt;Standards, objectives/targets, and learning tasks are not aligned with each other&lt;br&gt;&lt;br&gt;AND/OR&lt;br&gt;&lt;br&gt;Does not articulate objectives/targets that are appropriate for learners</td>
<td>____</td>
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</tbody>
</table>

| **B. Materials and Resources** inTASC 7b CAEP R1.3 | Uses a variety of materials and resources that<br>1. Align with all objectives/targets<br>2. Make content relevant to learners<br>3. Encourage individualization of learning | Uses a variety of materials and resources that<br>1. Align with all objectives/targets<br>2. Make content relevant to learners | Uses materials and resources that align with some of the objectives/targets | Materials and resources do not align with objectives/targets | ____ |

---

<sup>1</sup> CAEP R1.3
<table>
<thead>
<tr>
<th>C. Assessment of P-12 Learning&lt;br&gt;InTASC 6b&lt;br&gt;CAEP R1.3</th>
<th>Plans a variety of assessments that&lt;br&gt;1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)&lt;br&gt;2. Align with the appropriate P-12 state learning standards&lt;br&gt;3. Are culturally relevant and draw from learners’ funds of knowledge&lt;br&gt;4. Promote learner growth</th>
<th>Plans a variety of assessments that&lt;br&gt;1. Provide opportunities for learners to illustrate competence (whole class)&lt;br&gt;2. Align with the appropriate P-12 state learning standards&lt;br&gt;3. Are culturally relevant and draw from learners’ funds of knowledge</th>
<th>Planned assessments&lt;br&gt;1. Provide opportunities for some learners to illustrate competence (whole class)&lt;br&gt;2. Align with the appropriate P-12 state learning standards&lt;br&gt;3. Are culturally relevant and draw from learners’ funds of knowledge</th>
<th>Planned assessments&lt;br&gt;1. Are not included&lt;br&gt;OR&lt;br&gt;2. Do not align with the appropriate P-12 state learning standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Differentiate d Methods&lt;br&gt;InTASC 2c&lt;br&gt;CAEP R1.1</td>
<td>Lessons make meaningful and culturally relevant connections to&lt;br&gt;1. Learners’ prior knowledge&lt;br&gt;2. Previous lessons&lt;br&gt;3. Future learning&lt;br&gt;4. Other disciplines and real-world experiences&lt;br&gt;AND Differentiation of instruction supports learner development&lt;br&gt;AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</td>
<td>Lessons make clear and coherent connections to&lt;br&gt;1. Learners’ prior knowledge&lt;br&gt;2. Previous lessons&lt;br&gt;3. Future learning&lt;br&gt;AND Differentiation of instruction supports learner development&lt;br&gt;AND Organizes instruction to ensure content is comprehensible and relevant for learners</td>
<td>Lessons make an attempt to build on, but are not completely successful at connecting to&lt;br&gt;1. Learners’ prior knowledge, 2. Previous lessons, OR future learning&lt;br&gt;AND Differentiation of instruction is minimal&lt;br&gt;AND Organizes instruction to ensure content is comprehensible for learners</td>
<td>Lessons do not build on or connect to learners’ prior knowledge&lt;br&gt;AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning&lt;br&gt;AND/OR Differentiation of instruction is absent</td>
</tr>
<tr>
<td>E. Learning Target and Directions&lt;br&gt;InTASC 7c&lt;br&gt;CAEP R1.3</td>
<td>Articulates accurate and coherent learning targets&lt;br&gt;AND Articulates accurate directions/explanations throughout the lesson&lt;br&gt;AND Sequences learning experiences appropriately</td>
<td>Articulates an accurate learning target&lt;br&gt;AND Articulates accurate directions/explanations&lt;br&gt;AND Sequences learning experiences appropriately</td>
<td>Articulates an inaccurate learning target&lt;br&gt;AND/OR Articulates inaccurate directions/explanations</td>
<td>Does not articulate the learning target&lt;br&gt;OR Does not articulate directions/explanations</td>
</tr>
<tr>
<td>F. Critical Thinking&lt;br&gt;InTASC 5d&lt;br&gt;CAEP R1.2</td>
<td>Engages learners in critical thinking in local and/or global contexts that&lt;br&gt;1. Fosters problem solving&lt;br&gt;2. Encourages conceptual connections&lt;br&gt;3. Challenges assumptions</td>
<td>Engages learners in critical thinking that&lt;br&gt;1. Fosters problem solving&lt;br&gt;2. Encourages conceptual connections</td>
<td>Introduces AND/OR models critical thinking that&lt;br&gt;1. Fosters problem solving&lt;br&gt;2. Encourages conceptual connections</td>
<td>Does not introduce AND/OR model critical thinking that&lt;br&gt;1. Fosters problem solving&lt;br&gt;2. Encourages conceptual connections</td>
</tr>
<tr>
<td>G. Checking for Understanding and</td>
<td>Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment</td>
<td>Checks for understanding (whole class/group) during lessons using formative assessment</td>
<td>Inconsistently checks for understanding during lessons using formative assessment</td>
<td>Does not check for understanding during lessons using formative assessment OR</td>
</tr>
<tr>
<td><strong>Adjusting Instruction through Formative Assessment</strong>&lt;br&gt;<strong>InTASC 8b CAEP R1.3</strong></td>
<td><strong>AND</strong> Differentiates through <em>planned and responsive adjustments</em> (whole class/group and individual learners)</td>
<td><strong>AND</strong> Differentiates through <em>adjustments</em> to instruction (whole class/group)</td>
<td><strong>AND</strong> Adjusts instruction accordingly, but <em>adjustments may cause additional confusion</em></td>
<td><strong>Does not make any <em>adjustments</em> based on learners’ responses</strong></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>H. Digital Tools and Resources</strong>&lt;br&gt;<strong>InTASC 5i CAEP R1.2</strong></td>
<td>Discusses <strong>AND uses a variety of developmentally appropriate technologies</strong> (digital tools and resources) that&lt;br&gt;1. Are relevant to learning objectives/targets of the lesson&lt;br&gt;2. Engage learners in the demonstration of knowledge or skills&lt;br&gt;3. Extend learners’ understanding of concepts</td>
<td>Discusses <strong>AND uses developmentally appropriate technologies</strong> (digital tools and resources) that&lt;br&gt;1. Are relevant to learning objectives/targets of the lesson&lt;br&gt;2. Engage learners in the demonstration of knowledge or skills</td>
<td>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/targets of the lesson&lt;br&gt;<strong>AND</strong> Technology is not available</td>
<td>One of the following:&lt;br&gt;A. <em>Does not use technologies</em> (digital tools and resources) to engage learners&lt;br&gt;<strong>AND</strong> Technology is available in the setting&lt;br&gt;OR&lt;br&gt;B. Use of <em>technologies is not relevant</em> to the learning objectives/targets of the lesson&lt;br&gt;OR&lt;br&gt;C. <em>Does not discuss technologies</em>&lt;br&gt;<strong>AND</strong> Technology is not available in the setting</td>
</tr>
<tr>
<td><strong>I. Safe and Respectful Learning Environment</strong>&lt;br&gt;<strong>InTASC 3d CAEP R1.1</strong></td>
<td>Actively involves learners to create and manage a <em>safe and respectful learning environment</em> through the use of routines and transitions&lt;br&gt;<strong>AND</strong> Establishes and promotes constructive relationships to equitably engage learners&lt;br&gt;<strong>AND</strong> Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td><strong>Manages a safe and respectful learning environment</strong> through the use of routines and transitions&lt;br&gt;<strong>AND</strong> Establishes and promotes constructive relationships to equitably engage learners&lt;br&gt;<strong>AND</strong> Uses research-based strategies to maintain learners’ attention (individual and whole group)</td>
<td><strong>Attempts to manage a safe learning environment</strong> through the use of routines and transitions&lt;br&gt;<strong>AND/OR</strong> Attempts to establish constructive relationships to engage learners&lt;br&gt;<strong>AND/OR</strong> Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)</td>
<td><strong>Does not manage a safe learning environment</strong>&lt;br&gt;<strong>OR</strong> Does not establish constructive relationships to engage learners&lt;br&gt;<strong>OR</strong> Does not use constructive strategies to maintain learners’ attention (individual and whole group)</td>
</tr>
<tr>
<td><strong>J. Data-Guided Instruction</strong>&lt;br&gt;<strong>InTASC 6i CAEP R1.3</strong></td>
<td>Uses <em>data-informed decisions</em> (trends and patterns) to set short and long term goals for future instruction and assessment&lt;br&gt;<strong>AND</strong> Uses <em>contemporary tools</em> for learner data record-keeping and <em>analysis</em></td>
<td>Uses <em>data-informed decisions</em> to design instruction and assessment&lt;br&gt;<strong>AND</strong> Uses <em>contemporary tools</em> for learner data record-keeping</td>
<td>Uses <em>minimal data</em> to design instruction and assessment</td>
<td><strong>Does not use <em>data</em> to design instruction and assessment</strong></td>
</tr>
<tr>
<td><strong>K. Feedback to Learners</strong>&lt;br&gt;<strong>InTASC 6d</strong></td>
<td>Provides <em>feedback</em> that</td>
<td>Provides <em>feedback</em> that</td>
<td>Provides <em>minimal feedback</em> that</td>
<td><strong>Does not provide feedback</strong></td>
</tr>
</tbody>
</table>

**Assessment**
### Professional Dispositions Evaluation

**What are dispositions?** The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.)

**What else should a teacher candidate know?** It is the student teacher’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

**REMEMBER:** Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Row Score</th>
</tr>
</thead>
</table>
| **N. Participates in Professional Development (PD)**  
InTASC 9b  
CAEP R1.4 | Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)  
AND Provides evidence of an increased understanding of the teaching profession as a result of the PD | Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)  
AND Provides evidence of an increased understanding of the teaching profession as a result of the PD | Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) | Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference) | ____ |

### Analysis of Teaching

| **L. Assessment Techniques**  
InTASC 7d  
CAEP R1.3 | Evaluates and supports learning through assessment techniques that are  
1. Developmentally appropriate  
2. Formative AND summative  
3. Diagnostic  
4. Varied | Evaluates and supports learning through assessment techniques that are  
1. Developmentally appropriate  
2. Formative AND summative | Assessment techniques are  
1. Developmentally appropriate  
2. Formative OR summative | Assessment techniques are  
1. Developmentally inappropriate  
OR  
Not used | ____ |

| **M. Connections to Research and Theory**  
CAEP R1.1 | Discusses, provides evidence of, and justifies connections to educational research and/or theory  
AND Uses research and/or theory to explain their P-12 learners’ progress | Discusses and provides evidence of connections to educational research and/or theory | Mentions connections to educational research and/or theory | No connections OR inaccurate connections to educational research and/or theory | ____ |
<table>
<thead>
<tr>
<th>O. Demonstrates Effective Communication with Parents or Legal Guardians</th>
<th>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</th>
<th>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</th>
<th>Does not provide evidence of communication with parents or legal guardians</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Demonstrates Punctuality</td>
<td>Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)</td>
<td>Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</td>
</tr>
<tr>
<td>Q. Meets Deadlines and Obligations</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders</td>
<td>Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher</td>
<td>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides incomplete directions and lessons for substitutes/cooperating teacher</td>
</tr>
</tbody>
</table>
### R. Preparation

**inTASC 3d**  
**CAEP R1.1**  

| Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible | Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized | Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible OR organized | Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible |

### Professional Relationships

**S. Collaboration**  
**inTASC 10b**  
**CAEP R1.4**  

| Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction | Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) |

**T. Advocacy to Meet the Needs of Learners or for the Teaching Profession**  
**inTASC 10j**  
**CAEP R1.4**  

| Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND Takes action(s) based upon identified needs, while following district protocols | Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) | Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) | Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) |

### Critical Thinking and Reflective Practice

**U. Responds Positively to Feedback and Constructive Criticism**  

| Is receptive to feedback, constructive criticism, supervision, and responds professionally AND | Is receptive to feedback, constructive criticism, supervision, and responds professionally AND | Is receptive to feedback, constructive criticism, supervision AND/OR | Is not receptive to feedback, constructive criticism, supervision AND/OR |

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Substitutes/Cooperating Teacher
Goals for Improvement: Pedagogy and Dispositions
Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

<table>
<thead>
<tr>
<th>Connection to 3-way form</th>
<th>Goal (must have a minimum of one goal) with Details</th>
<th>Action Plan: Next Steps to help Candidate achieve goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals</td>
<td>Candidate will: I will focus on providing specific (not general) feedback to individuals and to groups-with a focus on task and process. I will focus on “quick and quiet” feedback. Supervisor will: I will prepare feedback ahead of time using data. Cooperating Teacher will: I will pay attention to feedback during observations.</td>
</tr>
</tbody>
</table>

1.  

2.  

Comments

Glossary of Terms
- **Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.
- **Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.
Assessment: “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”  
Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.
Cooperating Teachers: (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.
Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”
Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”)
Data-informed decisions: “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”
Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).
Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.
Diagnostic Assessment: (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”
Differentiation of Instruction: “To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”
Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.
Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction
Feedback: “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”
Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”
Fosters: To promote the growth or development of, encourage.
Funds of Knowledge: “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”
Goals: See definition for “Measurable Goals.”
Learner: Any P12 student in the student teacher’s classroom.
Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.
“Look For” Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.
Measurable Goals: “Provides information for describing, assessing, and evaluating student achievement.”
Mentor Teachers: See definition for “Cooperating Teachers.”
Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.
Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.
Program Coordinator: Faculty or staff member from a college or university who coordinates/oversees the administrative components of a teacher licensure program.
Research: “The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”
Student Teacher: (Also known as “intern” or “candidate”) An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.
Student Teaching: (Also known as “clinical practice”) A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

2 http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf
3 http://www.clin.org/esar/dddm.cfm#A
6 Carol Ann Tomlinson http://wwwERICdigests.org/2001-2/elementary.html
11 https://www.csun.edu/science/courses/555/pact/glossary.html
Summative Assessment: “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”

Targets: See definition for ‘Objectives/Targets.’

Technologies: See definition for ‘Digital Tools.’

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes the student teacher’s performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation and is responsible for recording the consensus scores using this form.

Form developed by:


Effective Learning Environments Observation Tool (eleot®)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>City</th>
<th>State or Province</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in</td>
<td>Time Out</td>
<td>Check ALL that apply: Lesson Begin</td>
<td>Lesson Middle</td>
<td>Lesson End</td>
</tr>
</tbody>
</table>

Student-focused Observations

<table>
<thead>
<tr>
<th>A. Equitable Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners engage in differentiated learning opportunities and/or activities that meet their needs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners have equal access to classroom discussions, activities, resources, technology, and support</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners are treated in a fair, clear and consistent manner</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. High Expectations Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners strive to meet or are able to anticipate the high expectations established by themselves and/or the teacher</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners engage in activities and learning that are challenging but attainable</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners demonstrate and/or are able to describe high quality work</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Learners take responsibility for and are self-directed in their learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Supportive Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners take risks in learning (without fear of negative feedback)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners demonstrate a congenial and supportive relationship with their teacher</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Active Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners make connections from content to real-life experiences</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners are actively engaged in the learning activities</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Progress Monitoring and Feedback Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners demonstrate and/or verbalize understanding of the lesson/content</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners understand and/or are able to explain how their work is assessed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Well-Managed Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners speak and interact respectfully with teacher(s) and each other</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners transition smoothly and efficiently from one activity to another</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Learners use class time purposefully with minimal wasted time or disruptions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Digital Learning Environment:</th>
<th>Very Evident</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Learners use digital tools/technology to communicate and/or work collaboratively for learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTES:**

- Key Indicators of Effective Learning Environments
**Definitions:**

<table>
<thead>
<tr>
<th>Consistent (2pts)</th>
<th>Inconsistent (1 pt)</th>
<th>No Evidence (0 pts)</th>
</tr>
</thead>
</table>

**Planning**

<table>
<thead>
<tr>
<th>Learning Standards and Objectives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Align with appropriate P-12 state learning standards</td>
<td></td>
</tr>
<tr>
<td>Measurable goals</td>
<td></td>
</tr>
<tr>
<td>Align with learning tasks</td>
<td></td>
</tr>
<tr>
<td>Appropriate for learners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials and Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety</td>
<td></td>
</tr>
<tr>
<td>Align with objectives</td>
<td></td>
</tr>
<tr>
<td>Make content relevant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety</td>
<td></td>
</tr>
<tr>
<td>Align with appropriate P-12 standards</td>
<td></td>
</tr>
<tr>
<td>Learners given opportunities to illustrate competence</td>
<td></td>
</tr>
<tr>
<td>Culturally relevant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Methods:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and coherent connections to prior knowledge</td>
<td></td>
</tr>
<tr>
<td>Clear and coherent connections to previous lessons</td>
<td></td>
</tr>
<tr>
<td>Clear and coherent connections to future learning</td>
<td></td>
</tr>
<tr>
<td>Differentiation of instruction to support learners</td>
<td></td>
</tr>
<tr>
<td>Organized instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction Delivery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target and Directions:</td>
<td></td>
</tr>
<tr>
<td>Communicates accurate</td>
<td></td>
</tr>
<tr>
<td>learning target(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Communicates accurate directions and explanations</td>
<td></td>
</tr>
<tr>
<td>Appropriate sequencing of learning experiences</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Engages learners in critical thinking to solve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages conceptual connections</td>
<td></td>
<td></td>
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</tbody>
</table>

**Using Formative Assessment:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Checks for understanding during lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusts instruction</td>
<td></td>
<td></td>
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</tbody>
</table>

**Digital Tools and Resources:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Discusses and uses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant to objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage learners in the demonstration of knowledge or skills</td>
<td></td>
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</tbody>
</table>

**Learning Environment:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Uses routines and transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages learners equitably</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains learners’ attention (individually and whole group)</td>
<td></td>
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</tbody>
</table>

**Assessment Data Guided Instruction:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Uses to design instruction and assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary tools of learner data record-keeping</td>
<td></td>
<td></td>
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</tbody>
</table>

**Feedback to Learners:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Enables learners to recognize strengths or areas for improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is descriptive</td>
<td></td>
<td></td>
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<tr>
<td>Timely</td>
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</table>

**Assessment Techniques:**
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<table>
<thead>
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<tbody>
<tr>
<td>Used to evaluate and support learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmentally appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative and Summative</td>
<td></td>
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</tbody>
</table>

**Connects Practice to Research and Theory:**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Discusses connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides evidence of connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively Communicates with Guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates Punctuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Deadlines and Obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate for Meeting Learners’ Needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**
Receptive
Responds Professionally
Uses to Improve
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Professional Training Workshop (8 am - 5 pm) Tuscaloosa River Market</td>
</tr>
<tr>
<td>January 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring 2023 Interns’ First Day in Schools</td>
</tr>
<tr>
<td>January 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>edTPA Seminar for Spring 2023 Interns (8:30 am to 3:30 pm)</td>
</tr>
<tr>
<td>January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>edTPA workshop on UA campus (8:30 am to 3:30 pm)</td>
</tr>
<tr>
<td>January 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>The following are due as an attachment in Via: Acknowledgment, CP 100, CP 150, CP 101, CP 102</td>
</tr>
<tr>
<td>February 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>edTPA workshop on UA campus (8:30 am to 3:30 pm)</td>
</tr>
<tr>
<td>February 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Career Center initial Zoom session</td>
</tr>
<tr>
<td>February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>edTPA workshop on UA campus (8:30 am to 3:30 pm)</td>
</tr>
<tr>
<td>February 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Career Center approved resumes due to the Office of Clinical Experiences by 4 pm to <a href="mailto:educlinicaloffice@ua.edu">educlinicaloffice@ua.edu</a></td>
</tr>
<tr>
<td>March 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Education Interview Day - Bryant Conference Center (attendance is mandatory for all Spring 2023 Interns)</td>
</tr>
<tr>
<td>March 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>End of First Placement (only for interns with two placements - all paperwork submitted and approved)</td>
</tr>
<tr>
<td>March 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Beginning of Second Placement (only for interns with two placements)</td>
</tr>
<tr>
<td>March 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>edTPA Final Submission Date (submit by 11:59 pm)</td>
</tr>
<tr>
<td>March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>State Dyslexia Training - MAP, elementary, special education collaboration, and early childhood special education</td>
</tr>
<tr>
<td>April 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Honors Day</td>
</tr>
<tr>
<td>Date to be announced</td>
<td>Senior Celebration (12:00 - 2:00) and Final Internship Meeting (2:30 – 3:00) (interns will report to campus for the Senior Celebration and Final Internship Meeting)</td>
</tr>
<tr>
<td>April 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring 2023 Interns’ Last Day in Schools</td>
</tr>
<tr>
<td>May 1&lt;sup&gt;st&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Internship Make-Up Days (all absences are to be made up) UA Final Exams</td>
</tr>
<tr>
<td>May 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>UA Commencement</td>
</tr>
<tr>
<td>May 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Grades Due</td>
</tr>
<tr>
<td>May 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diploma Address &amp; Diploma Name Change Deadline</td>
</tr>
<tr>
<td>June 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diploma Ship Day</td>
</tr>
</tbody>
</table>

**INTERNERSHIP ATTENDANCE (70 days)**

<table>
<thead>
<tr>
<th>January – 14 days</th>
<th>March – 18 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>February – 19 days</td>
<td>April – 19 days</td>
</tr>
</tbody>
</table>

Interns are to follow the school system calendar for their placement site. This includes, but is not limited to, professional development days, school holidays, and closings for inclement weather.

Interns will be excused from their placements for the whole day to attend scheduled internship events (such as Education Interview Day, edTPA seminar and workshops, Honors Day - if invited, Senior Celebration and End of Semester meeting, etc.) Interns are to attend professional development days with the classroom teacher.
Internship Acknowledgment Form

I hereby acknowledge I attended the Internship Workshop and received access to Fall 2022 internship documents including but not limited to the Internship Guidebook, Internship Calendar, and assessment documents. I also understand in order to receive the grade(s) earned for an internship section(s), I must successfully complete all internship requirements, pass the EDU 400/500 section, and Teacher Education Program Portfolio (Checkpoint 3).

I acknowledge a passing score on the edTPA and successful submission of Checkpoint 3 (TEP Portfolio) are required for program completion and graduation.

In addition, I acknowledge and understand that all absences must be made up for the internship semester. Lastly, I understand that if I am asked to be removed from the assigned internship placement, completion of the internship semester may be delayed, or I may not be allowed to continue toward being recommended for certification.

___________________________________  _________________________________
Signature                                                             Print Name

__________________________________
Date

Intern: This form should be read, signed, and submitted to OCE staff at the end of the day.