School of Education

ED 495/595
TEACHER INTERNSHIP HANDBOOK

A Guide for
Internship Teacher Candidates
Cooperating Teachers
University Supervisors
School Administrators

Published by
The Office of Clinical Experiences
(256) 782-5854
School of Education
Mission Statement

The School of Education prepares students in a learning-centered environment for professional engagement through advanced and innovative teaching, scholarship, and service.

Clinical Experiences
Mission Statement

The Office of Clinical Experiences collaborates with P-12 schools within our service area and among university faculty in the School of Education to engage teacher candidates in quality, comprehensive, and sequential clinical experiences in early childhood education, elementary education, special education, secondary education, health and physical education, music, family and consumer sciences, and business marketing education.
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INTRODUCTION

Internship is one of the most challenging and rewarding experiences for Jacksonville State University’s teacher education program students. It is the culmination of years of study and practice in one’s preparation to become a teacher. The knowledge and skills that teacher candidates gain during internship serve as the basis for the lifelong learning that defines a professional educator.

The Jacksonville State University School of Education Teacher Internship Handbook provides guidance for everyone involved in the internship experience: teacher candidates, cooperating teachers, university supervisors, and school administration. From general requirements and professional expectations for teacher candidates to the specific requirements for university supervisors, cooperating teachers, and teacher candidates, most questions about the teacher internship semester are answered within these pages.

Of course, internship would be impossible without the generosity of spirit extended by the broader education community. Thank you to all of our partner school districts that embrace the shared task of preparing each new generation of teachers. Without the collaboration and support of our public schools, Jacksonville State University could not provide the real-world experience so critical to teacher education. Your willingness to contribute your expertise and guidance to those who want to follow in your footsteps is a gift.

Best regards,

Brandy Russell
Assistant Director, Office of Clinical Experiences
School of Education
Jacksonville State University
DATE OF SYLLABUS:  Spring 2017

COURSE NUMBER, TITLE, AND CREDIT:
ED 495/595 Internship in Education - 6 credit hours

COURSE DESCRIPTION:
Teacher candidates in this course are required to complete a full semester in a supervised clinical experience.

TEXT:
JSU Teacher Internship Handbook
LiveText Software with Field Experience Module (FEM)

DISABILITY ACCOMMODATIONS STATEMENT:
Any individual who qualifies for reasonable accommodations under The Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 should contact the instructor immediately. University policy does not discriminate on the basis of disability.

RATIONALE:
To become an effective creative decision maker and reflective leader for 21st century learning, pre-service education students need varying opportunities to acquire in-depth, experiential knowledge about the content, audience, medium, tools, practices, and processes involved in the teaching-learning endeavor.

COURSE OBJECTIVES:
Upon successful completion of this course, the candidate shall demonstrate proficiency or above on all evaluation rubrics, which incorporate standards and indicators from the Alabama Core Teaching Standards, InTASC, and JSU School of Education Conceptual Framework (CF).

290-3-3-.03 Alabama Core Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). Effective 07-01-2016.

Standard 1. Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1 a-j; CF 2.2, 2.3, 2.7, 2.8; 2.9, 2.10)

Standard 2. Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2 a-d, f-h, j, l-o); CF 4.1, 4.2, 4.7)

Standard 3. Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3 a-r; CF 4.3, 4.4, 4.5, 4.6, 4.8)

Standard 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4 a-r; CF 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)
Standard 5. Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5 a-j, l-s; CF 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)

Standard 6. Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making. (InTASC 6 a-e, g-l, m-s, u-v; CF 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9)

Standard 7. Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7 a-o; CF 2.2, 2.3, 2.4, 2.6, 2.10, 2.12)

Standard 8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8 a-l, n-s; CF 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12)

Standard 9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. (InTASC 9 a-o; CF 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7)

Standard 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10 a-k, m-t; CF 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

COURSE OUTLINE:
Refer to the JSU Teacher Internship Handbook.

COURSE REQUIREMENTS:
Pre-requisites for this course include the completion of all general studies, professional studies, content field studies, required testing, and the approval of the assigned academic advisor. Co-requisite for this course is ED 496/596 - 3 credit hours.

ATTENDANCE POLICY:
Teacher candidates must attend the assigned classroom(s) in their area of certification every day of the week for the full internship semester.

ACADEMIC HONESTY POLICY:
Teacher candidates must follow the JSU School of Education's Honesty Policy, which includes cheating and plagiarism.

EVALUATION:
Each candidate will be evaluated by a Cooperating Teacher and a University Supervisor. They will assess teacher candidates using rubrics designed to measure candidates’ performance, ability, and understanding of content area. Candidates must meet all required objectives (Learning Outcomes) at a proficient level.
Calendar of Events
Spring 2017—Internship Calendar
ED 495/595

Tuesday, January 3rd  
Mandatory Internship Orientation at JSU  
(Location: Ayers Hall Room 12—times are outlined in placement letters.)

Wednesday, January 4th  
Calhoun County School System (CCSS) Interns ONLY  
*Mandatory Orientation  
9:00 a.m. at Calhoun County Board of Education/Central Office  
(located downstairs in the Central Office)

Thursday, January 5th  
ALL INTERNS—Mandatory edTPA Sessions  
(Your departments will tell you times/locations at orientation on January 3rd)  
(Music Interns: TBA on date and time)

Friday, January 6th  
SECONDARY INTERNS ONLY—Mandatory edTPA Sessions  
(Your departments will tell you times/locations at orientation on January 3rd)

Monday, January 9th  
First day for interns in MOST schools (follow start date in individual placement letters.)

February 7th & 9th  
EPP Testing Sessions offered (applicable to interns who have not completed the CLA+ or previous C-BASE assessment) Locations: Rooms 209/310  
(You will register in January after I email you the Google Doc)

Monday, March 13th  
Mid-semester placement change for select majors

Tuesday, April 11th  
Internship Reflection Meetings *9:00-10:00, 10:30-11:30, 2:00-3:00 p.m.

Wednesday, April 12th  
Internship Reflection Meetings *9:00-10:00, 10:30-11:30, 2:00-3:00 p.m.  
(Location: RWB 309) (You will register in January after I email you the Google Doc)

Wednesday, April 12th  
Internship Reception/PDK Induction Ceremony following  
(Location: Houston Cole Library Reception: 4:30-6:30, PDK: 7pm)

Thursday, April 13th  
Education Reverse Career Fair—Info to come on location, 8:00 a.m.-4:00 p.m.)

Friday, April 14th  
Last official day for interns in MOST schools (follow end date in individual placement letters.)

Friday, April 28th  
Spring 2017 Graduation Ceremonies
SECTION I: THE TEACHING INTERNSHIP

The Internship Experience

Teaching internship is one of the most important experiences for Jacksonville State University School of Education teacher candidates. It is generally regarded as the culminating activity of one’s preparation to become a teacher. At JSU, the teaching internship is a full-semester, full-time assignment. Undergraduate and alternative certification (Alt. A Certification) candidates must file an application with the Office of Clinical Experiences during the academic semester prior to the actual internship semester. Typically, application meetings for the spring semester are conducted during the month of September with internship checkout appointments following in October; application meetings for the fall semester are conducted during the month of February with internship checkout appointments following in March. The time, date, and place of the internship application meetings are announced at the beginning of each semester and posted on the JSU Clinical Experience Webpage.

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

Teacher candidates will observe the same policies and expectations as their cooperating classroom teachers. The classroom teacher should provide clear directions and closely monitor the teacher candidate’s behavior to prevent any misunderstandings from occurring.

A successful experience in the internship depends largely on the teacher candidate’s ability to adapt to a new situation and to develop good working relationships with the classroom teacher, university supervisor, and professional peers. The principal and faculty of the school will expect behavior appropriate for a professional, and, to a large extent, the attitude and behavior of the teacher candidate 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, implementing available technology, having handouts ready and on hand, and arranging the classroom so that the teacher candidate can make eye contact with all students. A teacher candidate should be certain that 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.

In addition, the following suggestions are given to help teacher candidates be successful:

The teacher candidate will

- abide by the teaching internship requirements and policies described in the Teacher Internship Handbook and the syllabus.
- recognize that he/she is a guest in the school to which they are assigned.
- become familiar with and abide by all policies and regulations of the school to which they are assigned.
- always be punctual and dependable.
- plan for all activities for which s/he is responsible and have the plans approved by the classroom teacher prior to implementation.
• 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.)
• establish and maintain effective professional working relationships.
• handle confidential information in a professional manner.
• attend school activities as required of classroom teachers.
• attend seminars organized by the classroom teachers, university supervisors, university liaisons, and/or the Office of Clinical Experiences.
<table>
<thead>
<tr>
<th>PERSONAL QUALITIES/SKILLS</th>
<th>PROFESSIONAL QUALITIES</th>
<th>INSTRUCTIONAL SKILLS</th>
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<tbody>
<tr>
<td>Exhibits initiative</td>
<td>Exhibits ethical and professional qualities</td>
<td>Assesses students’ needs</td>
</tr>
<tr>
<td>Maintains good attendance</td>
<td>Exhibits commitment to teaching profession</td>
<td>Uses appropriate diagnostic and evaluative instruments</td>
</tr>
<tr>
<td>Demonstrates reliability</td>
<td>Seeks to improve teaching skills</td>
<td>Attempts to meet students’ needs</td>
</tr>
<tr>
<td>Exhibits punctuality</td>
<td></td>
<td>Demonstrates respect for students</td>
</tr>
<tr>
<td>Exhibits a cooperative spirit toward supervision</td>
<td>CLASSROOM MANAGEMENT</td>
<td>Prepares effective lesson plans</td>
</tr>
<tr>
<td>Is appropriately dressed and groomed</td>
<td>Maintains satisfactory physical environment</td>
<td>Prepares effective unit plans</td>
</tr>
<tr>
<td>Demonstrates physical stamina for demands of teacher</td>
<td>Demonstrates proper use and care of equipment and supplies</td>
<td>Utilizes long-range plans</td>
</tr>
<tr>
<td>Cooperates with faculty and peers</td>
<td>Handles classroom routine efficiently</td>
<td>Meets planning deadlines</td>
</tr>
<tr>
<td>Uses good judgment</td>
<td>Uses adequate classroom discipline</td>
<td>Uses teaching time efficiently</td>
</tr>
<tr>
<td></td>
<td>Perceives health problems</td>
<td>Demonstrates knowledge of subject matter</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>Is aware of students’ social interaction</td>
<td>Uses a variety of resources</td>
</tr>
<tr>
<td>Uses standard English</td>
<td>Maintains balance in student/teacher talk</td>
<td>Uses academic technology effectively</td>
</tr>
<tr>
<td>Uses standard written English</td>
<td></td>
<td>Uses learning theories appropriate to age and development of students</td>
</tr>
<tr>
<td>Maintains proper voice quality</td>
<td></td>
<td>Stimulates critical thinking</td>
</tr>
<tr>
<td></td>
<td>Listens to students</td>
<td>Provides for individual differences</td>
</tr>
<tr>
<td>Uses appropriate facial expressions/gestures</td>
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All teacher candidates completing requirements for Class B certification must meet the following criteria before internship:

- clear background check conducted for the ALSDE
- eligibility to the Teacher Education Program
- completion of all coursework in the teaching field (major) or written approval by the intern’s department head
- minimum of 2.75 overall GPA on all courses earned, all Professional Education courses, Teaching Field courses, and JSU only courses
- a minimum grade of “C” is required in all Teaching Field and Professional Studies courses
- passing score required on all parts of the Alabama Educator Certification Assessment Program (AECAP); and
- Alabama’s minimum passing score requirement on all required Praxis II exams for certification area(s)

All teacher interns completing the requirements for the Alternative Fifth-Year Program receiving Class A certification must meet the following criteria before internship:

- unconditional admission to the graduate school
- completion of all undergraduate deficiencies with a grade of “C” or better or passing scores on appropriate Praxis II tests to cancel undergraduate deficiencies
- minimum of 3.0 graduate GPA in teaching field and a minimum 3.0 in education courses
- minimum of 3.0 GPA on ALL work attempted
- completion of all courses in the intern’s teaching field (major) or written approval by the intern’s department head
- completion of all methods courses and appropriate professional coursework with a grade of “C” or better
- clear background check conducted for the ALSDE
- eligibility to the Teacher Education Program
- passing score required on all parts of the Alabama Educator Certification Assessment Program (AECAP); and
- Alabama’s minimum passing score requirement on all required Praxis II exams in certification area(s)
SECTION II:  FAQs, Expectations, Responsibilities, and Policies

Teacher Candidates are responsible for adhering to all policies and responsibilities specified below and located within the JSU Internship Handbook.

Internship FAQs

How long does student teaching take place?
The Alabama State Department of Education (ALSDE) requires that the internship be full time in the schools for a full semester in the teaching field(s) for which certification is sought. Teacher candidates will intern for approximately fifteen weeks (a full semester), five days per week, following the schedule of the cooperating teacher. All days that are missed for acceptable reasons must be made up at the end of the semester. In the event that make-up days cannot be completed before grades must be recorded, the candidate will receive a grade of Incomplete. If the required make-up days can be completed before the end of the placement school’s semester, the candidate may be allowed to graduate at the next opportunity. If there is not time in the placement school’s semester to complete the required make-up days, the candidate may be required to repeat the internship experience in its entirety.

JSU internship experience may include in-service days, teacher work days, institute days, etc., which may include the opening and closing of a school year. We at JSU feel that this is the culminating experience of your education program, and we hope that it will be an affirming and growing experience as well. Teacher candidates will work with cooperating teachers on organization of class activities, meeting with parents, and just settling in with new students. Teacher candidates will also follow the calendar of the school system in which they are placed as opposed to the JSU academic calendar during their internship semester. (Candidates who have received prior approval and are enrolled in a JSU class other than ED 495/595 and ED 496/596 must follow the JSU academic calendar for the purposes of that class, and there should be no conflicts in schedules.)

When do I take comprehensive exams?
Only graduate candidates take comprehensive exams, which are administered through your department. Check with your department for dates of the exam.

What happens if withdrawal becomes necessary?
In the event that circumstances force you to withdraw from internship, all parties involved must be notified immediately. This includes the Assistant Director of Clinical Experiences, the JSU supervisor, cooperating teacher, and the principal at the host school. You will be responsible for following proper procedures with the Registrar’s office for withdrawing from the internship course.

Can one be removed from the internship?
Yes. As a JSU teacher candidate, you are a representative of the School of Education. As such, you are expected to follow not only JSU’s guidelines, but also those of the school where you are placed. Any candidate may be removed at any time from internship at the request of the cooperating teacher, JSU supervisor, Assistant Director of Clinical Experiences, principal of the school, or the superintendent of the school system. Failure to complete the internship because of a removal from the program will result in a failure to pass.

Can one be dismissed from the School of Education?
Yes. The Disciplinary Action Committee (DAC) is a standing committee within the School of Education to whom allegations of academic or professional misconduct are directed. Alleged violations of the College Standards are reviewed by the DAC. The DAC is responsible for determining the validity of any
allegation of academic or professional misconduct that would warrant the dismissal from the School of Education. In addition to its judicial purpose, the DAC serves to strengthen the ethical orientation of those in the School of Education.

**How does one apply for certification?**
During the formal internship, instructions for completing the application for Alabama certification online will be distributed at the mandatory Internship Orientation. You are responsible for submitting all information required by the Alabama State Department of Education (ALSDE) with your application(s) for Alabama certification. Completed certification application(s) and the required fee will be turned in to Ms. Kelly Murray, Coordinator of Teacher Service Center, by the specified deadline. Upon successful completion of the pre-service internship and graduation, your certification application will be mailed to the ALSDE. Once applications have been mailed, it may take several weeks before the actual certificate will be mailed from ALSDE. In the event that certification in another state is desired, guidelines and application procedures from that particular state must be followed. For a Georgia application for certification, please visit the Georgia Professional Standards Commission site and download their form to be submitted to Ms. Kelly Murray in the TSC after completing it: [www.gapsc.com](http://www.gapsc.com).

Additionally, upon successful completion of your particular program, a Letter of Completion will be mailed by the TSC to you at the address specified. One copy is provided upon successful graduation. Making multiple copies of the one letter provided will be your responsibility. The Teacher Service Center does not send out letters to any Board of Education regarding Highly Qualified status.

**Who will evaluate me during my pre-service internship and how many times will there be evaluations?**
Teacher Candidates will be evaluated by cooperating teachers and/or JSU supervisors at least three times using the Clinical Experiences Observation Instruments.

The CT and the US will each (individually) use the CEOI appropriate for your academic program to evaluate your instruction at each of the 3 formal evaluations. An additional evaluation may be completed if deemed necessary.

Most visits will be scheduled; however, pop-in visits/evaluations are possible. At no time should a university supervisor find a teacher candidate disengaged from instruction or classroom activities. Your supervisor will also look at your notebook at each formal observation to determine that you have included everything that is required in a timely manner. Your US will inform you what needs to be in your internship notebook.

**When can I expect to be evaluated?**
You may expect to be evaluated over the course of the pre-service teaching experience by both the supervisor and cooperating teacher. We encourage the supervisor and cooperating teacher to observe the same lesson at the same time. There should be a fairly reasonable and equal space of time (as much as is possible) between observations in order to allow for growth and practice of areas that need to show improvement. Your University Supervisor and Cooperaing Teacher may give you further details on when they plan to evaluate you during the semester. You will not be evaluated on any teaching associated with your edTPA portfolio.
What do I have to do in order to successfully “pass” or meet requirements for the internship?
You must meet all requirements set forth in this handbook and for all work submitted/evaluated in ED 496/596. In the event that you do not successfully complete the work, you may earn an “Incomplete” or an “F” depending on individual circumstance. Pass/Fail will be determined in consultation with the Cooperating Teacher, University Supervisor, ED 496/596 Instructor, Department Head, and Assistant Director of Clinical Experiences.
**PROFESSIONAL EXPECTATIONS**

To maintain and enhance the reputation of Jacksonville State University for producing exceedingly competent teachers, the following list of *professional expectations* has been developed for all teacher candidates participating in internship. We expect each of our candidates to...

**Meet all requirements for placement in internship** - In the event that all requirements have not been met prior to internship, the candidate may be pulled from internship until the necessary requirements have been completed.

**Exhibit a professional image when representing JSU on campus and in the wider education community** - Included in this handbook is the ALSDE Teacher Code of Ethics. We expect our candidates to abide by professional and ethical guidelines and to consistently exhibit a professional image as a representative of JSU.

**Public comments** (including those made within social media such as Facebook, Twitter, Snapchat) made by the teacher candidate regarding his/her cooperating school district, its teachers, students, or parents should only be made on a positive, professional level (OR NOT AT ALL). The intern will not post photos/videos of P-12 students on social media.

**Communicate at all times in an ethical and professional manner with peers, supervisors, parents and students.**

**Use appropriate grammar, both in speech and in written work, within all professional exchanges and situations** - ALL written (typed) work should be properly edited and checked for errors before being submitted to anyone. Written and oral communication will either positively or negatively affect the impression that is made on others.

**Be prompt, prepared and persistent in initiating and following through with professional obligations** - Part of being a professional is being on time, being well-prepared, and meeting all obligations. There is no excuse for tardiness, not being fully prepared to teach a lesson, or doing anything with less than 100% effort.

**Show sensitivity to and respect for individual differences, demonstrate acceptance of and appreciation for cultural and ethnic diversity among learners and peers** - We expect our teacher candidates to model respect for everyone with whom they come in contact, regardless of position or circumstances.

**Show steady progress toward competency of all required state and university standards for internship** - With each and every evaluation, you should be exhibiting positive gains in your abilities and performances on various types of evaluations and assessments. Steady growth across the duration of internship is required. In the event of negative progress, the candidate will be referred for remediation through his/her department head and will be afforded another opportunity to successfully complete the pre-service internship during a subsequent semester.

More specifically, we expect a seriousness of purpose and respect for the profession of teaching in this critical aspect of your training. We expect the candidate to give every task his/her best effort, to tenaciously keep trying regardless of setbacks, to be receptive to suggestions and to be open-minded. Seek new knowledge and try various ways of applying what you learn. View each experience as an opportunity to gain insight toward improving yourself as a person and as a future professional educator.
Cooperating Teacher Responsibilities

Cooperating teachers are professional educators who are recommended by school administrators. These master teachers have a proven record of classroom expertise, experience, competence, and willingness to work with student interns. Cooperating teachers are also selected in part for conducting a quality program for their students through reflective teaching practices.

The cooperating teacher must:

• Hold a certificate in the intern’s field of certification or have been designated as a master teacher (National Board of Professional Teaching Standards) by the appropriate administrator;
• Have at least three years of professional teaching experience in the intern’s field of certification;
• Have a master’s degree or recommendation (JSU Cooperating Teacher Credentials Exception Form) from the superintendent and Dean of JSU School of Education; and
• Be currently teaching classes in the intern’s field(s) of certification;

The cooperating teacher (CT) is responsible for the following:

• Participating in the Co-Teaching Model of instruction with the JSU teacher candidate;
• Informing the teacher candidate about the placement school’s policies and procedures;
• Allowing the candidate to gradually assume full-time teaching (20 full teaching days; 5 of those days must be consecutive) by encouraging the candidate to assume varied and partial roles, proceeding from rudimentary contributions to full responsibility for the classroom for a designated period of time;
• Communicating observed areas of needed improvement, as well as observed strengths, on a daily basis;
• Communicating with the university supervisor (US) immediately when there is a concern regarding the candidate’s performance;
• Allowing the US to visit the intern at all reasonable times for the purpose of observation and evaluation;
• Maintaining the confidentiality of intern information in accordance with the Family Educational Rights and Privacy Act (FERPA);
• Working with the US and intern to define mutually agreed upon educational objectives;
• Retaining supervisory control, at all times, over the class and the program of instruction;
• Notifying the US when it is necessary for the CT to be absent more than five (5) days in case there is a need to reassign the candidate;
• Completing candidate evaluations in accordance with the university schedule for summative and formative evaluations;
• Conferencing with the teacher candidate and/or US in accordance with the university schedule for summative and formative evaluations.

Note: The assigned university supervisor will provide further information and instructions regarding the assessment of the teacher candidate using JSU’s observation rubrics and evaluation forms.
UNIVERSITY SUPERVISOR RESPONSIBILITIES

JSU’s university supervisors serve as liaisons and mentors between the JSU School of Education and our partner P-12 schools. Supervisors guide learning experiences and growth of the teacher candidate in addition to frequent observations and feedback.

The university supervisor (US) is responsible for the following:

- Supporting and/or participating in the Co-Teaching Model of instruction between the cooperating teacher (CT) and the teacher candidate;
- Informing the teacher candidate about all policies and procedures regarding the internship expectations;
- Informing the cooperating teacher and site administration of university requirements and procedures. This includes meeting with cooperating teachers at the beginning of the internship and reviewing teaching requirements and evaluation procedures.
- Being accessible to the teacher candidate at all reasonable times;
- Visiting the teacher candidate at the placement school for the purpose of observation and evaluation in accordance with the university’s number of required evaluations;
- Communicating to the teacher candidate mutually agreed upon educational objectives;
- Maintaining the confidentiality of teacher candidate information, as well as placement school student information, that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);
- Conferencing with the teacher candidate and/or CT in accordance with the Internship Calendar for teacher candidate evaluations;
- Completing teacher candidate evaluations in accordance to the Internship Calendar provided by the Assistant Director of Clinical Experiences;
- Determining the teacher candidate’s Pass/Fail status after considering input from the CT, the candidate, the Department Head, the Assistant Director of Clinical Experiences, and evaluating the candidate’s performance throughout the defined educational experience;
- Submitting a Pass/Fail sheet for all assigned teacher candidates to the Assistant Director of Clinical Experiences by designated date at end of internship;
- Return and/or submit completed rubrics, mileage/travel forms monthly, and all applicable paperwork to the Office of Clinical Experiences by the dates specified; and
- Be aware that the teacher candidate is not used as a substitute teacher.
TEACHER CANDIDATE RESPONSIBILITIES

The teacher candidate is responsible for the following:

- Participating in the Co-Teaching Model of instruction with the cooperating teacher (CT);
- Communicating with the university supervisor (US) and CT on a routine basis;
- Adhering to all placement school policies and procedures;
- Adhering to all JSU policies and procedures regarding student conduct;
- Completing all assignments and projects as assigned by the US, CT and/or the Teacher Education Program;
- Being punctual and regular in attendance;
- Transporting him/herself to and from the placement school;
- Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);
- Adhering to all policies within the JSU Teacher Internship Handbook; and
- Any other reasonable assignment(s) or request(s) made by the CT, US, Department Head, or Assistant Director of Clinical Experiences.
Absence Policy

Read this section carefully. The only allowed absences from student teaching are serious personal illness of the teacher candidate or death in the immediate family, both of which must be appropriately documented on the Intern Absence Verification Form. (via LiveText-in the OVERVIEW section of your ED 495/595 or MU 487 course—NOT your FEM placement). Additional documentation may be requested.

There are NO excused absences. Arrangements for absences, in the event of extenuating circumstances such as extended illness or the death of a family member must be made through the Office of Clinical Experiences and are subject to review by the School of Education Exceptions Board. All absences must be made up at the end of the internship semester. A doctor’s excuse may be required by the Assistant Director of Clinical Experiences for any absences.

Interns should not request to leave early or to be absent from the cooperating school to attend class, to engage in a university extra-class activity, or for employment reasons.

Each day missed must be made up after the last day of student teaching and before graduation. Failure to meet this requirement will result in a failing grade for the Internship, an Incomplete, or review by the School of Education Exceptions Board.

If you are responsible for planning and/or providing instruction and/or materials during the day of your absence, arrangements should be made to deliver the lesson plans and/or materials to the cooperating teacher prior to the beginning of the school day.

Procedures to Follow in Case of an Absence from School

1. If illness or an emergency makes it necessary for you to be absent from your internship assignment, you are required to follow these steps no later than 7:00 AM of the day you are to be absent.
2. Contact your cooperating teacher (CT) immediately by phone call and follow up with an email. (CTs may not have time to check their email prior to the start of the school day.)
3. Call the school to notify the principal of your absence. If the principal is unavailable, leave a message for her/him.
4. Deliver any lessons or materials the cooperating teacher might need to teach your lesson if you were scheduled to provide instruction; emailing the lesson plans is acceptable.
5. Call or email your university supervisor (US) and notify him/her of your absence. Be sure that s/he is aware of your absence and does not try to visit for an evaluation during this time.
6. Email the Assistant Director of Clinical Experiences (brussell4@jsu.edu) of your absence.
7. Submit an Intern Absence Verification Form for each absence. This form is located in the OVERVIEW section of your ED 495/595 or MU 487 course—not in your FEM placement.

Tardy Policy

Teacher candidates are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from your internship assignment, notify the cooperating teacher/school prior to the beginning of the school day. Any time missed must be made up after the last day of internship and before graduation day. Tardies will affect the overall evaluation of the internship - more than two tardies may serve as grounds to pull the intern from the internship placement.
Alabama Educator Code of Ethics

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

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

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

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

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:
• Harassment of colleagues.
• Misuse or mismanagement of tests or test materials.
• Inappropriate language on school grounds.
• Physical altercations.
• Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness
An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:
• Properly representing facts concerning an educational matter in direct or indirect public expression.
• Advocating for fair and equitable opportunities for all children.
• Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:
• Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
• Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
• Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts
An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.
Standard 4: Teacher/Student Relationship
An educator should always maintain a professional relationship with all students, both in and outside the classroom. Ethical conduct includes, but is not limited to, the following:
• Fulfilling the roles of trusted confidante, mentor, and advocate for students’ growth.
• Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
• Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
• Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:
• Committing any act of child abuse, including physical or verbal abuse.
• Committing any act of cruelty to children or any act of child endangerment.
• Committing or soliciting any unlawful sexual acts
• Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
• Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
• Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession
An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:
• Factualy representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

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

Standard 6: Public Funds and Property
An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:
• Maximizing the positive effect of school funds through judicious use of said funds.
• Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
• Misusing public or school-related funds.
• Failing to account for funds collected from students or parents.
• Submitting fraudulent requests for reimbursement of expenses or for pay.
• Co-mingling public or school-related funds with personal funds or checking accounts.
• Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct
An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:
• Insuring that institutional privileges are not used for personal gain.
• Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
• Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
• Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
• Tutoring students assigned to the educator for remuneration unless approved by the local board of education.
Standard 8: Maintenance of Confidentiality

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

Ethical conduct includes, but is not limited to, the following:
• Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
• Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:
• Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
• Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
• Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

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

Unethical conduct includes, but is not limited to, the following:
• Abandoning the contract for professional services without prior release from the contract by the employer;
• Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty(60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05 (1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. “Certificate” refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05
(1) Authority of the State Superintendent of Education
(a) The Superintendent shall have the authority under existing legal standards to:
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code 16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual’s certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:
• Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
• Order from a court of competent jurisdiction.
• Violation of any other laws or rules applicable to the profession.
• Any other good and sufficient cause.
An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.
SECTION III: EVALUATION

Throughout the internship semester, the goals and objectives outlined in The Conceptual Framework of the School of Education, as well as within the Alabama State Department of Education Teaching Standards will provide the basis for the observation and evaluation of the teacher candidates’ performance both in the classroom and in other professional activities.

A fundamental process required of every teacher candidate is continuous self-evaluation. Evaluation is the process of measuring growth toward predetermined objectives, purposes, and values. You should determine what your objectives are and periodically take time to review your progress toward their attainment. You should find an opportunity to reflect after each lesson and at the end of the internship period.

Three broad areas provide the basis for all evaluations / observations. They are…

1. **Dispositions**: appearance, courtesy, tact, enthusiasm, ambition, punctuality, resourcefulness, attendance, initiative, self-control, and willingness to work

2. **Professional Attitudes and Behavior**: dedication to teaching, loyalty to the profession, respect for other educators and children, and confidentiality

3. **Teaching Competencies**: knowledge of instructional procedures and subject matter, understanding of children and the principles of learning, planning and preparation abilities, organizational skills, classroom management and discipline capabilities, knowledge of teaching strategies and techniques, knowledge and wise use of instructional materials and technology.

**Teacher Candidate Rating Policy**

**Final Assignments:**

**P = Pass**

The teacher candidate has demonstrated an exemplary ability to create a community of learners highly motivated and engaged, assuming considerable responsibility for their own learning. The candidate has the potential to be an outstanding first-year teacher.

The candidate has clearly demonstrated understanding of the concepts underlying the identified competencies and implements each well. Implementation is consistent and effective. S/he demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

**F = Fail**

The teacher candidate has not given evidence of the ability to demonstrate the concepts underlying the competencies. S/he will not be allowed to continue in the Teacher Education Program. Counsel will be provided to aid in the selection of an alternative course of study.
### Performance Levels Identified / Explained:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Exceptional Indicates the teacher candidate does an outstanding job regarding performance on this indicator or competency. No area of improvement is readily identifiable.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient Indicates the teacher candidate consistently meets and sometimes exceeds expectations regarding performance on this competency. Performance can be improved in the area, but current practices are clearly acceptable.</td>
</tr>
<tr>
<td>2</td>
<td>Developing Indicates the teacher candidate’s performance sometimes but not always meets expectations regarding performance on this competency. Improvement is required for performance to consistently meet standards.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable Indicates the teacher candidate’s performance on this competency is not acceptable. Improvement must be made immediately.</td>
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</tbody>
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Always keep in mind that the purpose of evaluation is for you to gain insight into your own areas of strengths and weaknesses from a professional who has much more experience as an educator. The process is designed for you to receive constructive feedback on your performance and teaching abilities over the course of the semester. Growth should be an expected part of the process. Along that same line, the teacher candidate should not expect perfection immediately. There are few veteran teachers who will tell you they have reached “perfection in teaching,” though they will certainly tell you they strive for it daily. The very best educator in the world is in trouble the minute they begin to think that they have “learned it all,” or “have no room to improve.” Opportunities identified as areas for growth are just that and should be viewed by the intern as such. Keeping a positive attitude and a desire to improve as needed during the semester, should be the intern’s goal. Accept constructive feedback with a positive attitude, and view it as an opportunity for growth.
How Final Performance Will Be Determined

Spring 2017 Semester

<table>
<thead>
<tr>
<th>Area/Requirement Evaluated:</th>
<th>Evaluated by:</th>
<th>Required to Pass:</th>
</tr>
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<tbody>
<tr>
<td>At least 3 times (additional evaluations as needed)</td>
<td>University Supervisor (US) Cooperating Teacher (CT)</td>
<td>Overall rating of at least 3 in each learning outcome on final evaluation required to pass.</td>
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</tbody>
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Feedback and Required Evaluations

Guidelines for Completing Evaluations

Evaluation of the teacher candidate’s performance is a cooperative process that involves the cooperating teacher, the university supervisor and in some cases the building-level administrator and Assistant Director of Clinical Experiences. The evaluation process focuses on the growth of the individual. A comprehensive assessment of all student teaching activities will reflect an accurate perception of the candidate’s readiness for classroom teaching. In order to accomplish this, the cooperating teacher and university supervisor should adhere to the following:

- Schedule regular evaluation/feedback/reflection conferences with the teacher candidate. (Should occur at the beginning, middle, and end of internship)
- Provide a continuous flow of information on the candidate’s performance.
- Focus on the feedback about the candidate’s present performance.
- Clarify the teaching competencies that need attention.
- Provide the candidate with the opportunity for self-evaluation and reflection.
- Suggest alternatives for planning to align with standards, instructing to meet standards, and managing to control the classroom.
- Discuss reasons for various modes of operations and assessment.
- Submit all evaluations online in a timely manner. Please use the comment section provided on the forms to summarize the candidate’s performance with specific action steps and suggestions in areas of need.
SECTION IV: PLANNING

Planning for the Transition of Intern’s Responsibilities

When determining the timetable for responsible transition, the following items should be considered:

- The teacher candidate, CT, and US should plan carefully to make the transition of responsibilities a smooth one for teachers and students.
- Following the Co-Teaching model, regular joint planning time should be scheduled, both in-person and via email communication or by telephone.
- The teacher candidate should assume new responsibilities each week and continue responsibilities from the week before.
- The teacher candidate will gradually assume lead-teaching and lead-planning responsibilities for a minimum of twenty (20) days, with at least five (5) of those being consecutive.
- Teacher candidates should always be engaged with students and in classroom activities except for brief periods allowed for observing in other classrooms.
- The assignment of new tasks should progress from the CT in the lead role to the teacher candidate in the lead role on a regular basis, depending on the needs/demands of the classroom situation.

SECTION V: edTPA

Using EdTPA
EdTPA™, formerly the Teacher Performance Assessment, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA can be integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. edTPA is a summative capstone assessment to evaluate readiness to teach. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

A passing score on edTPA will become consequential in Fall 2018 for teacher candidates seeking initial certification in Alabama. In the meantime, JSU School of Education teacher intern candidates will be involved in the edTPA pilot phase through Spring 2018. Some interns will be randomly selected to submit their edTPA portfolios for official scoring through Pearson, Inc. The remaining candidates will complete edTPA-like assignments for local evaluation.

Note: The edTPA portfolio and rubrics DO NOT take the place of JSU School of Education's internship observation/evaluation rubrics, nor does the evaluation and/or scoring of the edTPA portfolio determine Pass/Fail of internship during the pilot phase of edTPA.

Preparation for Critical Dimensions of Teaching
The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of three to five lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:
1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards and build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.

2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students (or 1 focus student for the Special Education edTPA portfolio), and explain how their feedback guides student learning.

4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction, and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

**Scoring edTPA**

The five dimensions of teaching are evaluated using 15-18 analytic rubrics on a five point-score scale focused on student learning. Stanford is responsible for the design and development of an online training system and for setting subject specific benchmarks. Qualified scorers are trained to use edTPA rubrics to evaluate candidate submissions consistently and fairly. Local, state and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers who host teacher candidates, and school administrators). At least half of all scorers are university faculty (including clinical supervisors and cooperating teachers) and half are K-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers. Candidates may submit their edTPA materials directly to Pearson or via an approved, integrated edTPA platform provider, including LiveText. Faculty provides formative feedback to candidates while they are developing edTPA materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPA materials are useful data sources for informing program an curriculum revision within participating campuses and as evidence for state and national accreditation processes.


**EdTPA Guidelines for Acceptable Candidate Support**

**Acceptable Forms of Support for Candidates within the edTPA Process**
- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
• Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
• Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
• Explaining scoring rubrics, and using these rubrics in formative exercises or assignments. If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.
• Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
• Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
• Asking probing questions about candidates' draft edTPA responses or videorecordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
• Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
• Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the edTPA Assessment Process
• Editing a candidate's official materials prior to submission
• Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
• Telling candidates which video clips to select for submission
• Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites

Credit: SCALE