



Jacksonville State University
College of Education and Professional Studies

TEACHER INTERN HANDBOOK

A guide for teacher interns, cooperating teachers,
university supervisors, and school administrators

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INTRODUCTION

Teacher Internship is a very special experience! It is the culmination of years of study and practice as well as the open door into a continuing education that every classroom provides its teacher. The knowledge and skill that teacher interns gain during internship serve as the basis for the lifelong learning that defines a professional educator.

The *Teacher Intern Handbook* provides guidance for everyone involved in the Internship experience: interns, cooperating teachers, university supervisors, and school administration. From general requirements and professional expectations for interns to the specific requirements for interns, cooperating teachers, and university supervisors, most questions about the Teacher Internship semester are answered within these pages. Suggested time-lines and scoring rubrics are provided, as are forms for lesson planning and unit planning.

Of course, Teacher Internship would be impossible without the generosity of spirit extended by the broader education community. My heartfelt thanks goes out 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.

Ronda R. Ray
Coordinator of Clinical Experiences
Jacksonville State University

CALENDAR OF EVENTS

Spring 2012 - Internship Calendar

Monday, January 2/3/4, 2012	First Day in the Schools (Follow the district calendar for your placement school. Attend the first day for <i>teachers</i> .)
Thursday, January 5, 2012	Internship Orientation (9:00 AM - 4:00 PM) Theron Montgomery Building Auditorium
Monday, January 16, 2012	Martin Luther King, Jr. Day
Monday, February 20, 2012	Mid-semester placement change for select Physical Education & Music majors
February/March 2012	Positive Behavior Support Workshop (Date and Location TBA)
April 12, 2012	Spring Education Fair (Location TBA)
Friday, April 13, 2012	Last official day in the schools for a January 2 nd start
Tuesday, April 17, 2012	Internship Reflection Meeting (Schedule and Location TBA)
Monday, April 30, 2012- Wednesday, May 2, 2012	ARI Training (more information through future email)
Friday, May 4, 2012	Spring 2012 Graduation Ceremonies

SECTION I

THE TEACHING INTERNSHIP

The Internship Experience

The teaching internship is one of the most important experiences for College of Education and Professional Studies students. It is generally regarded as the culminating activity of one's preparation to become a teacher. At Jacksonville State University, the teaching internship is a full-semester, full-time assignment. Undergraduate and alternative certification (nontraditional fifth-year) students must 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 during the month of March; applications for the fall semester are taken during the month of October. The time, date, and place of the registration meeting are announced at the beginning of each semester.

The most important and influential persons in the supervision of the internship experience are the cooperating classroom teachers and the university 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 their cooperating classroom teachers. The classroom teacher should provide clear directions and closely monitor the teacher intern's behavior to prevent any misunderstandings from occurring.

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

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

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

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 suggestions are given to help teacher interns be successful:

- The teacher intern should abide by the teaching internship requirements and policies described in the *Teacher Intern Handbook* 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 establish and maintain effective professional working relationships.
- The intern should handle confidential information in a professional manner.
- The intern should attend school activities as required of classroom teachers.
- The intern should attend seminars organized by the classroom teachers, university supervisors, university liaisons, and/or the Office of Clinical Experiences.

Teacher Intern Qualifications

All teacher interns completing requirements for Class B certification must meet the following criteria before internship:

- clear background check conducted for the ALSDE
- admission 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 2.5 overall GPA on all courses attempted, all Professional Education courses, and all Teaching Field courses;
- a minimum grade of "C" is required on all Teaching Field and Professional Studies courses;
- no grades of incomplete in required courses;
- passing score required on the English Competency Exam (ECE);
- passing score required on all parts of the Alabama Perspective Teacher Test (APTT) and
- Alabama's minimum passing score requirement on the Praxis II test in certification area

All teacher interns completing the requirements for the alternative program (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;
- 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
- admission to the Teacher Education Program;
- no grades of incomplete in required courses and on transcript;

- passing score required on all parts of the Alabama Perspective Teacher Test (APTT); and
- Alabama's minimum passing score requirement on the Praxis II test in certification area

SECTION II

EXPECTATIONS, REQUIREMENTS, AND POLICIES

Who? What? Where? When? Why? of Internship...FAQs

How long does student teaching take place?

The internship takes place over one full semester beginning the first day of classes and ending the last day of classes prior to exams. The Alabama State Department of Education (ALSDE) requires that the pre-service internship be the equivalent of one full-time semester (ALSDE, 2004, #290-3-3-.02(4)(g)2). Students will intern for approximately fifteen weeks (a full semester), five days per week. All days that are missed will be made up at the end of the semester. In the event that make up days are required, an incomplete will be recorded, until all missed days have been made up. Internship may only occur during the Fall and Spring semesters.

In addition to the fifteen weeks all Interns are required to follow the ASDE 290-3-3.02(4)a7 code which states "If possible, field experiences and/or the internship should include both the opening and closing of a school year." Each Intern will be expected to attend the Inservice Days, Teacher Work Days, Institute Days, and the first five days of school. 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. You will work with your Cooperating Teacher on organization of class activities, meeting with parents, and just settling in with new students. You will follow the calendar of the school system in which you are placed.

What are the minimum requirements for internship?

You will be given complete responsibility for the entire school day for a minimum of twenty full days. At least ten of these days must be consecutive (no breaks or holidays). You will maintain a small 1-inch notebook for lesson plans and other required documents.

When do I take comprehensive exams?

Only graduate students take comprehensive exams. They are administered through your department. Check with them 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 Coordinator of Clinical Experiences, the JSU University Supervisor, and the Cooperating Teacher at minimum. Ideally, the principal at the host school should be notified as well. 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 student of JSU, you are a representative of the College of Education and Professional Studies. As such, you are expected to follow not only JSU's guidelines, but also those of the school where you are placed. Any student may be removed at any time from internship at the request of the Cooperating Teacher, the University Supervisor, the Coordinator for Clinical Experiences, the 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 College of Education and Professional Studies?

Yes. The Disciplinary Action Committee “DAC” is a standing committee within the College 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 College of Education and Professional Studies. In addition to its judicial purpose, the DAC serves to strengthen the ethical orientation of those in the College of Education and Professional Studies programs.

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 Orientation Meeting. You are responsible for submitting all information required by the Alabama State Department of Education (ALSDE) with your applications for Alabama certification. Completed certification application and required fee will be turned in to a Certification Advisor in the Teacher Service Center (TSC) 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 will take several months before the actual certificate will be mailed from the State Department. 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 forms to be submitted to a certification specialist in the TSC after completing it: 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. Each board of education determines this status according to state guidelines and an analysis of your transcript.

Who will evaluate me during my pre-service internship and how many times will there be evaluations?

The assigned **Cooperating Teacher (CT)** will evaluate you *throughout* the internship using two different formal observation forms (see the Appendix for forms):

- The “Clinical Experiences Observation Instrument- Rubric 1” (CEOI- RUBRIC 1)
- The “Content Area Assessment” form specific to your major.

University Supervisors will provide hardcopies of each of these two forms to the CT as well as the online link to record evaluations electronically. The CT will use one of *each* form to evaluate your instruction at each of the three formal evaluations. Please note that all objectives from the Content Area Assessment must be demonstrated at some point during internship, so when objectives are not observed during a particular lesson, you must plan future lessons to include them.

The **University Supervisor** assigned from JSU to evaluate and mentor you will also complete three formal evaluations during your observation. The University Supervisor will use:

- The “Clinical Experiences Observation Instrument- Rubric 1” (CEOI- RUBRIC 1)

Your University Supervisor will complete this form three different times over the course of the semester. Most visits will be scheduled; however, pop-in visits/evaluations are possible. Your University Supervisor will also look at your notebook at each formal observation to determine that you have included everything that is required in a timely fashion.

The “CEOI- RUBRIC 2” is to be filled out by the **Cooperating Teacher in collaboration with the University Supervisor** at mid-term and at the end of the internship to evaluate your *abilities*. After each form is completed, the two supervisors will discuss it with you and ask you to sign the form. Additional observations/evaluations may be completed as required.

When can I expect to be evaluated?

You can expect to be evaluated over the course of the pre-service teaching experience by both University Supervisor and Cooperating Teacher. We encourage that the University Supervisor and Cooperating Teacher 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. Ideally, by mid-semester, you will have had at least one of the three total formal observations. Your second evaluation may be right at mid-semester. Your University Supervisor and Cooperating Teacher can give you further details on when they plan to evaluate you during the semester.

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 all work submitted/evaluated. In the event that you do not successfully complete the internship, you may either receive an “Incomplete” or an “F”.

General Requirements

Each intern will initial (out to the left side of) each of the numbered requirements on the following pages, to document that s/he has read and understood each of the minimum requirements.

The intern will provide a completed/initialed copy of these pages for the University Supervisor upon their first supervisory visit and for the Cooperating Teacher upon the intern's arrival to the school.

The intern will sign and date upon the completion of this form. **DO NOT REMOVE THIS FROM THE HANDBOOK! MAKE A XEROX OF THESE PAGES ONCE YOU HAVE READ AND INITIALED THEM. KEEP YOUR ORIGINAL.**

As an intern, you have the unique opportunity to test your skills in the classroom and to put into practice the theories you have discussed in the college classroom. As was stated in this handbook, the value of your internship experience will largely be determined by your attitude, the initiative you exhibit, and most importantly, through your commitment to the profession of teaching. What follows is a general list of internship requirements. The College of Education and Professional Studies bases these requirements on state and educational standards.

1. **The intern must successfully complete the semester long internship assignment.** The JSU internship exceeds the state mandated minimum requirements. The pre-service teacher will be in the school, working with the cooperating teacher for the full school day, five days per week for the entire JSU school semester. Students may not take any additional courses or be involved in activities that would interfere with this requirement unless they are otherwise advised by their department.
2. **The intern must provide proof of personal liability insurance to the Office of Clinical Experiences.** The intern should submit official documentation of personal liability coverage as part of the application process. Coverage may be obtained through private insurance companies or through selected professional educational organizations.
3. **The intern may not accept compensation for any service rendered while completing the internship requirements.**
(Exception: Employed Alternative 5th Year Students)
4. **Daily attendance and punctuality are mandatory.** The intern will follow the calendar and daily schedule of his/her assigned school, keeping the regular hours of the cooperating teacher. This includes attendance at:
 - required seminars
 - in-service workshops
 - staff/grade level meetings
 - parent/teacher meetings
 - extracurricular activities, as requested

In the event of an emergency, which forces the intern to be absent, procedures described in the Internship Absence Policy must be followed. Failure to comply with this policy will jeopardize completion of the internship.

There are NO acceptable absences. Absences, in the event of an extenuating circumstance 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 College of Education and Professional Studies Exceptions Board. These will be required to be made up at the end of the semester. Any absences must be made up at the end of the semester.

5. **The intern must develop and maintain appropriate, ethical, and professional relationships with faculty members, parents, students, and the school administration.** During the internship, interns should strive to exemplify the attitudes and actions of a teacher rather than those of a student or a friend.
***Interns are representatives of JSU and assist in maintaining the positive relationships the University has established with the local public school systems.**
***Professionalism in all actions, including general behavior and teaching behavior, is an essential element of the pre-service experience.**
***Candidates who exhibit areas of weakness with regard to professionalism will be referred to their Department Heads for remediation.**
6. **The intern must comply with school/district policies and regulations.** The intern should locate and become familiar with the proper procedures required by the cooperating school/district including *but not limited to*:
- A. Dress code
 - B. Emergency procedures
 - C. Sign-in and sign-out procedures
 - D. Procedures for checking-out and duplicating resource materials
 - E. Student confidentiality
 - F. Parking
 - G. School-wide discipline plan
 - H. School/classroom safety procedures
- Interns will ask the cooperating teacher or office staff for a school handbook upon arrival on the very first day in the schools.**
7. **Interns may not be used as substitute teachers.** In the event of a cooperating teacher's absence, the intern may teach for the day in the classroom they are assigned with a substitute teacher present. Any problems arising in this area should be reported immediately to the Coordinator of Clinical Experiences.
8. **The intern must become familiar with and follow the cooperating school system's student confidentiality and standardized test security policies/procedures.** Safeguard all personal and confidential information and use it for professional purposes only.
9. **The intern must show respect for the Cooperating Teacher, the University Supervisor and others serving in supervisory roles.** These individuals are experienced professionals capable of guiding the internship experience. Develop a receptive attitude towards supervision and cheerfully accept suggestions for improvement. You will willingly accept the various assignments given to you; each one represents an opportunity to fully experience the total responsibilities of the professional educator. Demonstrate a cooperative spirit.
10. **The intern must be supervised at all times, during any type of school activity during the pre-service internship.** This includes providing K-12 student transportation to or from the school campus or facility. The intern may be asked to assist the Cooperating Teacher in supervising or chaperoning the students during on or off campus activities, but should never be left alone with this responsibility. Any problems arising in this area should be reported immediately to the Coordinator of Clinical Experiences (256-782-5854).

- 11. As a guest, the intern should use methods and procedures that are consistent with the philosophy and practices of the cooperating school.** The established standards and practices of your cooperating school should be followed. If you are uncertain as to what method(s) to use, consult your Cooperating Teacher. It is not the intern's responsibility to change or revise existing school practices or policies.
- 12. The intern is responsible for informing The Office of Clinical Experiences (256-782-5854) of any conflict of interest during the semester-long internship.** This includes notification of any relative employed by or attending the pre-service teacher's cooperating school.
- 13. Public comments made by the pre-service teacher regarding his/her cooperating school district, its teachers, students, or parents should only be made on a positive, professional level.**
- 14. Teaching responsibilities for the intern shall progress gradually to full responsibility of the classroom for a minimum of twenty (20) days.** The intern must be in charge of all classroom activities, both instructional and routine housekeeping, for a minimum of twenty-days. The intern should be allowed to teach as much as possible in both a full-time and a part-time or team-teaching manner in addition to the 20 day minimum. Of the twenty-day requirement, a minimum of 10 days must be consecutive.
- 15. Interns must maintain weekly time records to reflect attendance for the semester.** The intern is responsible for maintaining a cumulative time sheet that is approved and initialed every Friday by the Cooperating Teacher. This weekly time log should be placed in the Internship notebook during the first week of pre-service internship. It is important to keep accurate time records – identical time-in/time-out entries do not appear legitimate.
- 16. Interns must submit lesson plans in advance of instruction to the Cooperating Teacher.** Any lesson taught by the intern must be planned and approved by the Cooperating Teacher prior to instruction. Cooperating Teachers will initial and date each lesson plan submitted in the upper right corner to demonstrate prior approval and date submitted.
 - *Lesson plans are to be submitted to the Cooperating Teacher as per the school policy. If there is no school policy, interns will submit the lesson plan to the cooperating teacher **at least two days prior** to the day the lesson is taught.
 - *Lesson plan formats for all areas have been submitted by departments and are to be used as a suggested format for undergraduates and unemployed Alternate 5th year students. Alternate 5th year students who are employed will use the appropriate school adopted format.
 - *A hard copy, with Cooperating Teacher's signature, must be maintained for the 20 day period and placed in the Internship notebook. The hard copy of your current lesson plan should be given to your University Supervisor when s/he comes to evaluate you.

17. Interns will develop a ten-day thematic unit. Lesson plans for this unit will be submitted to the Cooperating Teacher and the University Supervisor at least one week prior to beginning instruction. The intern will collect resources and materials on a selected topic that can be adapted for any grade level. The Pre-service teacher should consult the Cooperating Teacher early in the semester in order to gain ideas from them regarding a topic that will compliment what they have been teaching. From resources gathered, the intern will plan instructional procedures to address specifically identified objectives, select materials for instruction from the resources unit, and develop evaluation instruments necessary to measure the quality of instruction/student learning. The Cooperating Teacher should assist the pre-service teacher in determining the skills/objectives to be covered within the unit as well as the organizational format to be used in constructing the unit. *Since this unit will be evaluated in ED 496/596, it is important to get that instructor's approval before actually teaching the unit.*

18. Interns will create and maintain an Internship Notebook to contain the following:

- General Requirements Sheet (signed by intern)
- Internship Notebook Checklist
- Know Your School Inventory
- Daily Schedule
- Supervision Schedule Sheet
- Time Sheet For Internship (initialed weekly)
- CT's Evaluation Online Submission Documentation
- Dates for 20 Full Days of Teaching Responsibility
- Intern Absence Form
- Long Range Planning Schedule
- All Lesson Plans
- Unit Plan (one subject)
- All Evaluations

19. Candidate Referrals will be made on an as needed basis. Referrals will be made for any intern who fails to meet the expectations and requirements of the pre-service teaching internship. Areas of weakness for which referrals can and will be made include, but are not limited to, the following: effective teaching (poor/inadequate instruction and/or poor/inadequate planning, classroom management deficiencies, content knowledge deficiencies, ethical and professional dispositions, attendance problems and/or not being punctual, failure to show positive improvement/gains in teaching ability throughout the course of the semester, failure to meet submission dates/deadlines established for required materials/work.) Once a candidate has been referred by the Cooperating Teacher or the University Supervisor to the Office of Clinical Experiences, the candidate will be removed from his/her placement and given an "Incomplete" or an "F" and may be advised to repeat the Internship the next semester.

By my signature below, I certify I have read, understood, and initialed each of the preceding guidelines and minimum requirements. I agree to abide by these policies/requirements and will do my part to maintain the positive relationship JSU has established with my cooperating school through my professional work habits and behaviors. I understand I am responsible for reading and following this internship handbook. I understand what is required for successful completion of the internship. I agree to keep open channels of communication with everyone involved in my internship experience. I will ask clarification questions or other questions that arise to the correct individual. I understand my success as a intern is Jacksonville State University's priority and is largely dependent upon my effort and positive attitude.

(Candidate signature)

(Printed name)

(ID#)

(Major)

(Date)

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 interns participating in the internship. We expect each of our interns to...

1. Meet all requirements for placement in the internship - in the event that all requirements have not been met prior to internship, the intern may be pulled from the internship until the necessary requirements have been completed.
2. 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 interns to abide by professional and ethical guidelines and to consistently exhibit a professional image as a representative of JSU. The interns' best references will come from the cooperating teacher, school personnel, the University Supervisor, and the Coordinator for Clinical Experiences.
3. Communicate at all times in an ethical and professional manner with peers, supervisors, parents and students.
4. 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.
5. 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.
6. Show sensitivity to and respect for individual differences, demonstrate acceptance of and appreciation for cultural and ethnic diversity among learners and peers - We expect interns to model respect for everyone with whom they come in contact, regardless of position or circumstances.
7. Show steady progress toward competency of all required state and university standards for the 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 the internship is *required*. In the event of negative progress, the intern 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 intern to give *every* task their 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.

FAILURE TO MEET PROFESSIONAL EXPECTATIONS

When enrolling in internship, the intern makes a commitment to mutually agreed-upon goals, responsibilities, and expectations as defined by the College of Education and Professional Studies. Internship is viewed as a continuation of the learning process; therefore, when an intern experiences difficulty in the internship assignment, s/he must receive remedial assistance.

Early identification of problems increases the likelihood of effective intervention. Typically, the Cooperating Teacher identifies the problem first. S/he should discuss the problem with the intern and notify the University Supervisor of potential difficulties as quickly as possible. All efforts toward identifying problems and providing remediation for the intern should be documented.

Interns can be removed from the internship at the request of any of the following:

- the University Supervisor/Clinical Coordinator
- the Cooperating Teacher
- the Principal at the cooperating school
- the Superintendent of a school system

Removal from the internship will be based on *failure to meet the minimum expectations* and/or consistent deficiencies in any of the following areas:

- Effective teaching (poor/inadequate instruction and/or poor/inadequate planning)
- Classroom management deficiencies
- Content knowledge deficiencies
- Ethical and professional dispositions
- Attendance problems and/or not being punctual
- Failure to show positive improvement/gains in teaching ability throughout the course of the semester
- Failure to meet submission dates/deadlines established for required materials/work

COOPERATING TEACHER RESPONSIBILITIES

The Cooperating Teacher is responsible for:

- A. Informing the intern about the Placement School's policies and procedures;
- B. Allowing the intern to gradually assume full time teaching by encouraging the Intern to assume varied and partial roles, proceeding from rudimentary contributions to full responsibility for the classroom for a designated period of time;
- C. Communicating observed areas of needed improvement, as well as observed strengths, on a daily basis.
- D. Communicating with the University Supervisor immediately when there is a concern regarding the intern's performance;
- E. Allowing the University Supervisor to visit the intern at all reasonable times for the purpose of observation and evaluation;
- F. Maintaining the confidentiality of intern information in accordance with the Family Educational Rights and Privacy Act (FERPA);
- G. Working with the University Supervisor and Intern to define mutually agreed upon educational objectives;
- H. Retaining supervisory control, at all times, over the class and the program of instruction;
- I. Notifying the University Supervisor when it is necessary for the Cooperating Teacher to be absent more than five (5) days in case there is a need to reassign the intern.
- J. Completing intern evaluations in accordance to the university schedule for summative and formative evaluations;
- K. Conferencing with the intern and/or University Supervisor in accordance with the university schedule for summative and formal evaluations.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisor is responsible for:

- A. Informing the intern about all policies and procedures regarding the internship expectations;
- B. Being accessible to the intern at all **reasonable** times;
- C. Visiting the intern at the Placement School for the purpose of observation and evaluation in accordance with the university's number of required evaluations;
- D. Communicating to the intern mutually agreed upon educational objectives;
- E. Maintaining the confidentiality of intern information, as well as Placement School student information, that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);
- F. Determining the Intern's grade after considering input from the Cooperating Teacher, the intern, and evaluating the intern's performance throughout the defined educational experience;
- G. Conferencing with the Intern and/or Cooperating Teacher in accordance with the university schedule for summative and formal evaluations;
- H. Completing intern evaluations in accordance to the university schedule for summative and formative evaluations.

INTERN RESPONSIBILITIES

The Intern is responsible for:

- A. Communicating with the University Supervisor and Cooperating Teacher on a routine basis;
- B. Adhering to all Placement School policies and procedures;
- C. Adhering to all JSU policies and procedures regarding student conduct;
- D. Completing all assignments and projects as mutually agreed upon and assigned by the University Supervisor, Cooperating Teacher and/or the Teacher Education Program (e.g., reflection evaluations, lesson plans);
- E. Being punctual and regular in attendance.
 - If for any reason an intern must be absent, s/he should notify the university supervisor, the cooperating teacher, and the building principal **prior** to the absence.
 - Absences should be limited to emergency situations only, e.g., extended illness or death of a family member.
 - If an intern is ill more than three consecutive days, s/he should provide the university supervisor with a confirmation from his/her doctor. Similarly, absences of more than three consecutive days for reasons other than illness require documentation (e.g., obituaries).
 - The student teaching requirement will be extended one day for each absence.
 - If a student is absent when s/he is scheduled to teach, s/he must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities;
 - If a student is absent, but does come to teach his/her class, s/he will be counted absent for only one-half day.
- F. Transporting him/herself to and from the Placement School;
- G. Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and
- H. Any other reasonable assignment(s) or request(s) made by the Cooperating Teacher, University Supervisor or Coordinator of Clinical Experiences.

THE INTERNSHIP SEMESTER – MISCELLANEOUS RULES AND REGULATIONS

A. Assuming Full Classroom Responsibility

The time in which the Intern has full responsibility of the classroom is to be determined by the Cooperating Teacher; the average unit of time varies by discipline and grade level with some middle level and secondary interns having full classroom responsibility for one or two classes during a grading period (e.g., 9 weeks) and many elementary interns having full responsibility for full days during a two (2) week period.

B. Employment of Student Teacher

The intern may not be hired or begin full-time teaching until after the last day of the semester as set forth in the Jacksonville State University Schedule of Courses.

C. Substitution for the Cooperating Teacher

The intern may not act as a substitute for a Placement School teacher, including the Cooperating Teacher.

D. Transportation

The intern shall not transport any children at any time during internship responsibilities.

The intern is responsible for providing his/her individual transportation to and from the school premises.

E. Confidentiality of Student Educational Records

The Placement School and Cooperating Teacher agree to treat all intern records confidentially and will not disclose records relating to the intern except to the University and School Placement personnel possessing a legitimate need to know consistent with their official responsibilities. Interns shall be considered as persons who have been determined by Placement Schools to have legitimate educational interests in the personally identifiable information contained in educational records of the Placement School's students.

F. Compensation to the Intern

No compensation shall be paid to the intern for his/her time in the classroom unless registered for the Student Teaching experience as a 5th Year Alternative Candidate and employed as a full time faculty member at the requested Placement School.

Absence Policy

READ THIS SECTION CAREFULLY. The only acceptable absences from student teaching are serious personal illness of the pre-service teacher or death in the immediate family, both of which must be appropriately documented on the Pre-Service Teacher Absence Form. Additional documentation may be requested.

1. There are **NO** acceptable 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 Experience and are subject to review by the College of Education and Professional Studies Exceptions Board. These will be required to be made up at the end of the semester. Any excused absences must be made up at the end of the semester.
2. 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.
3. 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 College of Education and Professional Studies Exceptions Board.
4. 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.
5. An unexcused absence will be reviewed by the College of Education and Professional Studies Exceptions Board.

Procedures to Follow in Case of an Absence from School

If illness or an emergency makes it necessary for you to be absent from your intern assignment, you are required to follow these steps no later than 7:00 a.m. of the day you are to be absent.

1. Contact your Cooperating Teacher immediately.
2. Call the school to notify the principal of your absence. If the principal is unavailable, leave a message for her/him.
3. Deliver any lessons or materials the cooperating teacher might need to teach your lesson if you were scheduled to provide instruction preferably by email.
4. Call or email your University Supervisor 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.
5. The Intern and Cooperating Teacher record the absence on the time sheet and will complete the Intern Absence Verification Form.

Tardy Policy

Interns are expected to be in their assigned classrooms every day at *the same designated time as the cooperating teachers*. Interns will keep the same hours as 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.

Alabama Educator Code of Ethics
(Adoption by the Alabama State Board of Education on Tuesday, July 12, 2005)

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:

- Factually 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

GRADING POLICY

Intern Evaluation Process

Throughout the internship semester, the goals and objectives outlined in *The Conceptual Framework of the College of Education and Professional Studies*, as well as the Alabama State Department of Education Teaching Standards will provide the basis for the observation and evaluation of the Interns' performance both in the classroom and in other professional activities.

A fundamental process required of every teacher 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 will 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
1. **Professional Attitudes and Behavior:** dedication to teaching, loyalty to the profession, respect for other educators and children, and confidentiality
1. **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

Intern Rating Policy

Final Assignments:

P = Pass

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

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

F = Fail

The intern has not given evidence of the ability to demonstrate the concepts underlying the competencies. He/She 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:

- 1 = Unacceptable** Indicates the student's performance on this competency is not acceptable. Improvement must be made immediately.
- 2 = Basic** Indicates the student's performance sometimes but not always meets expectations regarding performance on this competency. Improvement is required for performance to consistently meet standards.
- 3 = Proficient** Indicates the student consistently meets and sometimes exceeds expectations regarding performance on this competency. Performance can be improved in the area, but current practices are clearly acceptable.
- 4 = Exceptional** Indicates the student does an outstanding job regarding performance on this indicator or competency. No area of improvement is readily identifiable.

Receiving a score of 3 is good. Expect to receive 1's and 2's up to the 3rd observation.

How Final Performance Will Be Determined:

Each requirement must be passed by the final evaluation in order to successfully complete the pre-service internship!

<u>Area / Requirement Evaluated:</u>	<u>Evaluated by:</u>	<u>Required to pass:</u>
CEOI Rubric #1 (3 times) (4 th evaluation is optional)	University Supervisor & Cooperating Teacher	3 or higher on final evaluation from both US and CT
Content Area Assessment (3 times) (4 th evaluation is optional)	Cooperating Teacher	3 or higher on final evaluation
CEOI Rubric #2 (2times)	Cooperating Teacher (in consultation with US)	3 or higher on final evaluation

Feedback and Required Evaluations

Guidelines for Completing Evaluations

**Please note that it is very important for interns to have a copy of all evaluation forms. Please make sure the intern signs all forms and that the intern is given a copy of each signed form prior to submitting the forms to the Office of Clinical Experiences.

Please use the space provided on the forms to summarize the intern's performance.

Evaluation of the intern's performance is a cooperative process that involves the Cooperating Teacher, the University Supervisor and in some cases the building-level administrator. 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 intern's readiness for classroom teaching. In order to accomplish this, the Cooperating Teacher and University Supervisor should:

- **Schedule** regular evaluation/feedback/reflection conferences with the intern.
- **Provide** a continuous flow of information on the intern's performance.
- **Focus** on the feedback about the student's present performance.
- **Clarify** the teaching competencies that need attention.
- **Provide** the Intern 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.

SECTION IV PLANNING

Planning for the Transition of Intern's Responsibilities

A Long-Range Planning Schedule is located in this section of the handbook. This form has been included to provide guidance and assistance to the intern when planning to meet the semester requirements. This schedule will serve as a reminder and an overview for the intern, the University Supervisor and the Cooperating Teacher. There may need to be some adjustments in the time schedule depending on the number of weeks the intern is assigned to be in the school.

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

- The intern and the Cooperating Teacher should plan carefully to make the transition of responsibilities a smooth one for teachers and students.
- The intern should assume new responsibilities each week and continue responsibilities from the week before.
- The intern will gradually assume leadership and planning responsibilities for a **minimum** of twenty (20) days, with at least ten (10) of those being consecutive.
- When the intern is not teaching or observing in other classrooms, the intern should be preparing and planning for the next lesson/day.
- Progress in the assignment of new tasks will depend on the readiness of the intern and the needs/demands of the classroom situation.

Suggested Transition Schedule

WEEK ONE

- Observe cooperating teacher closely and learn classroom routines, take notes on procedures and processes.
- Tutor small groups & assist with small tasks such as taking roll, helping as needed, etc.
- Learn all students' names.
- Co-teach a short lesson or two with your Cooperating Teacher, if ready, using their lesson plans.
- Pick out possible topics for your 10 day unit with your Cooperating Teacher

WEEK TWO

- Co-teach one (or two) period(s) each day using the Cooperating Teacher's lesson plans, and write a plan or two of your own under their guidance
- Co-plan lessons for Week Three with your Cooperating Teacher
- Begin planning your Unit with the Cooperating Teacher

WEEK THREE

- Teach one-two periods / subjects (guided by the cooperating teacher)
- Co-plan all Week Four lessons with your Cooperating Teacher
- Work on your Unit Plan and lesson plans

WEEK FOUR

- Pre-service teacher to teach at least two class periods/subjects (cooperating teacher guided)

- Co-plan all of Week Five's lesson plans with your Cooperating Teacher
- Finalize your Unit Plan and lesson plans

WEEK FIVE

- Pre-service teacher to teach three class periods/subjects (cooperating teacher guided)
- Co-plan Week Six lessons under the guidance of your Cooperating Teacher
- Finalize your Unit Plan and lesson plans and get the approval of your Cooperating Teacher
- Submit your Unit Plan to your University Supervisor

WEEK SIX

- Pre-service teacher to teach at least four class periods/subjects (cooperating teacher guided)
- Co-plan Week Seven--Nine lessons, with guidance as needed from your Cooperating Teacher

WEEKS SEVEN THROUGH NINE

- Pre-service teacher to teach four to six class periods/subjects (cooperating teacher guided), most will have established full responsibility by week nine.
- Finish 10-day unit plans/collecting all necessary resources and materials for the lessons
- Cooperating Teacher and University Supervisor to approve the final, completed unit plan
- Write all lesson plans yourself and submit 2 days in advance of teaching them.

WEEKS TEN THROUGH THIRTEEN

- Pre-service teacher assumes full responsibility for classroom (cooperating teacher available as resource) and all planning
- Pre-service teacher all lesson plans turned in for approval as required

WEEK FOURTEEN

- Pre-service teacher will begin to return instructional responsibilities back over to the cooperating teacher each day this week.
- Decide with your Cooperating Teacher which teachers/classes you will observe the next week, and get their approval.

WEEK FIFTEEN

- Pre-service teacher to complete assigned observations, as described in this handbook. Observations of other teachers and classes should last an entire period/day.

Long-Range Planning

By the end of the second week of the pre-service internship, the pre-service teacher (with the guidance of the Cooperating Teacher) should complete the Long Range Schedule and place in the Internship notebook for the University Supervisor. Non-instructional duties (class roll, lunch/bus duty, etc.), as well as an overview of instructional responsibilities (list group of students & time slots/day(s) to teach, etc.) should be included. **This form should be kept in the Internship Notebook and revised as needed to reflect changes necessary to meet student/school needs. Given below is an example entry.**

EXAMPLE

Responsible for:

Continue DOL & Morning Review

Teach Math all periods

Plan math remediation sessions

Mon./Wed. Reading Remediation—Break time
(Shawn, Beth, Zack, & Anne - 8:10-8:30)

Bus Duty-Fridays (AM & PM)
Creative Writing Club (Wed. 3:30-4:30)

Week's Objectives:

Addition of 2 digit numbers

Addition of single digits

Comprehension Skills

NOTES:

PST _____ CT _____

US _____

Information given on this long-range schedule should be as detailed as possible. Changes will be likely to occur, so you may use pencil to fill out this form.

Long Range Planning Schedule

WEEK ONE

Responsible for:

Week's Objectives

WEEK TWO

Responsible for:

Week's Objectives

WEEK THREE

Responsible for:

Week's Objectives

WEEK FOUR

Responsible for:

Week's Objectives

WEEK FIVE

Responsible for:

Week's Objectives

WEEK SIX

Responsible for:

Week's Objectives

Responsible for:

WEEK SEVEN

Week's Objectives

Responsible for:

WEEK EIGHT

Week's Objectives

Responsible for:

WEEK NINE

Week's Objectives

WEEK TEN

Responsible for:

Week's Objectives

WEEK ELEVEN

Responsible for:

Week's Objectives

WEEK TWELVE

Responsible for:

Week's Objectives

WEEK THIRTEEN

Responsible for:

Week's Objectives

WEEK FOURTEEN

Responsible for:

Week's Objectives

WEEK FIFTEEN

Responsible for:

Week's Objectives

****COMPLETE ASSIGNED OBSERVATIONS***
Format for Unit Development

When developing your unit of study, the intern should consult with the Cooperating Teacher prior to developing ideas and objectives for the unit plan. **All aspects of the unit must be pre-approved by the Cooperating Teacher and the ED 496/596 instructor before implementation. Your unit plan should be for a minimum of ten full days of instruction. You must submit your unit to your University Supervisor one week prior to teaching the unit.** Your unit will integrate a central theme or topic throughout your instructional day (or subjects taught), and should cover a ten day period. The following components are to be included with the unit (and plans for each lesson taught during those ten days:

- I **Purpose and Significance:** This section should describe the overall intent or purpose of the unit plan. It also includes the reasons or justification for including the unit plan in the curriculum, as well as the general goals being sought.
- II **Unit Outcomes and Related Standards:** Lesson outcomes and Alabama Course of Study standards must be clearly identified.
- III **Instructional Aids and Resources:** This section shows a list of all resources to be used during the unit of study. (Ex. maps, charts, stories, simulations, guest speakers, equipment, necessary supplies and materials to complete activities)
- IV **Procedures/Description of the Learning Activities:** This section includes clear explanations of all the learning activities for the unit of study. Lessons for a minimum of ten days should be included in this section.

For each lesson, the following should be included:

- *Motivational/Introductory activity
- *Individual, large and small group activities
- *Guided and independent practice
- *Various instructional/questioning techniques to develop objectives and generalizations
- *Culminating learning activities
- *Assessment/Evaluation
- *Accommodations/Modifications made to the lesson plan

- V **Evaluation/Assessment Techniques and Procedures:** This section describes the procedures, techniques, and instruments that will be used to assess student achievement of the learning objectives. (Ex. tests, checklists, rating scales, rubrics, observations)
- VI **Bibliography:** This section will identify the teacher and student references that were used to develop the unit of study. This section differs from the “Materials” section in that these references are used in unit development and not during the actual implementation of the learning activities.

Lesson Planning and Guidelines

The intern is expected to plan in much more detail than the experienced Cooperating Teacher.

The intern will be required to show written evidence of having thoroughly planned the entire lesson in step-by-step detail. There are lesson plan formats representing all disciplines included in this handbook. The JSU intern is encouraged to follow the lesson plan format included in this handbook assigned by the University faculty for your area of certification for the 20 days of full-time teaching for undergraduates and non-employed 5th year alternative students. Alternative 5th year students who are employed may utilize your school's format for all lesson plans required in Internship.

- **Use the lesson plan format for your area of certification.**
- **The weekly lesson plan book style format used by many teachers for administrative purposes is not considered adequate planning for an intern. If this is all your school requires, the JSU form must be used for all lesson plans, until your University Supervisor releases you from this detailed format. At that time, you may use your placement school's lesson planning format or another shortened format approved by your US.**
- **A detailed plan must be provided for at least one lesson per day taught by the intern during the 20 full days of teaching for all undergraduates and unemployed Alternate 5th year students as well as for each lesson in your Unit Plan and all formal observation/evaluations. Each class (prep) should be represented at least once in your detailed lesson planning.**
- **ALL plans should be submitted to and approved by the Cooperating Teacher a minimum of two days prior to teaching the lesson. Lesson plans for formal evaluations should be in your Internship Notebook when your University Supervisor arrives to observe.**
- **A reflection must be completed each day on the lesson(s) taught. This reflection will be recorded at the beginning of the next day's lesson plan. The order of writing a lesson plan should be:**
 - **Write it**
 - **Teach it**
 - **Reflect on it**
 - **Amend it**

EED Lesson Plan - 1

Name: _____

Grade Level/Subject: _____

Date Taught: _____

Key Idea/Concepts/Skills of Lesson: _____

Lesson Goals: _____

Prerequisite Skills and/or Concepts: _____

Accommodations: _____

Alabama Course of Study Reference: _____

National Standards Reference: _____

Exploration: (Contains student activities that focus attention, diagnosis student prior learning and relate previous learning to new experience.)

Objective:	Procedures:	Assessment:
Materials:	1.	
1.	2.	
2.	3.	
3.	4.	
	5.	

Invention: (Contains student activities that are **appropriate** and **meaningful**. These provide explanation, provide examples, and provide **closure**.)

Objective:	Procedures:	Assessment:
Materials:	1.	
1.	2.	
2.	3.	
3.	4.	
	Closure:	

Expansion: (Contains student activities that provide practice, provide application, and evaluate student understanding and learning.)

Objective:	Procedures:	Assessment:
Materials:	1.	
1.	2.	
2.	3.	
	4.	
	5.	

Lesson Plan References:

Power Point, Student Handouts, Rubrics: Include copies of a PowerPoint if it is used in the procedure. Also, student handouts, rubrics and similar materials mentioned in the procedure **must** be included with the lesson plan.

EED Lesson Plan - 2

Student Name:

Unit Topic:

Context/Setting:

Lesson Duration:

Content Area Integration:

Lesson Objectives:

- 1.
- 2.

Content Standards:

-
-

Materials Needed:

-
-
-

PROCEDURE

Anticipatory Set:

- 1.
- 2.
- 3.

Instructional Input:

- 1.
- 2.
- 3.
- 4.

Closure:

- 1.
- 2.

Teacher Evaluation:

Adaptations:

CTE Lesson Plan Format

Music (Vocal and Instrumental)

Instructor:		School:	
Program:		Course:	
Start Date:	Click here to enter a date.	End Date:	Click here to enter a date.
Duration:		Credential:	
Title of Lesson:			
RESOURCES:	PRIOR KNOWLEDGE:		
TEACHER PREP:	ALABAMA COURSE OF STUDY STANDARDS & OBJECTIVES:		
	ESSENTIAL QUESTIONS:		
	ENDURING UNDERSTANDING:		
STRATEGIES			
CTSO ACTIVITY:			
CULIMATING PRODUCT:			
NOTES			
METHODS		ASSESSMENT	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Multi-media	<input type="checkbox"/> Homework	<input type="checkbox"/> On-task ability
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group problem/Cooperative Learning	<input type="checkbox"/> Class work	<input type="checkbox"/> Project
<input type="checkbox"/> Class Discussion	<input type="checkbox"/> Individual work	<input type="checkbox"/> Test	<input type="checkbox"/> Presentation
<input type="checkbox"/> Review	<input type="checkbox"/> Other	<input type="checkbox"/> Teacher Observation	
<input type="checkbox"/> Project/Presentation		<input type="checkbox"/> Performance	
ACCOMMODATIONS/REMEDATION **SEE IEP			
<input type="checkbox"/> Check work in progress	<input type="checkbox"/> Review Sessions	<input type="checkbox"/> Peer Tutor	<input type="checkbox"/> Extended time on task
<input type="checkbox"/> Monitor Assignments	<input type="checkbox"/> Modified Content	<input type="checkbox"/> Oral Reminders	<input type="checkbox"/> Language Translation
<input type="checkbox"/> Multi-sensory Approach	<input type="checkbox"/> Collaborative Personnel	<input type="checkbox"/> Provide Lecture Notes	
<input type="checkbox"/> Immediate Feedback	<input type="checkbox"/> Review Directions	<input type="checkbox"/> Personalized Examples	
INTEGRATED ACADEMICS		SKILLS EXTENSION	
<input type="checkbox"/> Reading/Language Arts		<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Technology Skills
<input type="checkbox"/> Math Skills		<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Employability Skills
<input type="checkbox"/> Social Studies		<input type="checkbox"/> CTSO	<input type="checkbox"/> Teamwork
<input type="checkbox"/> Science		<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership
EXTENDED ACTIVITIES			

Lesson Plan Format

Name _____ Date _____ Period _____

Subject Area _____ Title of Lesson _____

Reflection: Determine what worked or didn't work during the lesson. What contributed to the success or failure of the lesson? To what extent did the students gain knowledge? What would you do differently? How can you improve your teaching skills and techniques, as well as your musical skills? (See page 82 for additional reflective questions.)

Behavioral Objective: Address what will students be able to *do* during the lesson; Determine how students will *demonstrate* that they have learned and understood the lesson's objectives; Answer to what degree or criteria that merits satisfactory meeting of the objectives.

Standards: MENC national standards and Alabama Course of Study standards

Students' prior knowledge or prerequisite learning: What should students already know or be able to do in order to achieve success with the lesson?

Materials: Consider your teaching material needs that includes textbooks, handouts, objects, etc.; For texts include complete bibliographic citations; List materials in order of their use during the lesson.

Procedure:

- i *Motivation statement:* How will you gain students attention? How will you state your objectives for the lesson? How will you bridge to the lesson from previous lessons?
- ii *Steps:* Organize tasks and activities in logical order; Carefully plan illustrations, use of modeling, explanations, directions/instructions
- iii *Transitions:* Think logically the bridge from one activity to another
- iv *Questions:* Questions should reflect open ended and close-ended questions. Use the full spectrum of Bloom's taxonomy (basic recall to comprehension to application to analysis to synthesis to evaluation)
- v *Closing/Review:* Use summary statements or questions; connect-the-dots; provide feedback to student responses
- vi

Evaluation/Assessment: Have the objectives been met? Use direct and indirect assessment tools (tests vs. observations)

Name:

Grade Level:

Lesson Plan Content (Skill):

Date:

Reflection: Determine what worked or didn't work during the lesson. What contributed to the success or failure of the lesson? To what extent did the students gain knowledge? What would you do differently? How can you improve your teaching skills and techniques, as well as your physical ability skills? (See page 82 for additional reflective questions.)

Student Objectives(s):

AL Course of Study Correlation:

Materials/Equipment:

Introduction/Motivation:

Procedure:

Evaluation:

Sources:

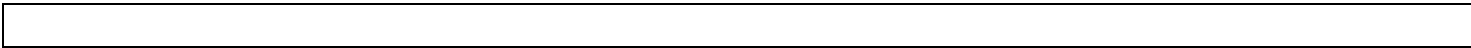
PHYSICAL EDUCATION INSTRUCTIONAL PLANS

Time

Learning Activities – Tasks

Organization

Skill Cues



Secondary Ed Lesson Plan Format

Stage 1 – Desired Results

Established Goals (include ACOS correlation in this section):

Understandings:

Students will understand that ...

Students will know ...

Essential Question(s):

Students will be able to ...

Stage 2 – Assessment Evidence

Performance Tasks: (if this leads to a performance task relating to this objective for the unit):

(NOTE: You may not have one of these for every lesson; however, some of your lessons should be linked to a unit performance task.)

Other Evidence:

Stage 3 – Learning Plan

Materials needed for the lesson:

Review of Relevant Previous Lesson(s)/Information:

Introductory Activity:

Body of the Lesson:

Preview of the next lesson:

Out of class assignment:

Special Education Lesson Plan

Student _____

Grade Level _____

Date _____

Content Area/Topic _____

Reflection: How do you think you did? If you did not plan enough examples for adequate modeling or guided practice, note this here. Other examples: If you did not have enough time for the entire lesson, write it down. If your students did not have enough differentiated instruction, jot down a reminder for next time. This section is for you and may help you grow faster than anything else. You should write one paragraph reflecting upon your student's performance and one paragraph reflecting upon your own performance.

Objective: (Correlated to the Alabama Course of Study)

Behaviorally stated instructional objectives identify the target student(s), the behavior he/she will demonstrate, the conditions under which he/she will demonstrate the behavior, and criterion for mastery.

Activities and Materials:

Materials:

Make a list of all materials/technology you will need to teach the lesson. Write down ALL – you do not want to get in the middle of a lesson and have to interrupt your teaching to get something you forgot. Attach any handouts you will use and note on the lesson plan where you will use them. Cite any professional resources you used to general ideas for the lesson (Include ALEX, websites, textbooks, workbooks, etc.)

Lesson initiation:

Gain student attention; establish expectations for what is to be learned; motivate student to become involved; use student's prior knowledge to make meaningful connections to new material.

- Focus
- Expectations
- Motivation
- Prior knowledge

Demonstration:

Directly instruct students. Tell them the facts for the content you want them to know; provide manipulatives or verbal/visual props that go along with what you say. Model what you will later ask them to do for you independently. Say things the way the instructions will be read if they will have to read directions. Verbalize thought processes as you figure out what to do.

Guided Practice:

This is where you see who is paying attention. For example, you spot check understanding by calling several children to the board to do an example exactly like you expect them to do in independent practice. It is important that as they do the example to require them to verbalize what they are doing. Do not let them just solve a math problem mentally or just circle a word. They should talk their way through the example. How many children should you ask to come up to the board? This is a judgment call. It is better to call too many than not enough. Why? The last thing you want to do is stop independent practice and re-teach the entire lesson because you let them go too quickly. This may mean asking students to do one problem on their own and then asking someone to come to the board to show how they got the answer. This is an extremely important step for slower students who need to hear over and over the thought processes associated with problem solving. You may use whole group unison responses.

Independent Practice:

If the goal is for students to read words aloud, the teacher does not include activities such as matching words with pictures, looking up words in the dictionary, or writing sentences using the words. Instead, the teacher models, and students practice reading words aloud.

Lesson Review:

Close your lesson by helping students to bring things together in their own mind and to make sense of what has been going on during the lesson. Learning increases when the teacher makes a conscious effort to help students organize the information presented to them and perceive relationships based on the information. The teacher must be aware of the clock and begin to initiate closure proceedings well before the lesson ends.

- Draw attention to the end of a lesson segment
- Help consolidate student learning
- Reinforce the major points to be learned

Evaluation of Instruction:

How are you going to check to see if the student actually grasped the concept you taught? Evaluate what students learned from your lesson using a variety of ways, including tests, written homework, or an observation of student responses to oral questions.

SECTION V

EVALUATION INSTRUMENTS

Evaluation Rubrics

Copies of all evaluation instruments used to evaluate interns during the internship semester are included in the Appendix of this handbook with the exception of the content area form. The University Supervisor and Cooperating Teacher will provide a copy of this form for your review. Copies of evaluations completed will be placed in the internship notebook. Copies of evaluations are provided so interns will be aware of what areas will be evaluated at formal observations, or how work will be evaluated.

Each intern should become very familiar with the evaluation forms used during this semester. If there are any questions that remain about the evaluation process, forms, or procedures, please ask your University Supervisor. Open lines of communication during this semester are of utmost importance.

Rating scales are described in detail throughout the “Grading Policy” section so there should be little question about how the scoring process and rating scale works. Across all evaluations there should be steady, positive progress. With each subsequent evaluation by either University Supervisor or Cooperating Teacher, scores should increase (and not decrease or ‘stagnate’) to demonstrate that learning/growth is taking place on the part of the pre-service teacher across the measurable standards/outcomes.

Always keep in mind that the purpose of these evaluations 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 new pre-service teacher 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 pre-service teacher as such. Keeping a positive attitude and a desire to improve as needed during the semester, should be the pre-service teacher’s goal. Accept constructive criticism with a positive attitude and view it as an opportunity for growth.

APPENDIX

(Forms and Documents)

Internship Notebook Checklist for

intern's name

After checking your notebook at each visit, your University Supervisor will initial and date this checklist beside each of the items required in your notebook at that time.

ITEM	US Initials/Date
General Requirements (signed by intern)	
Know Your School Inventory	
Daily Schedule	
Long Range Planning Schedule	
Time Sheet For Internship (initialed weekly) -- 1 st Visit (informal)	
Time Sheet For Internship (initialed weekly) -- 2 nd Visit	
Time Sheet For Internship (initialed weekly) -- 3 rd Visit	
Time Sheet For Internship (initialed weekly) -- 4 th Visit	
Supervision Schedule Sheet -- 1 st Visit (informal)	
Supervision Schedule Sheet -- 2 nd Visit	
Supervision Schedule Sheet -- 3 rd Visit	
Supervision Schedule Sheet -- 4 th Visit	
Intern Absence Form – 1 st Visit (informal)	
Intern Absence Form – 2 nd Visit	
Intern Absence Form – 3 rd Visit	
Intern Absence Form – 4 th Visit	
Lesson Plans – 1 st Visit (informal)	
Lesson Plans – 2 nd Visit	
Lesson Plans – 3 rd Visit	
Lesson Plans – 4 th Visit	
Unit Plan (one subject)	
All Evaluations – 3 rd Visit	
All Evaluations – 4 th Visit	

Know Your School Inventor

(Complete during first week)

Name: _____
University Supervisor _____ Home Phone/email _____
Cooperating Teacher _____ Home Phone/email _____
School: _____ Grade range: _____ Phone _____
Address _____
Principal _____ Assistant Principal _____
Guidance Counselor _____ School Nurse _____
Names of other teachers/assistants in your grade/department _____

Secretary _____ Custodian _____
Number of teachers in the school _____ Total enrollment at the school _____
Ethnic Diversity/make-up of the school _____
Days/frequency of faculty meetings _____
Date of upcoming parent/teacher organization meetings _____
Date of upcoming in-service trainings _____
School holiday(s) during pre-service internship _____
Standardized testing dates during pre-service internship _____

School Regulations and Policies to Know:

PST's Initials

CT's Initials

Items to Cover:

_____	_____	Hours for teachers/Attendance Policy
_____	_____	Sign-in & sign-out procedures
_____	_____	Fire/tornado drill procedures
_____	_____	Discipline policies for school/classroom
_____	_____	Duty Schedule/Procedures (morning, lunch, bus)
_____	_____	Dress code—students and teachers
_____	_____	School/district policies/student handbooks
_____	_____	Lesson plans—school's format & due date
_____	_____	Class list/seating chart & faculty/staff list
_____	_____	Daily Schedule/School Map—ask for copies
_____	_____	Grading and reporting procedures
_____	_____	Subject AL COS & Curriculum (get copy)
_____	_____	Procedures for handling severe discipline problems.
_____	_____	Parent conferences/Scheduled PTO meetings
_____	_____	Restroom procedures for students
_____	_____	Check-out/duplication/procedures for resources
_____	_____	Faculty meeting/staff development schedule
_____	_____	Textbooks (teacher's edition)/supplemental materials)

Other important things to know _____

Daily Schedule

This form is to be totally completed and submitted to your University Supervisor during the first week of internship. If you elect to mail this form to your supervisor, be sure to secure his/her address during Orientation.

Name: _____ Room # _____

Cooperating Teacher: _____ School: _____

School phone # _____ Subject: _____ Grade Level: _____

Fill out your daily class schedule, to include all class periods, your planning period, lunch period, and any assigned duties. Please be accurate and neat. If any changes occur in this schedule, you will need to re-submit an updated form immediately to your University Supervisor. Thanks!

<u>TIME PERIOD:</u>	<u>ACTIVITY:</u>

Supervision Schedule Sheet

Student's Name _____ Student ID _____
 Semester/Year _____ School/District _____
 Cooperating Teacher/Grade(s) _____
 University Supervisor's Name _____

INSTRUCTIONS: Interns should record dates and topics for formal evaluation observations as they are determined in collaboration with Cooperating Teachers and University Supervisors. Cooperating Teachers and University Supervisors will record start/end times on the day of observation and add their signatures. This sheet should be kept in your Internship Notebook and submitted to the University Supervisor at the end of your internship.

Day/Date	Class/Topic	Start Time	End Time	Signature	CT	US

Time Sheet For Internship

Student's Name _____ Student ID _____

Semester/Year: _____ School/District _____

Cooperating Teacher/Grade(s): _____

University Supervisor: _____

INSTRUCTIONS: Record your attendance during your internship. The Cooperating teacher is to initial this form at the end of each and every week. University supervisors will verify time sheets during evaluation visits. This time sheet should be kept in your folder and turned in to the Office of Clinical Experience at the end of your pre-service internship.

Week (put in dates)	Monday		Tuesday		Wednesday		Thursday		Friday		Cooperating Teacher's Signature
	Time In	Time Out	Time In	Time Out	Time In	Time Out	Time In	Time Out	Time In	Time Out	

Absent Days: _____

I certify by my signature this is an accurate record of my attendance in pre-service internship.

Signature of Pre-service Teacher Date

Cooperating Teacher's Evaluation
Online Submission Documentation

Please have your Cooperating Teacher document online submission dates for all evaluations and sign upon submitting the final evaluation. You will turn this form in to the Office of Clinical Experience at the end of your internship.

student intern name

Rubric # 1

date

date

date

Rubric #2

date

date

Content Rubric

date

date

date

cooperating teacher signature

date

Required 20 Full Days of Teaching Responsibility

(10 days must be consecutive and include the teaching of your unit. The non-consecutive days may be disbursed throughout the semester, but the 10 consecutive days should not begin before Week 10.)

student intern name

Date	CT Signature

Jacksonville State University
College of Education and Professional Studies
Teacher Service Center

Office of Clinical Experiences
207 Ramona Wood Building

(256) 782-5854
fax 256-782-5959

INTERN ABSENCE FORM

Semester/Year

Name of Pre-Service Teacher

Student ID Number

Name of School

Cooperating Teacher

The aforementioned pre-service teacher was absent on the date(s) indicated below. The make up date(s) after the pre-service internship semester and before graduation is/are indicated below.

Date Absent: _____ Make Up Date : _____
Date Absent: _____ Make Up Date: _____
Date Absent: _____ Make Up Date: _____

ABSENCE POLICY

- There are **NO** acceptable absences. In the event of extenuating circumstances such as extended illness or the death of family member must be made through the Office of Clinical Experience and are subject to review by the College of Education and Professional Studies Exceptions Board. These will be required to be made up at the end of the semester. Any excused absences must be made up at the end of the semester.
- 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 College of Education and Professional Studies 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.
- An unexcused absence will be reviewed by the College of Education and Professional Studies Exceptions Board.

CT Signature

Date

PST Signature

Date

Rubric #1

Jacksonville State University
 College of Education & Professional Studies
Clinical Experiences Observation Instrument (CEOI)

Clinical Level: 3 4

Instructions: This rubric is to be used by the US and CT each time the candidate is formally observed teaching a lesson.

Note: Observation should be made by the US and CT on the same lesson. This practice is intended to help provide evidence the CEOI use is consistent, accurate, fair, and free from bias.

Candidate's Name: _____ Observation # (circle): 1 2 3 (4)
 Date: _____

Student #: _____ Major: _____ Subject/grade level: _____
 Semester/year: _____/_____

Observation by (circle one): University Supervisor / Cooperating Teacher Final Grade: _____

Rating Scale: 1 = Unacceptable 2 = Basic 3 = Proficient 4 = Exceptional N/O = Not Observed

	Rating Scale				
	1	2	3	4	N/O
Educational Theory and Research					
1. The lesson plan aligned the lesson objectives with the Alabama course of study.					
2. The lesson plan reflected the needs, interests, and abilities of students.					
3. The lesson plan outlined creative activities related to the purpose(s), objectives and skills/concepts to be mastered (e.g., cooperative learning, discussion, discovery, problem-based learning).					
OUTCOME SCORE	1	2	3	4	
Content Pedagogy					
4. During the lesson the candidate established relationships among facts, concepts, principles, and/or skills.					
5. During the lesson the candidate was able to make connections across the curriculum with regard to main ideas, central themes, knowledge, and/or skills.					
6. During the lesson the candidate used the students' prior knowledge and experiences to introduce new subject-area related content.					
OUTCOME SCORE	1	2	3	4	
Diverse Learners					
7. During the lesson the candidate demonstrated the ability to work effectively with exceptional/special needs students by providing appropriate grade level modifications and/or adaptations.					
8. During the lesson the candidate clarified the lesson (remediation, reinforcement, or enrichment), selected and used resources appropriate to student differences (ability, achievement, interests, learning styles)					
OUTCOME SCORE	1	2	3	4	
Teaching Strategies and Techniques					
9. During the lesson the candidate demonstrated the ability to orient the students to the lesson by giving clear directions and summarizations of knowledge and skills to be gained.					
10. During the lesson the candidate used creative activities such as cooperative learning, discussion, discovery, problem-based learning.					
11. During the lesson the candidate used various questioning techniques to develop critical thinking and problem solving skills.					
OUTCOME SCORE	1	2	3	4	
Professionalism					
12. During the lesson the candidate encouraged appropriate teacher-student interaction.					
13. During the lesson the candidate displayed ethical and appropriate professional dispositions.					
OUTCOME SCORE	1	2	3	4	
Educational Environment					
14. During the lesson the candidate attempted to motivate students by encouraging active participation, ensuring equitable participation, accepting student ideas, and engaging students in individual and cooperative learning activities.					

15. During the lesson the candidate managed time, space, activities, and student behavior in order to maximize instructional time and minimize disruptions.					
OUTCOME SCORE	1	2	3	4	
Communication and Technology	1	2	3	4	N/O
16. During the lesson the candidate modeled appropriate oral/written communications. (correct word pronunciation, appropriate vocabulary, fluent speech, and legible writing)					
17. During the lesson the candidate appropriately utilized technology, media, bulletin boards, models, and/or displays.					
OUTCOME SCORE	1	2	3	4	
Assessment	1	2	3	4	N/O
18. During the lesson the candidate allowed students to demonstrate their learning through informal assessments such as student demonstrations, response to higher order questioning, etc.					
19. During the lesson the candidate utilized the results of informal/formal assessments to support student learning through feedback and/or adjustments to instruction.					
OUTCOME SCORE	1	2	3	4	

Comments:

Candidate's signature _____

University Supervisor's or Cooperating Teacher's signature _____

Rubric #2

Jacksonville State University
College of Education and Professional Studies
Clinical Experiences Observation Instrument (CEOI)

Instructions: This rubric is to be used by the CT, in conjunction with the US, at mid-term and at the end of the internship to evaluate the candidate's abilities.

Candidate's name: _____ Observation # (circle): 1 2 Date: _____

Student #: _____ Major: _____ Subject/Grade level: _____ Semester/Year: _____

Final Grade: _____

Rating Scale: 1= Unacceptable 2= Basic 3= Proficient 4= Exceptional N/O=Not Observed

The candidate consistently demonstrated the ability to	Rating Scale				
Educational Theory and Research	1	2	3	4	N/O
1. Create short- and long—range plans linked to student needs and performance, and develop plans to ensure student progress and motivation.					
2. Interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.					
Content Pedagogy	1	2	3	4	N/O
3. Use various types of reasoning, including inductive, deductive, spatial, and proportional.					
4. Solve problems using different strategies to verify and interpret results, and to draw conclusions.					
Diverse Learners	1	2	3	4	N/O
5. Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.					
6. Develop culturally responsive curriculum and instruction, i.e. model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instructions.					
7. Identify and refer students for diagnosis for special services.					
Teaching Strategies and Techniques	1	2	3	4	N/O
8. Organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.					
9. Integrate reading instruction into all content areas that one teaches.					
10. Communicate mathematical concepts, processes, and symbols associated with the discipline.					
Professionalism	1	2	3	4	N/O
11. Practice safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.					
12. Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.					
13. Exhibit the professional behavior and dispositions delineated in professional, state, and institutional standards, i.e. Alabama Code of Conduct, and stated CEPS dispositions.					
14. Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instructions.					
15. Share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth, including students with diverse needs.					
16. Use professional literature, best practices, collegial assistance, and reflections to improve as a teacher and a learner.					
17. Access resources to gain information about federal, state, district, and school policies and procedures.					
18. Maintain confidential student information in an ethical and professional manner.					
19. Keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.					
20. Communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.					

21. Communicate and collaborate with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.					
Educational Environment	1	2	3	4	N/O
22. Create an effective learning environment in which students participate in independent and collaborative decision-making, are held accountable for their actions, and engage in a variety of purposeful learning activities.					
Communication and Technology	1	2	3	4	N/O
23. Create a print-language-rich environment in which students participate in independent and collaborative decision-making, are held accountable for their actions, and engage in a variety of purposeful learning activities.					
24. Model effective communication strategies when conveying ideas and information, and asking questions (i.e., monitoring the effectiveness of messages, restating ideas and drawing connections, and incorporating verbal and non-verbal cues.)					
25. Integrate skill development in oral and written communications into areas that one teaches.					
25. Select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.					
27. Integrate technology into teaching the content.					
28. Facilitate and evaluate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.					
29. Use technology to assess student progress and manage records.					
Assessment	1	2	3	4	N/O
30. Design and implement a variety of formal and informal assessments to plan instruction, modify teaching and learning strategies, and measure and report student progress related to learning objectives.					
31. Develop rubrics and to teach students how to use them to assess their own performances.					
32. Evaluate student's technology proficiency and students' technology-based products within content areas.					

Comments:

Candidate's Signature _____

Cooperating Teacher's Signature _____

University Supervisor's Signature _____

Questions for the Facilitation of Becoming a Reflective Practitioner

Constantly ask yourself these questions to reflect afterward upon lessons you teach:

1. How do you think the lesson went today and why?
2. At what point in your lesson did you feel the most successful?
3. With what part of the lesson were you least satisfied?
4. When were your students most engaged?
5. When you had some children that weren't engaged in the activity, why do you think they weren't?
6. What do you feel were your trouble spots in this lesson?
7. What can your mentor do to help you with students like " _____?"
8. What do you hope the students said to each other after your lesson?
9. What other activities could you have chosen to teach this lesson?
10. Would you choose the same activities again? Why or why not?
11. How did you know that each child was/is learning?
12. Did you obtain your objectives set today? How do you know this?
13. What did you find to be the greatest challenge in teaching today?
14. Is there anything you could do next time to make the lesson more interesting, to make it easier to teach your objectives, or to help students "get it?"
15. What did you learn about yourself today?
16. Did you address everyone in class today? Did you use positive feedback?
17. What "teachable moments" were presented today? Did you take advantage of them fully? How?
18. If you were a student in your lesson just now, would you leave having felt you just learned something new and exciting in an open, non-threatening environment, ready for risk-taking?
19. What type of critical thinking / higher order thinking questions did you use to stimulate the "non-recall" type of questions and stimulate higher levels of cognitive functioning in your students?
20. Did you do your best? Were you at the top of your game?