



College of Education and Professional Studies

TEACHER INTERNSHIP HANDBOOK

A Guide for Internship

**Teacher Candidates
Cooperating Teachers
University Supervisors
School Administrators**

Published by:
Teacher Education Services
The Office of Clinical Experiences
(256) 782-5854

Jacksonville State University College of Education and Professional Studies

Learning Outcomes of the Conceptual Framework



College of Education and Professional Studies Mission Statement

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

Clinical Experiences Mission Statement

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

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JACKSONVILLE STATE UNIVERSITY

Teacher Candidates, Cooperating Teachers, University Supervisors and P-12 Administrators,

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

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

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

Best regards,

Maria Hayes

Maria Hayes
Coordinator, Clinical Placements and School Partnerships
College of Education and Professional Studies
Jacksonville State University

**Jacksonville State University
College of Education and Professional Studies
Common Clinical Agenda
Spring 2022**



I. Welcome to Clinical Supervision

- a. Clinical Supervision expectations
 - i. Teacher Candidate
 - ii. Cooperating Teacher
 - iii. University Supervisor
- b. University Supervisor Contact Information

II. JSU Cooperating Teacher (CT) Application

- a. Necessary for matching cooperating teachers, university supervisors, and teacher candidates
- b. Must be completed within one week of the beginning of the practicum or internship
- c. Links award of JSU Scholarship hours to service as a cooperating teacher
- d. Application link is: <https://ct.jsu.edu>

III. LiveText Field Experience Management

- a. Platform for supervision activities, such as observation and disposition rubrics and time management
- b. The LiveText FEM link is: <https://www.livetext.com>
- c. Log-in Information is school email plus password sent from LiveText FEM
- d. To retrieve lost password, go to <https://www.livetext.com> and click on the login link at the upper right hand corner. Click the Forgot Password link. Enter your school email address and click Continue, select Email To. Click Continue. Check your email account for an email from support@livetext.com with a subject line that begins with LiveText Password Reset Code. Reset your password and log-in.
- e. Placements are located under the "Field Experiences" tab

IV. LiveText Field Experience Resource Page

- a. Access to information, forms, and FAQ
- b. Professional Development Platform for Cooperating Teachers with video presentations
 - i. [Common Observation Rubric \(COBS\)](#)
 - ii. [Teacher Candidate Disposition Assessment \(TCDA\)](#)
 - iii. Program Rubrics *US will orient CT to the program specific rubrics, if needed
- c. Go to <https://www.livetext.com> Enter Visitor Pass C7650019

V. Assessment Due Dates for Spring 2022

- a. In order to help us collect data that we can use to track candidate progress, improve our programs, and innovate our processes, we will collect several types of data during the clinical experience.
- b. Only the LAST observation per placement is entered into LiveText

Assessment	Details	Due Dates
Teacher Candidate Disposition Assessment (TCDA)	<ul style="list-style-type: none">• Collects information on teacher candidate dispositions from CT and JSU Faculty• Is in LiveText FEM	April 15, 2022
Common Lesson Plan & Observation Rubric (CLP + COBS)	<ul style="list-style-type: none">• University Supervisors will share the number of observations needed for your practicum or internship teacher candidate.• Only the last CLP + COBS will be recorded in LiveText FEM.	April 15, 2022
Common Clinical Agenda Rubric	<ul style="list-style-type: none">• Designed to give information on how JSU supports CTs in the field.	April 15, 2022
Clinical Supervision Surveys	<ul style="list-style-type: none">• CT evaluates US, US evaluates CT, Teacher Candidate evaluates CT and US• Surveys will be sent via email from Office of Clinical Experiences in April	TBD

**JACKSONVILLE STATE UNIVERSITY
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES –
STUDENT TEACHER INTERNSHIP COURSE SYLLABUS**

DATE OF SYLLABUS: Spring, 2022

COURSE NUMBER, TITLE, AND *CREDIT:

ED 495/595 Internship in Education (6 hrs; 3 hrs)

ED 496/596 Reflective Practices in Education (3 hrs; 3 hrs)

See Music Education Department for the following syllabi:

MU 487/588 Internship in Music Education (9 hrs; 3 hrs)

MU 489/579 Capstone in Music Education (3 hrs; 3 hrs)

**credit hours vary by program*

COURSE DESCRIPTION:

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

TEXT:

JSU Teacher Internship Handbook

LiveText Software with Field Experience Module (FEM)

DISABILITY ACCOMMODATIONS STATEMENT:

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

MILITARY-CONNECTED STUDENT STATEMENT:

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

RATIONALE:

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

COURSE OBJECTIVES:

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

290-3-3-.03 Alabama Core Teaching Standards. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the standards modified from the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). Effective 06-01-2019.

Standard 1. Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social,

emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Category 1; edTPA R2-R4, R14; ACTS 1(a)-(k); CF 2)

Standard 2. Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Category 1; edTPA R1-R4, R6-R7, R14; ACTS 2(a)-(o); CF 4)

Standard 3. Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Category 1; edTPA R1, R6-R9; ACTS 3(a)-(r); CF 4)

Standard 4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC Category 2; edTPA R1-R2; ACTS 4(a)-(s); CF 6)

Standard 5. Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Category 2; edTPA R4, R7-R9, R14; ACTS 5(a)-(s); CF 6)

Standard 6. Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making. (InTASC Category 3; edTPA R5, R11-13, R15; ACTS 6(a)-(w); CF 3)

Standard 7. Planning for Instruction. Based on the appropriate Alabama Course(s) of Study, the candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Category 3; edTPA R1-R3, R15; ACTS 7(a)-(s); CF 2)

Standard 8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Category 3; edTPA R1-R6; ACTS 8(a)-(s); CF 2)

Standard 9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. (InTASC Category 4; edTPA R10, R15; ACTS 9(a)-(o); CF 5)

Standard 10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Category 4; ACTS 10(a)-(t); CF 1)

COURSE OUTLINE:

Refer to the *JSU Teacher Internship Handbook* and outline from ED 496/596 instructor.

COURSE REQUIREMENTS:

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

ATTENDANCE POLICY:

Teacher candidates must attend the assigned classroom(s) in their area of certification every day of the week for the full internship semester. Teacher Candidate will be in the classroom before the students arrive and until the afternoon bell.

ACADEMIC HONESTY POLICY:

Teacher candidates must follow the JSU College of Education and Professional Studies's Honesty Policy, which includes cheating and plagiarism.

EVALUATION:

Each candidate will be evaluated by a Cooperating Teacher and a University Supervisor. They will assess teacher candidates using rubrics designed to measure candidates' performance, ability, understanding of content area, and dispositions. Candidates must meet all required objectives (Learning Outcomes) at a proficient level. Candidates will receive a Pass or Fail and must pass the ALSDE approved score on the specified edTPA subject-specific portfolio.

GPA POLICY:

Teacher candidates must follow the JSU College of Education and Professional Studies's Grades Dismissal and GPA Policies.

**Grade Point Average (GPA) Policy (Teacher Education Programs)
Undergraduate**

1. A student applying for admission to a Class B Teacher Education Program must have a 2.75 Grade Point Average (GPA) in (1) overall course work, (2) all courses in the teaching field, and (3) all professional studies courses, to be eligible for admission. The student should seek to maintain at least a 2.75 in all areas and **MUST** have a 2.75 in each of the three above-named areas to be eligible to graduate and apply for Alabama Teacher Certification.

Writing Intensive Course Application

Writing to learn in the academic discipline is likely already taking place within courses being offered. Writing assignments within a WI course can include *any* assignments that help students learn course concepts and material, using writing as the means of assessment: journals, portfolios, memos, artist statements, discussions, lab reports, scholarly articles or papers, letters, public service announcements, reflections, annotated bibliographies, news reports or press releases, websites, emails, posters, proofs, technical reports, discussion boards, etc. The writing grade percentage for a WI course can be reached through a cumulative total derived from a combination of various assignments and need not be determined from one single writing assignment, which encourages regular practice as well as frequent feedback. (For example, discussion boards 15%, lab reports 10%, research essay 10%, final exam with essay questions 15% = 50%).

Department: Curriculum and Instruction, Secondary Education, Health and Physical Education

College: College of Education and Professional Studies

Major: BSE in Education: Early Childhood/Elementary, Secondary Education (English Language Arts, Mathematics, General Science, General Social Studies, Family and Consumer Science, Business Marketing Education, Health and Physical Education)

Name of Person Completing Form: Dr. Kimberly White

1. Writing-Intensive courses should teach context-based writing in a particular discipline, focusing on teaching students how to think and write so they can communicate with professionals in their field. Identify the course and describe briefly how this course addresses this objective.

Reflective Practices, ED 496 provides the teacher candidate in internship the opportunity to plan, teach, assess, and reflect on student learning. Reflective Practice, ED 496 is a co-requisite course to ED 495, Internship. Internship in education is a full-semester, rigorous, student teaching experience. Interns are placed into P-12 classrooms appropriate for their teaching field. For example, secondary education interns are placed in classrooms for their specialty (English language arts, mathematics, social studies, family and consumer science, business marketing education, or science grades 6-12). Early childhood/elementary interns have two placements, the first in grades 1-3, the second in Pre-K. Special education interns have two placements in special education settings, one in grades K-6 and the other in grades 6-12. Health and Physical Education interns have three placements, one in health grades 6-12 and two in physical education at the K-6 and 6-12 levels. Internship is considered the capstone course for teacher candidates, it is the synthesis of their program.

edTPA is a national assessment that is performance based and includes a large written portfolio along with video clips of interns teaching in their placement. edTPA is designed to allow interns to demonstrate their readiness to plan, teach, and assess student learning. A valuable component of edTPA is the reflective piece of the portfolio, for every action in planning, teaching, and assessing, the intern must engage in deep reflection. The reflection is expressed through the written portfolio which includes at least three tasks (early childhood/elementary candidates have four tasks) and fifteen rubrics (early childhood/elementary candidates have eighteen rubrics). The writing in edTPA not only includes the reflective passages that align to each of the rubrics, it also includes the complete lesson plans and assessments for 3-5 day learning segments included in the portfolio. The

The edTPA portfolio must be started and completed in internship. The length of time to prepare the portfolio is substantial, interns begin on day one of internship and typically submit the portfolio for national scoring somewhere around the middle of the semester. The writing in edTPA is extensive and must be expressive enough for a national scorer to understand if a candidate demonstrates readiness for the classroom through the portfolio. The minimum score must be earned on the portfolio in order to pass, 37 for the fifteen rubric submissions and 42 for the eighteen rubric submissions. Most portfolios are no more than 25 pages, single spaced plus the supporting lesson plans, assessments, and student feedback. Early childhood/elementary portfolios have four tasks and are slightly longer.

Preparation of the portfolio is a lengthy process that includes drafting, feedback, and revision. This takes place across the first half of the semester and within the three or four tasks. Interns are well-prepared for this work and the expectation is for a large measure of independence in planning, teaching, assessing, and reflecting on student learning. The rules on instructor feedback on edTPA are quite strict, an instructor cannot alter what an intern is doing, and the portfolio must reflect their own work to

demonstrate readiness. However, edTPA allows substantial flexibility in peer feedback and revision. Drafting, feedback, and revision work occurs during structured sessions where the interns report to campus biweekly to work collaboratively on their portfolios under the guidance of their instructors. Interns can give directions to one another on content and grammar, often using the edTPA rubrics as a scaffold for such feedback. The biweekly seminars are teaching field based, meaning that secondary education interns are together, early childhood/elementary are one group, special education is another group, and health and physical education are their own group. Instructors for ED 496 manage the seminars, providing guidance and instruction as allowed by the edTPA guidelines. Interns typically work in pairs or trios, providing feedback and working on revision in multiple stages until the portfolio is ready for submission.

2. To ensure success in critical thinking and communication within a particular discipline, Writing-Intensive courses need to be located in the department offering the degree. If the course your students are required to take falls outside your department, please explain how the course satisfies the specific academic needs of students pursuing a major in your discipline.

ED 496 is offered by the College of Education and Professional Studies as a general education course required by all candidates majoring in education in teaching fields associated with Curriculum and Instruction, Secondary Education, and Health and Physical Education. It is a required course, a candidate cannot complete the program and graduate without a successful edTPA portfolio submission that earns the required, state-mandated score.

3. Writing assignments should be fashioned and evaluated to reflect what students would be analyzing, developing, and creating through writing communication in their chosen discipline and profession; describe briefly how this course addresses this issue.

The writing assignment in ED 496 is the total edTPA portfolio. The edTPA portfolio for each teaching field can be found in the LiveText edTPA Resource page. This page can only be accessed with a visitor pass, click <https://www.livetext.com/> and enter Visitor Pass **9FADC57C**. Click on left hand navigation, edTPA. Click on the bottom JSU College of Education and Professional Studies edTPA Resource Page. From there, all of the portfolios can be accessed, but do not download or otherwise share them. The portfolios are set up in tasks, each task has prompts. These are the documents interns use to prepare their portfolio for the national submission.

4. Students should receive substantive feedback from the course instructor on writing assignments (i.e. not graded by a separate grader or graduate assistant), and the writing assignments should be a major part of the course grade.

This course is taught by and student papers are graded by a full-time instructor:
 X yes AND X no.

This is a yes and no question for the College of Education and Professional Studies. Some sections of ED 496 are taught by full-time instructors, others are taught by adjuncts. Adjuncts in the College of Education and Professional Studies have decades of classroom experience and meet the criteria of the both the university and the AL Code of Educator Preparation. Adjuncts are considered important faculty members and participate in faculty meetings, data days, and professional development alongside full-time faculty members. The edTPA portfolio is not graded at all at JSU, it goes to a national scorer who evaluates the content in the portfolio to determine if the candidate demonstrates readiness for the classroom.

If not, please explain how the current instructional arrangement responds to the concern that student writing receive feedback directly from the professor teaching the course.

N/A

5. A Writing-Intensive course should require multiple writing assignments, both formal and informal. Therefore, while the quantity of written work is flexible and to be determined by academic or professional standards, we recommend students in WI courses produce a minimum of 16 pages of writing, or 3500-4000 words. This amount can consist of multiple assignments, not just one long research paper. **How are the writing assignments sequenced, scaffolded, and distributed throughout the semester?** Submit writing assignments/syllabi for this course that demonstrate how this requirement is

being met.

The edTPA portfolios in the LiveText resource page show the amount of writing and reflecting that teacher candidates are required to do during the preparation of their national submission. The three tasks (four for early childhood/elementary), are prepared over the course of the first half of the semester. The preparation process is rigorous and time-consuming. While there is no rubric for grammar in the portfolio, it is a holistic scoring that depends upon the candidate's ability to successfully express the content and reflection necessary in the teaching profession. A portfolio containing gross errors in grammar would not be acceptable.

Examples of the prompts from the edTPA Tasks 1, 2, and 3 are below. These may slightly vary depending upon the teaching field. The examples below are from elementary education. The entire portfolio for Tasks 1, 2 and 3 can be no more than 25 single-spaced pages (9 for Task 1, 6 for Task 2, and 10 for Task 3). Additionally, lesson plans, assessments, and examples of student feedback are also submitted, adding to the writing load in ways consistent with teaching as a profession.

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the **central focus** and the essential literacy strategy for comprehending **OR** composing text you will teach in the learning segment.
- b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address
 - the essential literacy strategy
 - related skills that support use of the strategy
 - reading/writing connections
- c. **Explain how your plans build on each other** to help students **make connections** between the essential literacy strategy to comprehend **OR** compose text and related skills that support use of the strategy in meaningful contexts

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your students with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**
- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Literacy Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and

materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)
- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary or key phrases
 - **Plus** at least one of the following:
 - Syntax
 - Discourse
- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

[]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Literacy Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than 6 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

- a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.
- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and apply the essential literacy strategy using related skills to comprehend **OR** compose text.
- b. Explain how you modeled the essential literacy strategy **AND** supported students as they practiced or applied the strategy to comprehend **OR** compose text in a meaningful context.

Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

TASK 3: LITERACY ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Literacy Assessment Task 3, Part D.
- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
 - the essential literacy strategy
 - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. (**Delete choices that do not apply.**)
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In audio files
 - In video clips from Literacy Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clips from Literacy Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Literacy Assessment Task 3, Part B.
3. Use the student work samples analyzed in Literacy Assessment Task 3 and cite language use.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use
 - selected language function,
 - vocabulary or key phrases, **AND**
 - discourse or syntaxto develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
 - For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

6. **How does the course engage students in the writing process, including revision?** Writing Intensive courses include assignments which require a multistage revision process to complete a writing assignment. Feedback (from instructors, teaching assistants, and/or peers) is an integral part of the course instruction. Revision involves rethinking and reformulating, not merely editing of conventional and stylistic elements.

Instructors cannot offer feedback that changes the intent of the candidate in preparing the edTPA portfolio, only general feedback can be provided. However, peer feedback and revision is acceptable and encouraged. ED 496 is structured as a workshop seminar to allow interns the time and opportunity to complete their portfolio. Peer feedback and revision are critical elements to the success of each candidate in preparing an acceptable, portfolio capable of achieving the state-mandated score. The three task examples above in #5 show the depth of the writing needed to complete the edTPA portfolio. Peer review is done in stages for each of the three (elementary education has fourth task for math) tasks. Peer review is supported by different tools that guide peer conversation so that the portfolio entries express the content pedagogical knowledge reflective of each teaching field. Each teaching field uses tools that support their own content pedagogical knowledge, for example checklists and conversation prompts to help the peers when working together in the seminar workshops.

GPA Requirements
Graduate Studies Academic Regulations and Procedures

1. A minimum GPA of 3.25 is required on all courses used to meet the requirements on the ALSDE approved program checklist at the master's (Class A) level.
2. A minimum GPA of 3.50 is required on all courses used to meet the requirements on the ALSDE approved program checklist at the education specialist (Class AA) level.

TEACHER CANDIDATE (TC) DISPOSITION ASSESSMENT (TCDA) POLICY:

Teacher candidates must follow the JSU College of Education and Professional Studies' TCDA Policy.

The JSU College of Education and Professional Studies expects TC to demonstrate dispositions that contribute to the development and learning of all P-12 students. Dispositions refer to attributes and attitudes beyond academic abilities. In order to establish expectations and monitor TC in these areas, the TCDA is administered at selected program decision points, including prior to admission, during, and prior to completion of the JSU TEP. Faculty assess candidates at established program decision points on each of the following twelve indicators:

1. Communication
2. Punctuality
3. Professional Boundaries
4. Openness to Improvement
5. Self-Regulation
6. Personal Appearance and Hygiene
7. Leadership and Collaboration
8. Effective Facilitation
9. Assessment and Reflection
10. Diverse Learners and Environments
11. Ethics and Professional Responsibility
12. Reflective Mastery of Content

If a candidate is assessed as unacceptable or developing in any area, a Teacher Candidate Plan of Action (TCPoA) may be developed as a remediation step or the candidate may be removed from the TEP. The first six indicators (Communication, Punctuality, Professional Boundaries, Openness to Improvement, Self-Regulation, and Personal Appearance and Hygiene) are applicable in every course. The last six indicators (Leadership and Collaboration, Effective Facilitation, Assessment and Reflection, Diverse Learners and Environments, Ethics and Professional Responsibility and Reflective Mastery of Content) may not be observed in some courses. For all indicators, if there is no opportunity for the TC to demonstrate a disposition, the Not Applicable selection may be used. In addition to the selected program decision points, faculty, university supervisors, and cooperating teachers may complete the TCDA or TCPoA on a teacher candidate at any time.

Spring 2022 Internship Calendar

Monday, January 3rd	Internship Orientation & Device Pick up– Mandatory Meeting 1:00 pm – 3:30 pm Regional In-Service Center Auditorium 100 Gamecock Drive, Anniston
TBA	edTPA sessions with your departments. *You will receive information about location and time from your departments
Tuesday, January 4th	Etowah County School System Interns ONLY *If you have a placement in the Etowah County School System, you will attend this orientation. Look at your placement letter. If the “System” says Etowah County for any placement you have, this is for you. If it says anything else, this is not for you. Time: 9:00am – 11:00 am, Central Office, 3200 W Meighan, Gadsden
Tuesday, January 4th	Calhoun County School System (CCSS) Interns ONLY *If you have a placement in the Calhoun County School System, you will attend this orientation. Look at your placement letter. If the “System” says Calhoun County for any placement you have, this is for you. If it says anything else, this is not for you. Time: 1:00 pm – 3:00 pm Central Office Downstairs Resource Center. 4400 McClellan Blvd, Anniston
Monday, March 14th	Tentative mid-semester placement change for select majors. Follow your department’s guidelines and/or your placement letter.
Friday, March 18th	Certification application deadline
Friday, April 8th	Mandatory Education Career Fair – Leone Cole Mandatory Device Drop Off 10:00 – 11:00 – Leone Cole 1:00 – 2:00 – Leone Cole 5:00 – 6:00 – Self Hall, Room 241
Friday, April 15th	Last official day for interns
April TBA	Internship Surveys and Evaluations * You will receive an email with instructions to submit your evals
Wednesday, April 20th	Internship Pinning Ceremony Location: Leone Cole Auditorium Time: TBA, but it will be an evening event
May 6th	Graduation Ceremonies

Internship Placement Policy
In conjunction with P-12 School Partnerships
and in Accordance with the
Alabama Educator Preparation Code
Chapter 290-3-3-.02

A. Candidate Eligibility

1. To be eligible for placement, each candidate must be unconditionally admitted to the JSU College of Education and Professional Studies (SOE) Teacher Education Program and be registered for appropriate clinical experience course(s). Internship applications are completed at Internship Application Meetings one semester before internship (i.e., application for fall semester is submitted the previous spring semester; application for spring semester is submitted the previous fall semester). It is the candidate's responsibility to be aware of application due dates, as well as ensure information is truthful and kept current on file with the Office of Clinical Experiences (OCE). The time, date, and place of the internship application meetings are announced at the beginning of each semester and posted on the [JSU Clinical Experience Webpage](#).
2. Incomplete internship applications will not be processed, which will delay placement. Late applications will not be given priority.

B. Facilitation of Placement

1. The JSU OCE facilitates placement of candidates. Decisions about placements are determined in collaboration with school districts, JSU SOE faculty, and the Coordinator of Clinical Placements and School Partnerships.
2. In addition to ALSDE and SOE placement requirements, the SOE must follow each district's protocol for identifying a placement school and cooperating teachers. Due to the placement process and requirements by districts, candidates are not to contact the cooperating professional, principal, or district personnel, and should not make any arrangements with a school district for a clinical experience placement. All placements come through the OCE.

C. Diverse Placements

The SOE is committed to providing candidates opportunities to observe and practice in diverse settings. Diversity is found in all school districts and programs with which the SOE has partnerships for placement, in terms of location (rural, urban, suburban, city, town), grade levels, language, ethnic groups, socio-economic, gender, English language learners, disabilities and exceptionalities. Note: Candidates may not directly ask students about ethnicity or socio-economic status.

D. Conflicts of Interest

1. To minimize role confusion and conflict-of-interest issues that may undermine professional growth, performance and evaluation, candidates may not practice in schools where family members work or study. Established partnerships and professional relationships between JSU SOE, specific schools and school districts may be jeopardized if direct candidate contacts occur. "Family" is defined as, but not limited to, the following: spouse, child, grandchild, brother/sister, aunt/uncle, grandparents, niece/nephew, cousins, sister-in-law/brother-in-law, mother/father. This information must be disclosed on the application for internship.
2. You may not complete a clinical experience where you attended high school unless it has been more than ten years since your graduation. Do not list this as a requested choice for placement on your application for internship.

E. Placement Preferences

1. The OCE may ask for candidate preferences in the location of clinical experiences, but preferred placement is not guaranteed.
2. Due to large number of placements made each term and needs of all candidates, a candidate who refuses an assigned placement will not be reassigned until all other candidates are placed for that term and may possibly not have a placement until the following term.
3. Placements are made in select Alabama P-12 schools within JSU's 70-mile radius.

F. Employed Candidates

Employed Alternative A interns (teachers of record) who hold a valid Interim Educator Certificate (IEC) endorsed for the teaching field appropriate to the candidate's teaching assignment *may* be allowed to complete internship within his/her classroom. See Coordinator of Clinical Placements and School Partnerships for further information.

Special Internship provisions for Alternative-A candidates who hold an Interim Employment Certificate:

The following teaching fields require a divided internship unless a 3-hour semester practicum has been completed to meet the divided internship requirements:

1. Early Childhood P-3,
2. Elementary Education K-6,
3. Music Education Vocal and Instrumental P-12,
4. Physical Education P-12-6/6-12.

Alternative-A programs that require a divided internship include at least one specific practicum course outside of the internship to meet this requirement. Academic departments are responsible for ensuring that candidates employed with a valid IEC meet the divided internship requirements through satisfactory performance in the practicum. Completion of the 3-hour practicum requires a setting appropriate to the teaching field in which the certification is sought. Students employed outside of the 3-hour practicum setting may complete well thought out and intentional assignments in another setting to meet the practicum requirements. The following candidate groups are required to have a divided internship unless a 3-hour practicum has been completed outside of internship to meet the requirement:

1. Employed early childhood education teachers holding a valid IEC.
2. Employed elementary education teachers holding a valid IEC.
3. Employed teachers holding an IEC that spans P-12: music education vocal or Instrumental, physical education.
4. Employed collaborative special education K-6 and 6-12 teachers holding a valid IEC.

The following requirements are based on the *Alabama Educator Preparation Code*

Chapter 290-3-3-.02(6)(e)(f)

Adopted 09-13-2018

Effective 06-01-2019

Internships in Class B and Alternative Class A Programs

1. The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least *five consecutive days. (*JSU requirement: The teacher candidate will gradually assume lead-teaching and lead-planning responsibilities for a minimum of twenty (20) days, with at least five (5) of those being consecutive.)
2. **Health Education (6-12) and Physical Education (P-12)** combined program: internship shall be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education. (Class B only)
3. **P-12 Programs: Music Education (P-12) and Physical Education (P-12)** and **Special Education Collaborative Teacher at both the K-6 and 6-12 levels**: internship shall be divided between early childhood/elementary and middle/secondary grades.
4. **Early Childhood Education (P-3) AND Early Childhood Special Education (P-3)** programs: internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8. Note: Internship placement in JSU's Class B Elementary Ed/Early Childhood Ed dual certification program must comply with both Early Childhood and Elementary Education Code placement requirements.

5. **Elementary Education (K-6) AND Special Education Collaborative (K-6)** programs: internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels. Note: Internship placement in JSU's Class B Elementary Ed/Early Childhood Ed dual certification program must comply with both Early Childhood and Elementary Education Code placement requirements.
6. A candidate who has met all State requirements for unconditional admission to an **Alternative Class A program and is EMPLOYED in an Alabama school** may complete the internship in the candidate's classroom if **BOTH** of the following requirements are met:
 - a. The candidate holds a valid Interim Employment Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, **AND**
 - b. On-the job internship placements are permitted by EPP written policy. See Faculty Qualifications and P-12 Clinical Faculty (Cooperating Teachers) for Interns section below for CT credentials.

Faculty Qualifications and P-12 Clinical Faculty (Cooperating Teachers) for Interns 290-3-3-.02(6)(f)3

1. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.
2. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are
 - a. properly certified at the Class A level for their present assignment **OR** hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment,
 - b. have at least three years of professional educational work experience in their field of specialization, **AND are**
 - c. currently teaching classes in the intern's area(s) of specialization.
3. For candidates in Class B programs and candidates in Alternative Class A programs who are **not employed on the basis of holding an Interim Employment Certificate**, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.
4. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

5. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Department of Early Childhood Education and employed in a setting accredited by the National Association for the Education of Young Children.
6. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

SECTION I: THE INTERNSHIP

The Internship Experience

Internship is one of the most important experiences for Jacksonville State University College of Education and Professional Studies teacher candidates. It is generally regarded as the culminating activity of one's preparation to become a teacher. At JSU, the teaching internship is a full-semester, full-time assignment.

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

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

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

There is no substitute for good planning, and planning goes beyond writing lesson plans. It also includes having materials ready, previewing materials, implementing available technology, having handouts ready and on hand, and arranging the classroom so that the teacher candidate can make eye contact with all students. A teacher candidate should be certain that activities will last for the appropriate time period or have additional activities prepared. Completing a lesson before the end of the class period and not having a worthwhile activity in which to engage students can result in management problems.

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

The teacher candidate will

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

Intern Characteristics and Qualities

PERSONAL QUALITIES/SKILLS	PROFESSIONAL QUALITIES	INSTRUCTIONAL SKILLS
Exhibits initiative	Exhibits ethical and professional qualities	Assesses students' needs
Maintains good attendance	Exhibits commitment to teaching profession	Uses appropriate diagnostic and evaluative instruments
Demonstrates reliability	Seeks to improve teaching skills	Attempts to meet students' needs
Exhibits punctuality		Demonstrates respect for students
Exhibits a cooperative spirit toward supervision	CLASSROOM MANAGEMENT	Prepares effective lesson plans
Is appropriately dressed and groomed	Maintains satisfactory physical environment	Prepares effective unit plans
Demonstrates physical stamina for demands of teacher	Demonstrates proper use and care of equipment and supplies	Utilizes long-range plans
Cooperates with faculty and peers	Handles classroom routine efficiently	Meets planning deadlines
Uses good judgment	Uses adequate classroom discipline	Uses teaching time efficiently
	Perceives health problems	Demonstrates knowledge of subject matter
COMMUNICATION SKILLS	Is aware of students' social interaction	Uses a variety of resources
Uses standard English	Maintains balance in student/teacher talk	Uses academic technology effectively
Uses standard written English		Uses learning theories appropriate to age and development of students
Maintains proper voice quality		Stimulates critical thinking
Listens to students		Provides for individual differences
Uses appropriate facial expressions/gestures		

Class B (Bachelor's level) and Alternative Class A (Master's level)
Candidate Criteria Prior to Internship

All Class B and Alt A teacher candidates seeking initial certification must meet the following criteria BEFORE internship:

- Unconditional admission to the Teacher Education Program
- Clear background check conducted for the ALSDE
- Completion of all coursework in the teaching field (major) or written approval by the intern's advisor (1 course) or department head (2 courses)
- GPA Class B: Minimum GPA of 2.75 overall, 2.75 in the teaching field, and 2.75 in professional studies courses with no grades below a C in professional studies courses
- GPA Alt Class A: Minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist with no grades below a C
- Trial schedule for internship semester signed by advisor
- Interim Employment Certificate (IEC) required for employed Alt A candidates

SECTION II: FAQs, Expectations, Responsibilities, and Policies

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

Internship FAQs

How long does student teaching take place?

The Alabama State Department of Education (ALSDE) requires that the internship be full time in the schools for a full semester in the teaching field(s) for which certification is sought. Teacher candidates will intern for a full semester, five days per week, following the schedule of the cooperating teacher and the system calendar for the system in which they are placed. Each intern will receive a placement letter with individual start and end dates. All days that are missed for acceptable reasons must be made up at the end of the semester. In the event that make-up days cannot be completed before grades must be recorded, the candidate will receive a grade of Incomplete. If the required make-up days can be completed before the end of the placement school's semester, the candidate may be allowed to graduate at the next opportunity. If there is not time in the placement school's semester to complete the required make-up days, the candidate may be required to repeat the internship experience in its entirety.

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

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 Placements and School Partnerships, the JSU supervisor, cooperating teacher, and the principal at the host school. You will be responsible for following proper procedures with the Registrar's office for withdrawing from the internship course.

Can one be removed from the internship?

Yes. As a JSU teacher candidate, you are a representative of the 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 candidate may be removed at any time from internship at the request of the cooperating teacher, JSU supervisor, Coordinator of Clinical Placements and School Partnerships, 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 of Education and Professional Studies to whom allegations of academic or professional misconduct are directed. Alleged violations of the School 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.

How does one apply for certification?

During the formal internship, instructions for completing the application for Alabama certification will be distributed at the mandatory Internship Orientation. You are responsible for submitting all information required by the Alabama State Department of Education (ALSDE) with your application(s) for Alabama certification. Completed certification application(s) and the required fee for **each** certificate must be turned in to Ms. Kelly Murray, Coordinator of 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 may take several weeks before the actual certificate will be mailed from ALSDE to the teacher applicant. **A graduate who does not apply for a professional educator certificate within 60 calendar months of completing the state-approved program will be required to meet additional JSU criteria, as well as additional requirements imposed by the ALSDE.** Interns who plan to teach in other states must also secure the proper professional licensure application forms from the appropriate state department of education. Additionally, as a courtesy and upon successful completion of your program, a Letter of Completion will be emailed by the TSC to your JSU student email address.

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

Teacher candidates will be evaluated by cooperating teachers and/or JSU supervisors at least three times using the CLP + COBS rubric. Some departments will also use the Clinical Experiences Observation Instruments (CEOI).

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

Most visits will be scheduled; however, pop-in visits/evaluations are possible. At no time should a university supervisor find a teacher candidate disengaged from instruction or classroom activities.

When may I expect to be evaluated?

You may expect to be evaluated over the course of the pre-service teaching experience by both the supervisor and cooperating teacher. We encourage the supervisor and cooperating teacher to observe the same lesson at the same time. There should be a fairly reasonable and equal space of time (as much as is possible) between observations to allow for growth and practice of areas that need to show improvement. Your university supervisor and cooperating teacher may give you further details on when they plan to evaluate you during the semester. You will not be evaluated on any teaching associated with your edTPA portfolio.

What do I have to do to successfully “pass” or meet requirements for the internship? You must meet all requirements set forth in this handbook and for all work submitted/evaluated in ED 496/596, including an edTPA passing score. In the event that you do not successfully complete the work, you may earn an “Incomplete” or an “F” depending on individual circumstance. Pass/Fail will be determined in consultation with the Cooperating Teacher, University Supervisor, ED 496/596 Instructor and Department Head.

PROFESSIONAL EXPECTATIONS

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

Meet all requirements for placement in internship - In the event that all requirements have not been met prior to internship, the candidate may not receive a placement until the necessary requirements have been completed, which could result in a delay in one's internship.

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

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

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

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

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

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

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

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

Conduct, Dress, and Grooming Expectations

Teacher interns must conduct themselves in a manner consistent with professional, ethical, and moral standards at all times. Failure to do so may result in termination of the teaching internship. Teacher interns, though students, by University standards, are (in most cases) regarded as members of the faculty at the assigned school. Interns must follow any dress code outlined in their assigned school for students and/or faculty.

The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities and not those of the University campus. Interns are expected to follow standards of dress that promote the education profession and the assigned school system and that serve as positive models for students and the community. Dress and appearance must not present health or safety problems. Dress and/or grooming that disrupt the educational environment may result in the intern's removal from the internship placement. Professional appearance includes but is not limited to length and style of hair, beards and mustaches, style of dress, body piercings, tattoos, and other matters of personal appearance. To determine acceptable dress and grooming, interns should ask their classroom teacher or building principal for guidance.

- Dress neatly, clean, not too wrinkled, and not too tight
- No caps or head covering (unless for medical or religious reasons)
- No gum
- No spaghetti straps or low-cut tops
- No visible pierced areas except ears
- No midriff showing (either front or back)
- No underwear showing
- No flip flops
- Tattoos covered
- Never sexy or provocative
- Males' shirts tucked in and beards trimmed or clean shaven
- No blue jeans (unless during a school sanctioned "casual day")
- No eating or drinking in the classroom when students are not permitted to eat or drink
- Female's higher neck lines and lower hem lines
- When in question, follow the student's dress code for the school district.

(Gill, V., *The Ten Commandments of Professionalism for Teachers: Wisdom from a Veteran Teacher*, Thousand Oaks, CA: Corwin Press, 2005)

Alabama Educator Code of Ethics

Introduction

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

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

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
 - Misuse or mismanagement of tests or test materials.
 - Inappropriate language on school grounds.
 - Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom. Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual acts
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- 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.

COOPERATING TEACHER RESPONSIBILITIES

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

Cooperating Teacher Selection for Interns:

See Faculty Qualifications and P-12 Clinical Faculty (Cooperating Teachers) for Interns section (p. 14) in this document for cooperating teacher required credentials.

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

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

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

Resources for Cooperating Teachers

Link to LiveText Field Experience Resource Page: www.livetext.com

Enter Visitor Pass Code C7650019

UNIVERSITY SUPERVISOR RESPONSIBILITIES

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

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

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

TEACHER CANDIDATE RESPONSIBILITIES

The teacher candidate is responsible for the following:

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

Absence Policy

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

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

Procedures to Follow in Case of an Absence from School

1. If illness or an emergency makes it necessary for you to be absent from your internship assignment, you are required to follow these steps no later than 7:00 AM of the day you are to be absent.
2. Contact your cooperating teacher (CT) immediately by phone call and/or text and follow up with an email. (CTs may not have time to check their email prior to the start of the school day.)
3. Call the school to notify the principal of your absence. If the principal is unavailable, leave a message for her/him.
4. Deliver any lessons or materials the cooperating teacher might need to teach your lesson if you were scheduled to provide instruction; *emailing the lesson plans is acceptable*.
5. Call and/or text or email your university supervisor (US) and notify him/her of your absence. Be sure that s/he is aware of your absence and does not try to visit for an evaluation during this time.
6. If you are late, this is considered an absence. You will continue in the classroom on the day you are late and you will be required to make up this day at the end of the semester.

SECTION III: EVALUATION

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

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

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

1. **Dispositions:** communication, punctuality, professional boundaries, openness to improvement, self-regulation, personal appearance and hygiene, leadership and collaboration, effective facilitation, assessment and reflection, diverse learners and environments, ethics and professional responsibility, and reflective mastery of content.
2. **Teaching Competencies:** knowledge of instructional procedures and subject matter, understanding of children and the principles of learning, planning and preparation abilities, organizational skills, classroom management and discipline capabilities, knowledge of teaching strategies and techniques, knowledge and wise use of instructional materials and technology.

Teacher Candidate Rating Policy

Final Assignments:

P = Pass

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

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

F = Fail

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

NOTE: See page 42 for edTPA Pass/Fail requirements.

Performance Levels Identified / Explained:

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

Always keep in mind that the purpose of evaluation is for you to gain insight into your own areas of strengths and weaknesses from a professional who has much more experience as an educator. The process is designed for you to receive constructive feedback on your performance and teaching abilities over the course of the semester. Growth should be an expected part of the process. Along that same line, the teacher candidate should not expect perfection immediately. There are few veteran teachers who will tell you they have reached "perfection in teaching," though they will certainly tell you they strive for it daily. The very best educator in the world is in trouble the minute they begin to think that they have "learned it all," or "have no room to improve." Opportunities identified as areas for growth are just that and should be viewed by the intern as such. Keeping a positive attitude and a desire to improve as needed during the semester, should be the intern's goal. Accept constructive feedback with a positive attitude and view it as an opportunity for growth.

How Final Performance Will Be Determined

Spring 2022 Semester

Area/Requirement Evaluated:	Evaluated by:	Required to Pass:
Dispositions: Teacher Candidate Disposition Assessment (TCDA) At least 1 time (additional evaluations as needed)	University Supervisor (US) Cooperating Teacher (CT)	Proficient to Exceptional dispositions in all areas.
Teaching Competencies: CLP+COBS CEOI in select programs At least 3 times (additional evaluations as needed)	University Supervisor (US) Cooperating Teacher (CT)	Overall rating of at least Proficient in each learning outcome on final evaluation required to pass.
edTPA™	Pearson National Scoring	Alabama required score (see page 42 of Internship Handbook)

Feedback and Required Evaluations

Guidelines for Completing Evaluations

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

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

SECTION IV: PLANNING

Planning for the Transition of Intern's Responsibilities

The University Supervisor and Cooperating Teacher will collaborate to determine the timetable for transition of the intern's responsibilities. The following items should be considered:

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

SECTION V: edTPA

Using EdTPA

edTPA™ was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA is a summative capstone assessment to evaluate readiness to teach. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

15-Rubric edTPA Portfolio 75 Points Possible	18-Rubric edTPA Portfolio 90 Points Possible
Passing Score: 37	Passing Score: 44

Note: The edTPA portfolio and rubrics DO NOT take the place of JSU College of Education and Professional Studies's internship observation/evaluation rubrics; this is in addition to the CLP + COBS (and in some departments, the CEOI).

Preparation for Critical Dimensions of Teaching

The edTPA process identifies and collects **subject-specific** evidence of effective teaching from a **learning segment** of three to five lessons from a unit of instruction for one class of students. Teacher candidates submit authentic **artifacts** from a clinical field experience. Candidates also submit **commentaries** that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following **five dimensions of teaching**:

- 1. Planning Instruction and Assessment**
- 2. Instructing and Engaging Students in Learning**
- 3. Assessing Student Learning**
- 4. Analysis of Teaching Effectiveness**
- 5. Academic Language Development**

Refer to your edTPA subject-specific handbook for further information.

edTPA Guidelines for Acceptable Candidate Support

Acceptable Forms of Support for Candidates within the edTPA Process

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them

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

Unacceptable Forms of Candidate Support during the edTPA Assessment Process

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

Credit: SCALE