

FIELD & CLINICAL EXPERIENCES HANDBOOK

**A GUIDE FOR
STUDENT INTERNS
COOPERATING TEACHERS
UNIVERSITY SUPERVISORS
& SCHOOL ADMINISTRATORS**

PUBLISHED BY

ALABAMA STATE UNIVERSITY
COLLEGE OF EDUCATION

OFFICE OF FIELD & CLINICAL EXPERIENCES

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This handbook reflects input from student interns, the Field & Clinical Experiences Handbook Committee, College of Education Faculty, cooperating teachers, university supervisors, and the College of Education External Advisory Council. Additionally, several handbooks from other institutions were used to produce this dynamic document.

Finally, sincere appreciation is expressed to Ms. Afi Y. Wiggins, Director of Assessment; Ms. Demetrius L. Bass, Consultant; Mrs. Leslie Jolly, Senior Secretary, Dean's Office; Ms. Dana Brooks, an elementary education major and student assistant, Office of Field & Clinical Experiences; Ms. Debra McCarroll-Jackson, Program Assistant, Field & Clinical Experiences; Ms. Theresa Davis, Senior Secretary, Office of Certification; Ms. Shelley Fearson, Lab Manager, Teacher Education Center; and Ms. Ruth Ann Bell, Secretary, Field and Clinical Experiences.

PREFACE

Student internship is one of the most significant field and clinical experiences in teacher preparation; it represents the bridge between professional preparation and professional practice. A successful experience in student internship is essential to the development of a highly qualified teacher. To make this experience invaluable, the university supervisor; the cooperating teacher; and the student intern must work together to chart the intern's course for the greatest professional growth.

This handbook is intended to facilitate the transition from classroom theory to clinical practice; its purpose is to answer questions concerning student internship; and to provide the reader with an understanding of the role and responsibilities of the program's participants.

While this handbook contains basic information and policies concerning the student internship program of the College of Education at Alabama State University, it should not replace the personal contact and ongoing communication among the program participants. Ongoing communication is essential to a successful student internship experience.

Dear Principal/Cooperating Teacher:

This handbook is intended as a reference for our school partners in providing preparation and guidance for our student interns. To this end, the professional responsibilities of the student intern are clearly delineated in this guide. It also provides valuable information about the nature of our program, and the knowledge, skills, and dispositions expected of our interns. Our interns are expected to be reflective about their practice, agents of change, and exhibit habits of lifelong learning. They are also expected to serve as an active member of the education community. In this context, interns will demonstrate and continue to develop knowledge, skills and dispositions necessary for a highly qualified teacher. As our interns grow professionally, they are also expected to exhibit reflective and self-monitoring behaviors.

The handbook outlines the roles and responsibilities of key personnel. Included among these are student interns, university supervisor, cooperating teacher and central office personnel. Varied checklists and tools are included to assist in guiding the interns. Feedback is critical as we engage the developing professional in best practices and building expertise around the concept that “all children can learn.” Additionally, it is critical that the impact of the student intern on student learning continue as a clear and measurable goal. The varied tools throughout the handbook will provide guidance in this regard.

It is a wonderful time in the College of Education as we develop strong collaborative partnerships with diverse stakeholders. Our faculty, staff, and indeed our student interns are poised for the many changes in education. Technology is collaboratively used by our interns and faculty to impact the teaching-learning process. State standards as well as national standards have become roadmaps for student teaching and learning as we work with schools, state agencies and national organizations. New and changing student demographics demand adaptive and targeted teams of problem solvers.

Thanks for agreeing to partner and share your expertise with the Alabama State University education community. Education at Alabama State University is a collaborative venture. The intern will arrive with a set of skills needing continued development and “fine tuning.” Your assistance is appreciated not only for assisting our students but also faculty and administrators who will facilitate and monitor student interns.

Sincerely,

Katie R. Bell

Katie R. Bell, Ph.D., Interim Dean
College of Education

Dear Student Intern:

WELCOME TO THE STUDENT INTERNSHIP PROGRAM!

As you begin your student internship experience, we hope that you feel confident to face the “**real world**” of the classroom. The teacher education program at **Alabama State University** is designed to provide you with a basic core of general studies courses, appropriate knowledge base in teaching field courses and professional studies, and modern methodologies in professional practice. Student internship is considered to be the culminating experience where you are provided the opportunity to integrate theory into practice and demonstrate your skills as a **decision maker**.

Student internship will be challenging, exciting, and rewarding. We urge you to take it seriously and to remember that it will—to a large extent—influence the kind of teacher professional that you will ultimately become.

We offer you our best wishes for a successful and satisfying internship experience and for a rewarding career as a *reflective practitioner, a change agent and lifelong learner*.

Sincerely,

Vivian W. DeShields

Vivian W. DeShields, Ph.D., Director
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APPROVAL OF TEACHER EDUCATION PROGRAMS

Alabama State University
Montgomery, Alabama

WHEREAS, a review of teacher education programs was conducted on August 17-20, 2003, November 8-12, 2003, and February 27, 2004, by the State Department of Education in accordance with the Alabama State Board of Education, State Department of Education Administrative Code, Rule No. 290-030-030-80; and

WHEREAS, compliance with State Board of Education rules has been verified; and

WHEREAS, the State Superintendent of Education recommends approval of the programs:

NOW, THEREFORE, BE IT RESOLVED, that the Alabama State Board of Education hereby approves the following programs on March 11, 2004, with approval to expire on March 10, 2009:

| Certification Levels | Class B | Class A | Alternative A | Class AA |
|---|-------------|-------------|---------------|----------|
| Early Childhood Certification (P – 3) Early Childhood Education | • | • | • | • |
| Elementary Education Certification (K – 6) Collaborative Teacher K – 6 Elementary Education | • • | • • | • • | • |
| Preschool through Grade 12 Certification (P – 12) Music, Instrumental Music, Choral Physical Education | • • • | • • • | • • • | |

Action Item # G.2.e, Alabama State Board of Education, March 11, 2004

| Certification Levels | Class B | Class A | Alternative A | Class AA |
|---|--|---|--|--|
| Secondary Education (6 – 12) Biology Business Education Chemistry Collaborative Teacher 6 – 12 English Language Arts General Science Health Education History Mathematics Social Science Spanish | • • • • • • • • • • • • | • • • • • • • • • | • • • • • • • • | • • • • |
| Instructional Support Personnel (P – 12) Educational Administration Library Media Specialist Reading Specialist School Guidance and Counseling | | • • • • | | • • • • |

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INTRODUCTION

Historical Perspective

The teaching profession has been a major focus of Alabama State University (ASU) for nearly one hundred and forty years. Founded in 1867 at Marion, Alabama, as a school to teach the newly free Black population, the future ASU became grounded in providing a proud group of pioneers, ready to address the numbing lack of education in the area. As the school progressed to a normal school—a college, and finally to a full university—the one constant was the dedication to teacher preparation.

The University is known as one of the nation's premier providers of black educators. Alabama State University teachers span our nation and represent our University admirably. In light of the University's history, the present College of Education commits itself to perpetuating the strong reputation of Alabama State University teachers.

According to an ASU News Release, Alabama State University ranks third among the top 100 four-year Colleges and Universities in the total number of baccalaureate degrees (146) awarded in education in 2000-2001. The ranking was reported in the June 2002 issue of *Black Issues In Higher Education's* 11th annual Special Report of the Top 100 Degree Producers, 2002, for undergraduate, graduate and professional degrees. The report also places ASU 11th in the number of master's degrees (160) awarded to African Americans. The data, initially compiled by the U.S. Department of Education, is collected through the Integrated Postsecondary Education Data System (IPEDS) program completers survey conducted by the National Center for Education Statistics (NCES).

Alabama State University is not an institution to rest on its laurels. Although ASU is one of our country's historically black colleges or universities, we recognize that as we move into the next century, the University leadership, faculty, and staff must become an institution which celebrates its traditions and embraces anyone who shares in the beliefs and dreams grounded in the struggle for knowledge, opportunity, equality, and justice. The University is becoming a more diverse campus, and no college is more active in that diversification effort than is the College of Education.

Mission

Alabama State University is a publicly supported, coeducational institution with a statewide mission. Its major commitments are quality programs of undergraduate and graduate instruction, residential life, continuing education, public service, and research provided at the most reasonable cost to individual students and taxpayers.

The University's programs are particularly responsive to the needs of individual citizens, public groups, and agencies in the Montgomery community.

The University aims to develop and pursue programs to ensure that eligible students who desire to develop and expand their scholastic skills for personal, occupational, or professional growth have the opportunity to do so regardless of socioeconomic status. Respect for the intellectual potential and dignity of students and individual human beings—without regard for racial, ethnic or cultural background—shall be paramount (*General Undergraduate Catalog, 2004, Alabama State University, p.3*). The mission of the Unit is derived from the mission of the University, the theme of the Unit, and the outcome expectations for those individuals graduating from the Unit. The mission of the Unit is as follows:

The College of Education seeks to prepare teachers, instructional support personnel, and other professionals to be decision makers who are equipped with the knowledge, skills, and dispositions necessary to ethically and effectively integrate theory and practice in carrying out their professions. These professionals will possess an understanding of our diverse culture, the technological capabilities, the intellectual rigor, and the critical thinking and problem solving skills required to make informed and responsible decisions, to engage in reflective assessment, to implement positive change, and to pursue learning as a lifetime endeavor.

Societal Imperative

Our society depends on a system of education which provides for the intellectual development of future members of the society, adequate preparation of societal members for inclusion in various levels of training and employment, and social skills to function within societal norms and expectations. Education is the keystone of our society which relies on an educated and informed populace. The development of a highly qualified and successful corpus of teachers undergirds the success of the society.

Without a strong educational system, our citizens will not be successful in employment, in the ability to function within our form of government, or remain competitive in the increasingly

global society in which we live. Highly qualified, well prepared, dedicated teachers will ensure that children are provided the very best educational opportunity.

As with other knowledge bases, education is dynamic. These teachers must be able to connect the knowledge to students in ways which were not emphasized in earlier training programs. Every year, we learn more about successful teaching, how students learn, classroom management, parental involvement, development of the brain, styles of cognition, and other important factors. Professional educators must not remain ignorant, or recalcitrant about recognizing the changing nature of the education knowledge base. We must provide a teacher education program which prepares teachers adequately for the demands of the profession.

There is a growing demand nationwide for minority teachers. There is an equal call for teachers able to be successful in a multi-cultural or multi-ethnic setting. Schools in the United States are increasingly diverse and teachers who can provide students with an opportunity for success are in high demand. In areas where the populations of the schools are largely minority, there is increasing demand for minority teachers to function as exemplary teachers and role models. As universities and colleges have increasing demands for minority faculty, teachers interested in pursuing new directions in education must be identified and provided opportunities for advanced degrees. The ASU College of Education accepts this challenge.

Philosophical Construct

A College of Education must have an underlying philosophical construct which provides the foundation upon which the program is built. This construct is the basis for the Conceptual Framework for the Unit, “The Educator as Decision Maker.”

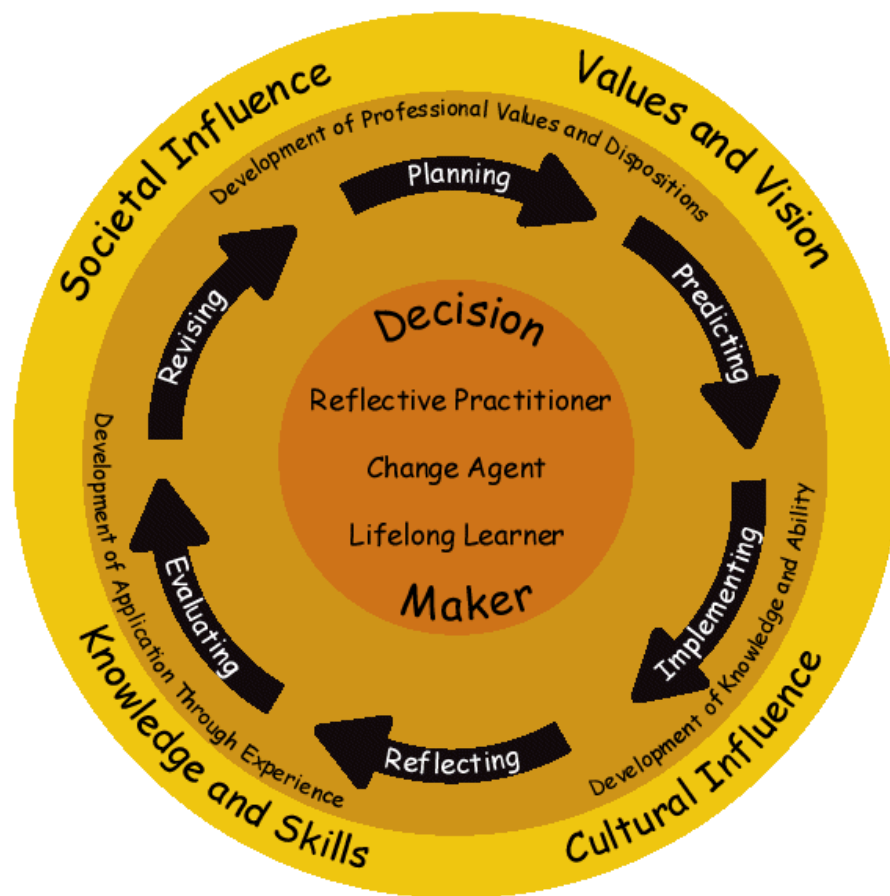
One of the most fundamental ideas of the Unit’s framework is support of the Deweyan supposition that knowledge is constructed. People come to a situation with a unique knowledge base consisting of information, biases, perceptions, experiences, and abilities. The constructivist view is that new knowledge is built, or constructed, not by splicing the new knowledge at the end of the old knowledge, but by forming an amalgam consisting of the new knowledge blending with the existing knowledge, previous experience, and biases. This splicing forms a new and unique knowledge base within the individual.

Another fundamental element of the Unit’s Conceptual Framework is that the field of education is essentially a pragmatic enterprise necessitating an emphasis on theoretical and practical training. The blending of theory and practice ensures that student interns in the program

are able to understand the theoretical groundings of education and use the knowledge to improve their practice.

The Conceptual Model aids in clarification of the professional roles for which interns are prepared and serves as a framework to achieve coherence in teacher education programs. Student interns are empowered to assume the responsibility of becoming designers of education rather than consumers of education—thus, ultimately becoming informed decision makers. A summary of the Conceptual Framework follows.

Alabama State University
College of Education
Conceptual Framework Model



Educator as Decision Maker

**Alabama State University
College of Education**

CONCEPTUAL FRAMEWORK



EDUCATOR AS DECISION MAKER

DESCRIPTION OF THE CONCEPTUAL MODEL

The Conceptual Framework of the College of Education provides coherence for the college's programs. It guides the systematic design and delivery of curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The Conceptual Model illustrates the development of decision makers through these multiple dimensions of the college's professional education programs.

The model consists of four interdependent, interrelated, and interacting components which the college faculty view as essential contexts for the shaping of informed, skilled, and responsible decision makers. The **first component**, the outer circle, represents the assumption that student interns bring to the university a **prior context** consisting of their own **values and vision, knowledge and skills, cultural and societal influences**. This prior context serves as the foundation for the learning that takes place in the university's educational programs.

The **second component**, the large inner circle, represents the setting in which the university and the college provide the education and training of prospective teachers and other professional educators. This setting is the **interactive context**. It encompasses the general and professional areas in which the development of competence is necessary for informed and effective decision making. These areas **are knowledge and ability, application through experience, and professional values and dispositions**. This component provides opportunities for the interns to weave new learning into their existing knowledge base and thereby to broaden and deepen their understanding and experience.

The **third component**, indicated by the rotating arrows within the large inner circle, represents the **decision making context** which, in simplified terms, embraces a continuous cycle of planning, predicting, implementing, reflecting, evaluating, and revising. The interns develop and refine their decision making ability within the context of their interactions with curricula, faculty, and other professionals.

The **fourth component** of the model, the center circle, represents the **outcomes context**. All of the other components of the model lead to the achievement of this one goal—the development of the educator who is an informed and responsible decision learner. The Educator as Decision Maker is a reflective practitioner, a change agent, and a lifelong learner.

Alabama State University
College of Education

CONCEPTUAL FRAMEWORK



EDUCATOR AS DECISION MAKER

OUTCOMES

Interns who complete COE professional education programs are proficient educators who make informed and responsible decision. As decision makers, they are reflective practitioners, change agents, and lifelong learners who exhibit competence in the knowledge, skills, and dispositions reflected in the following outcomes.

Reflective Practitioners

- Know their content areas and make informed decisions about what content to teach, when to teach it, and how.
- Design and implement instruction which ensures that all students learn (including students from diverse backgrounds, students with exceptionalities, and students with varied learning styles).
- Demonstrate problem-solving skills undergirded by critical thinking and reflection.
- Promote learning for students that requires critical thinking, active inquiry, and problem-solving.
- Integrate technology into instructional practices to enhance learning and extend performance.
- Monitor and improve effectiveness of their own practices and decisions through reflection, evaluation, and refinement.
- Demonstrate effective written and oral communication.
- Demonstrate both formative and summative assessments of student learning.
- Conduct action research and share information and results with colleagues.

Change Agents

- Exhibit a commitment to educational reform through data-driven program evaluation and innovation.
- Collaborate with colleagues, other professionals, parents, and community persons to create and maintain learning environments that assure academic development, that are safe and caring, and that advocate wellness for all students.
- Demonstrate an appreciation for cultural differences and an ability to interact appropriately with members of different cultures.
- Participate in initiatives to use technology to facilitate collection and interpretation of data for the ongoing improvement of educational practices.
- Model, influence, and encourage appropriate attitudes, values, ethical conduct, and respect for diversity.
- Are voices for educational justice.

Lifelong Learners

- Actively seek opportunities to grow professionally.
- Continue to build, expand, and test their knowledge and skills and contribute to knowledge in the profession.
- Remain current with theories, materials, resources, and emerging technologies in their teaching discipline and in education generally.

COMPLETING TEACHER PREPARATION AT ALABAMA STATE UNIVERSITY

After passing all three parts (mathematics, reading, and writing) of the Alabama Prospective Teacher Test (APTT) and satisfactorily meeting the other requirements for the Teacher Education Program (TEP), interns apply for admission to the TEP. After being admitted to TEP, successful matriculation depends on the completion of the following milestones: (1) a passing score on the Praxis II content area exam, (2) applying for professional internship, (3) successful completion of the professional internship, (4) successful completion of the comprehensive exam and other exit requirements, (5) completion of the application for graduation, and (6) being recommended for teacher education certification.

Praxis II Content Area Exam

All teacher education interns must meet the passing score on the Praxis II content area exam prior to internship. The following is a chart of all content tests, test codes, and passing scores where applicable.

| Test Code | Test Name | Effective 6/1/2007 |
|-------------|--|-----------------------|
| 0014 | Elementary Education: Content Knowledge (early childhood, elementary, and SPED K – 6 must take 0014) | 137 |
| 0041 | English Language, Literature, and Composition: Content Knowledge | 151 |
| 0061 | Mathematics: Content Knowledge | 126 |
| 0081 | Social Studies: Content Knowledge | 153 |
| 0091 | Physical Education: Content Knowledge | 141 |
| 0100 | Business Education | 570 |
| 0113 | Music: Content Knowledge | 150 |
| 0191 | Spanish: Content Knowledge | 147 |
| 0235 | Biology: Content Knowledge | 142 |
| 0245 | Chemistry: Content Knowledge | 150 |
| 0300 | Reading Specialist | 530 |
| 0310 | Library Media Specialist | 600 |
| 0410 | Educational Leadership: Administration and Supervision | 610 |
| 0420 | School Guidance and Counseling | 520 |
| 0435 | General Science: Content Knowledge | 147 |
| 0550 | Health Education | 580 |
| 0941 | World and US History: Content Knowledge | 143 |

Admission to Professional Internship

The internship application procedure begins **two (2) semesters prior to internship placement**. During the spring semester, a preliminary information meeting is scheduled for **students in the first semester of their junior year requesting assignment in their senior year**. Interns should attend this meeting in order to obtain an application and receive additional information concerning placement. The time and the place of this meeting are published in the University calendar. Applications are submitted to the Office of Field & Clinical Experiences.

Transfer students from other colleges who present professional education courses are required to complete satisfactorily the materials and methods sequence and/or methods in specialty area before registering for internship. Recommendations must be made by the advisor and department chairperson.

Applications are filed at least one semester prior to the date one is to begin internship. At this time, final judgment relative to admission to professional internship will be made by the Director of Field & Clinical Experiences and the Teacher Education Assessment and Intervention Committee (TEAIC).

The criteria for admission to professional internship specify that a intern must:

1. Have senior standing
2. **Meet the passing score on the Praxis II content area exam**
3. Meet all requirements of and be admitted to the College of Education Teacher Education Program or Admission to Candidacy (Alternative A students) and meet any additional requirements of the COE
4. Have a 2.5 GPA in the teaching specialty, professional education, and overall
5. Have a minimum of one semester of residence or 12 semester hours at the University
6. Complete required observation hours in schools in a satisfactory manner, and complete pre-field teaching experience in the specialty area
7. Satisfactorily complete materials and methods courses in general and specialty areas
8. **Show evidence of securing a minimum of personal liability insurance commensurate with that available through membership in the Student Alabama Education Association (SAEA). This requirement may be satisfied by joining the Student Alabama Education Association (SAEA) or by private insurance purchase**
9. Complete and sign the application form for professional internship indicating that all requirements for professional internship have been met

10. Submit recommendations from major advisor and appropriate department regarding competencies;
11. Show evidence of completion of background check
12. Complete registration in COE Dean's Office and the Office of Field & Clinical Experiences for written portion of Exit Philosophy Examination.

Registration for Professional Internship

All teacher educator interns desiring to complete initial certification in teacher education in Early Childhood Education (P – 3), Elementary Education (K – 6), Secondary Education (6 – 12), and P – 12 programs (i.e. Physical Education, Vocal Music, Instrumental Music and Special Education/Collaborative Teacher K – 6 and 6 – 12)—are required to complete a **12 semester hour student internship for sixteen (16) weeks**, which should not be limited to one classroom or grade level. The professional internship experience progresses from minimal to full responsibilities of the teacher for **at least 20 days, of which 10 days are consecutive. Alternative Fifth-Year Program students must complete a nine (9) semester hour student internship.**

Completion of Comprehensive Exam and other Exit Requirements

All student interns completing requirements for both the “B” level and “A” level certification are required to successfully complete a comprehensive exam. Additional exit requirements must be completed by interns completing the bachelor's degree. Additional exit requirements include satisfactory completion of (1) a written 300-word essay on intern's philosophy of education; (2) the Performance Assessment Portfolio compiled during professional internship; and (3) an acceptable grade of “A” or “B” in professional internship.

For student interns completing the master's degree or alternative fifth-year program, the examination will include satisfactory completion of (1) a written graduate level comprehensive examination; (2) a Performance Assessment Portfolio compiled during professional internship; (3) successful completion of an Action Research Project with Professional internship; and (4) an acceptable grade of “A” or “B” in professional internship.

Recommendation for Certification

Graduation from the College of Education Teacher Education Program is only the initial step toward certification in a teaching field. The Alabama State Department of Education requires that each student intern be recommended for a professional teaching certificate by the Teacher Certification Office. This is a separate application process from applying for graduation. In order to apply, each applicant after graduation from Alabama State University should complete a certification

application (FORM APP) and return it to the Certification Officer, Room 235, Council Hall. The application process includes a non-refundable twenty dollar (\$20.00) fee payable to the State Department of Education. In addition, a forty-nine dollar (\$49.00) money order fee is required for the finger-printing background check (this fee is now payable prior to beginning student internship due to recent background check requirements). **Both fees should be paid with two (2) separate money orders or cashier's checks (personal checks or cash are not accepted).**

***Effective October 1, 2007, the Alabama State Department of Education/Teacher Certification Office will no longer accept money orders 30 days prior to their expiration date; therefore, we are suggesting that you use United States Postal Money Orders which have a lifetime value.**

Alabama Teacher Certification Office to Accept Online Payments

The Teacher Certification system's online payment site is open for business. Alabama's current and future teachers can now enjoy the convenience of using MasterCard or Visa when using the Internet site to pay fees associated with processing applications for certification or related documents. Users pay a \$4.00 transaction fee, in addition to any regular processing charges, each time they use the site. The \$4.00 is a flat fee, regardless of the number of regular fees. Users are required to provide a copy of the transaction identification number that confirms receipt of the electronic payment when they mail in hard copies of their certification paperwork. This can be done readily either by printing out a copy of the confirmation page or writing down the transaction identification number. The online service can be found at <https://www.alabamainteractive.org/education>.

The following minimum requirements shall be met to qualify for Class "B" Certification:

- Admission to teacher education;
- Satisfactory completion of a background check;
- Satisfactory completion of a state-approved program with at least a 2.50 GPA overall, in the teaching field and in professional studies with no grade below a "C" in professional studies;
- Satisfactory completion of all comprehensive and exit examinations and requirements; and
- A passing score on the Praxis II content area exam.

The following criteria must be met to qualify for Alternative Fifth-Year Certification:

- Completion of approved program with required hours in teaching field and professional studies with a minimum GPA of 3.0;
- Satisfactory completion of a background check;
- Satisfactory completion of all comprehensive and exit examinations and requirements; and
- A passing score on the Praxis II content area exam.

To receive recommendation from the Certification Officer, each student intern must have met all admission to teacher education requirements, completed all courses specified in Alabama State Department of Education approved program checklist for certification, satisfactorily completed all comprehensive and exit examination requirements, and met the passing score on the Praxis II content area test.

PROFESSIONAL INTERNSHIP POLICIES

The internship program at Alabama State University requires the establishment of guidelines in order to ensure a program of consistent quality and to maintain its potential for providing satisfactory experiences for students.

GENERAL POLICIES

1. All prospective student interns, including post baccalaureate students who have only certification as a primary goal, must be admitted to the Teacher Education Program two semesters prior to student internship.
2. Requests for special placements within and outside of the state of Alabama must be made in writing to the Director of Field & Clinical Experiences and approved by the advisor, department chairperson and the dean, at least two semesters prior to placement documenting special circumstances/hardship.

For a **guest internship placement**, official contact will be made by the university Director of Field & Clinical Experiences. Information must include, but is not limited to, the following:

- Name of College of Education Dean and Director of Teacher Education, address, and phone/fax numbers of NCATE accredited university to provide placement and supervision of student internship.
- Recommendation of at least three schools for placement.
- Approval by advisor and appropriate department chair.

If out-of-state, student must sign a written agreement to be responsible for fees for the university supervisor and/or cooperating teacher where applicable, and must attend seminars at ASU the semester prior to student internship. Guest internship placements must also complete the Exit Philosophy Examination prior to beginning the internship. Guest interns must attend seminars and abide by policies designated by the guest institution.

3. Student interns are required to attend all seminars including the Pre-Internship, Mid-Term, Post-Internship Seminars, and workshops during the semester of professional internship. Failure to attend the seminars may result in withdrawal from the program. Sessions are scheduled with university supervisors on a regular basis during the sixteen-week experience.
4. The internships in Class B and Alternative Class B programs shall be full time in the schools for a full semester (the unit should use its discretion concerning days designated for final examinations), which should not be limited to one classroom or grade level, with experiences of the student intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days (exceptions may be requested for placements in schools operating on nontraditional schedules). For interns who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g. physical education and biology). For interns who are seeking certification in two or more related fields (e.g. chemistry and physics), the internship may be divided between early childhood/elementary and middle/secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level

placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

SDE Administrative Code (SUPP. NO. 05-2, 290-3-3-.02(4) (g. 1.).

5. Student intern will meet the standards of dress, personal appearance, and professional behavior expected of the school staff to which he/she is assigned.
6. Student intern will not be excused from any student internship responsibilities in order to work, participate in classes, or take part in university activities with exception of ASU Honors Convocation. Student intern must follow the schedule of their assigned school.
7. Absences will be acceptable only in cases of personal illness or death in the immediate family. Appropriate supervisors must be informed as well as the Office of Field & Clinical Experiences. When absence cannot be avoided, the student intern will communicate immediately with the cooperating teacher, the university supervisor, and the Director of Field & Clinical Experiences. Days absent must be made up; an attendance report is mandatory.
8. Student intern will be present at all school-related functions which their cooperating teachers are expected to attend including In-Service Workshops.
9. The university supervisor is ultimately responsible for the final evaluation of the student intern.
10. Student interns may not participate in administering corporal punishment to students, nor may they serve as “witnesses” as staff members administer corporal punishment. Discipline problems are referred to the cooperating teacher.
11. Student interns may not date students of schools where they are performing their student internship nor should student interns invite such students to their apartments or conduct themselves in any manner which might be construed as questionable to include involvement on “MySpace.com”. Any such action will result in immediate removal from the program.
12. Student intern whose performance is deemed unsatisfactory after corrective feedback has been provided may be removed from that student internship by the Dean and the Director of Field & Clinical Experiences. The following procedures shall apply:
 - a) The Dean of the College of Education retains the right to remove a student from the assignment. Removal will be based on the decision of the TEAIC Committee and recommendation of the Director of Field & Clinical Experiences and department chairperson.
 - b) Should the student intern lack sufficient teaching skills to receive a passing grade as determined by the cooperating teacher and the university supervisor, the intern will be informed in writing by the cooperating teacher(s) and university supervisor of the areas of concern. Every reasonable effort will be made to inform the intern of this prior to the official drop date of the semester in which the intern is enrolled. Conferences will be held with the student intern, the cooperating teacher, the university supervisor, the principal, and the Director of Field & Clinical Experiences. Appropriate notice will be given to the Placement Specialist of the school district.

- c) Before a final decision is made, the intern will have seven (7) days to respond in writing to the reports of the cooperating teacher (s) and the university supervisor. The intern will then be informed by the Dean of the decision. Such a decision may include—but is not limited to—the following:
- The student intern will be encouraged to drop or withdraw from the student internship.
 - The student intern will be encouraged to extend student internship beyond the normal termination date, and receive an “T”—or the student intern may be assigned a grade of “F”.
- d) Should a student intern wish to repeat student internship after dropping, withdrawing, or failing due to unsatisfactory student internship performance, the student intern must meet with the respective department chair, and the Director of Field & Clinical Experiences who may outline an individual program of study (Professional Development Plan) designed to remedy the shortcoming previously demonstrated. The length of time allowed for the completion of the designated remedial program and reapplication for student internship shall be left to the discretion of the Director of Field & Clinical Experiences. Such a program may include-- but is not limited to-- the following:
- Personal/career counseling; and
 - Workshops, coursework, and/or assignments as recommended by the advisor, cooperating teacher, and university supervisor. Successful completion of the remedial program is a prerequisite to re-enrolling in student internship.
- e) The student intern has the right to appeal to the TEAIC any of the decisions enumerated above within 14 days to the department chair and Director of Field & Clinical Experiences. Such an appeal should be filed in writing and include any data the student believes pertinent to the case. The decision of the appeal will be made by a majority vote.
13. Proof of liability insurance (SAEA—AEA) or comparable insurance is required prior to beginning internship.
 14. A health examination is required prior to beginning internship to be signed by the ASU Health Department and filed in the Office of Field & Clinical Experiences.
 15. Transportation and housing while on the field are the responsibility of the intern and not the Office of Field & Clinical Experiences.
 16. After a student intern has filed for a given semester—and fails to meet requirements for that semester, it is the intern’s responsibility to update his/her application for the following semester.
 17. Each applicant will be notified of assignment pending their meeting all requirements.
 18. Student interns may not be placed in classrooms of parents, spouses, or other relatives for the student internship experiences.
 19. All “T” (incompletes) must be removed prior to student internship.

THE ROLE AND RESPONSIBILITIES OF KEY PERSONNEL

DIRECTOR OF FIELD & CLINICAL EXPERIENCES

The Director of Field & Clinical Experiences at Alabama State University has three roles to fill: (1) **administrator**, (2) **scholar**, and (3) **liaison agent**.

- **ADMINISTRATOR:** The director is responsible for providing leadership for maintaining an orderly on-going program of student internship.
- **SCHOLAR:** The director is responsible for collecting and distributing data concerning student internship to staff coordinators and public school personnel.
- **LIAISON AGENT:** The director is responsible for providing a communications link between the College of Education and the public schools and between the College of Education faculty and the student internship program.

The director will also provide seminars to include college faculty, public school personnel as well as representatives from the Alabama State Department of Education. The Unit's Conceptual Framework, program goals and objectives, and exit requirements—to include the Performance Assessment Portfolio—are shared during these seminars.

Among the other responsibilities of the director are:

- A. To maintain an organizational structure through which student interns may apply for student internship, complete student internship, and have a permanent place for their student internship records.
- B. To place student interns in school systems which can provide the greatest opportunity for successful internship programs.
- C. To maintain a staff of well-qualified university supervisors. Though not legally responsible for the actual employment of such persons, it is the director's duty to help select and screen applicants.
- D. To provide information to students and faculty who encounter problems with the student internship program. The director is responsible for administering the policies established for the student internship program.
- E. To collect and distribute data concerning student internship to staff coordinators and public school personnel. The literature of education supplies information which can be of help to those who are actively engaged in some phase of the student internship process. The director should distribute such information to student interns.
- F. To carry out research concerning the ASU student internship program. Complete surveys of the various components of the ASU program. The director should conduct such research necessary for the improvement of the total student internship program.

- G. To serve as a means of communication between P-12 schools and the College of Education. The ASU student internship program forms a natural communications link between the College of Education and the public schools. It is the responsibility of the director to maintain open channels of communication to better provide means through which public schools can communicate with the College of Education and with the University ways in which ASU can be of service to them.
- H. To collaborate with the Office of Assessment, College of Education and the Alabama State Department of Education in providing necessary data relating to the performance of student interns.
- I. To provide a link between the ASU College of Education and professional organizations, especially the National Field Directors Forum (NFDF) and the Association for Teacher Educators (ATE) which are chief national clearinghouses for ideas, trends, and issues in student internship. It is the responsibility of the director to maintain personal membership in and leadership for ATE, to encourage all persons committed to the student internship task to participate in NFDF and ATE, and to communicate new developments to the ASU College of Education faculty.

CENTRAL OFFICE PERSONNEL

It is advantageous to the participating school system and to the student internship program when one person at the central office level is designated as liaison person with the College of Education. In Montgomery, Birmingham, and most school systems, an assistant superintendent or designated placement specialist assumes this role. This provides a focal point for communications which must pass to and from Alabama State University. Among the responsibilities of a central office liaison person are:

1. To help establish system-wide policies for student internship. The policies must be consistent with University policies as described in this Field & Clinical Experiences Handbook.
2. To provide assistance to the Director of Field & Clinical Experiences in selecting schools for placement of student interns.
3. To develop an overall plan for the utilization of schools in the student internship program. The clustering of schools is especially advantageous in that such clustering reduces travel time for the university supervisor, thus increasing the amount of time the university supervisor may spend with student interns and cooperating teachers.
4. To provide a communications system whereby people involved in the student internship program may effectively receive notices, exchange ideas, etc.
5. To assist the university supervisor in identifying an appropriate space in which student interns may hold seminars. This place may or may not be in a public school, but should be central to the schools participating in the program.
6. To help promote the idea of quality student internship to the total school staff. The idea should include the fact that quality student internship is beneficial to University student interns and public schools.
7. To serve as resource person for the school system in terms of the student internship program.
8. To serve as liaison person between the school system and the Director of Field & Clinical Experiences.

SCHOOL PRINCIPAL

The role of the school principal in increasing the value of the student internship experience is often overlooked. Nevertheless, the principal plays a vital role in the provision of excellent student internship opportunities. The principal will select and approve competent cooperating teachers who meet minimum criteria and will prepare the faculty for the arrival of student interns. Also, the principal will assist student interns in adjusting to the total school program.

In helping to create a quality student internship program in the school, a principal should:

1. Promote quality student interns to the school staff and to the community.
2. Accept student interns as participating members of the faculty.
3. **Recommend only highly qualified faculty as potential cooperating teachers. Tenured faculty with three or more years of teaching experience, especially those who hold the master's degree and are currently teaching classes in the student intern's area(s) of specialization should be considered. ALSDE Administrative Code (Supp. N. 05-2290-3-3-02(5)(q-s).**
4. Prepare the school staff for the arrival of the student interns. Selection of cooperating teachers should be made well in advance of the time student interns will arrive. Along with giving cooperating teachers extra time in which to plan experiences for student interns, early assignments also provide an opportunity for student interns to visit the school and cooperating teacher well in advance of the student internship.
5. **Establish a well-planned orientation session for student interns. The orientation should include a warm welcome to the school system. Some principals view the orientation so vital to getting the student interns off to a good start that they invite the superintendent and board president to assist in the welcome. Such an orientation program is an excellent opportunity to introduce the counselor, assistant principal, and other administrative personnel.**
6. Familiarize student interns with school policies which apply to them. If the school system provides a teacher's handbook for staff members, supplying each student intern with one is an excellent idea. If no such handbook or policy statement is available, the principal should relate to the student interns school policies on such items as arrival time, departure time, dress code, parking regulations, etc.
7. Provide a mailbox and desk for each student intern. Because student interns are involved in many activities in the school, they are often quite mobile. The provision of a mailbox for each student intern expedites getting communications to them from school administrators, secretaries, counselors, cooperating teachers, and university supervisors.

8. Assist the cooperating teacher in providing essential textbooks, teacher's manuals, and materials for the student interns. Normally, this is the responsibility of the cooperating teacher, but if supplies of this kind are difficult to obtain, the principal's assistance may be required to put such materials into the hands of the student interns.
9. Provide a room in which student internship seminars may be conducted if necessary. The university supervisor may ask to use a room in the school building to conduct the seminars. Any assistance that can be provided in obtaining seminar space will help the coordinator provide better learning experiences for the student intern.
10. Help provide enrichment experiences for student interns. Learning for the student intern is not restricted to the classroom. The school principal is in a position to help provide rich experiences for student interns outside the classroom which can open doors to many extra-curricular activities. Often all that is needed is an invitation to get student interns involved in school activities outside the regular classroom.
11. Provide leadership with the university supervisor in preventing a student intern from being given too much responsibility too early.
12. Establish with the university supervisor a means for communications.
13. Provide opportunities for student intern to observe the principal's role as a decision maker as he/she demonstrates skills in conferencing with faculty, parents, and students.

CHECKLIST FOR COOPERATING PRINCIPALS

As administrative head of the school, the principal fulfills a special function by serving as host, leader, and coordinator of the student internship program in school. Other responsibilities include:

- Screening and recommending cooperating teachers
- Conferring with any members of the supervising team
- Welcoming the student interns and introducing them to the cooperating teacher and other staff members
- Orienting the student interns to the school facilities
- Holding an initial conference with the student interns to acquaint them with the general and procedures of the school
- Acting as advisor to the cooperating teachers and student interns
- Assisting in the assigning of student interns
- Receiving requests from the Director of Field & Clinical Experiences and granting permission for the university supervisors and others connected with the student internship program to visit classroom
- Arranging and scheduling observations in subject areas and grade levels other than the student intern's assignment
- Observing the student interns as time permits during the semester
- Acting as a hearing officer in reassignment of student interns

CRITERIA FOR PREPARATION OF THE COOPERATING TEACHER

The preparation of teachers is a responsibility shared by public school systems, accredited private schools, the teaching profession, institutions of higher education and the State Board of Education. Assignments are made by the assistant superintendents in the various school systems throughout the State of Alabama and by school principals. Appropriate lists of qualified cooperating teachers are provided to the Dean of the College of Education.

Effective October 14, 1999, teachers who supervise student interns must meet increased minimum criteria. According to the Administrative code (p246-7d), in order to supervise student interns, cooperating teachers must meet the following minimum criteria:

- 1) School faculty shall be certificated,**
- 2) Shall hold at least a master's degree,**
- 3) Shall have at least three years of educational experience in their field of specialization,**
- 4) Shall be currently teaching classes in the student intern's area(s) of specialization, and**
- 5) Shall model good professional practices.**

Resource: (State of Alabama Administrative Code,--revised 1999, p. 246-7d; August 6, 2007, repealed; adopted August 6, 2007; effective September 10, 2007.

COOPERATING TEACHER

The cooperating teacher is involved with the student intern through early observations in schools and during their pre-professional experiences. Connecting experiences from early in the program through student internship under the supervision of an experienced mentor is an imperative in teacher preparation. The cooperating teacher is cognizant of the Unit's program objectives, the Conceptual Model, the goals for graduates of the teacher education program, and the standards for the Performance Assessment Portfolio and evaluation. Thus, cooperating teachers are catalysts in the student intern's growth into professionals capable of making sound decisions.

The cooperating teachers are invited to attend workshops on campus and seminars with student interns. Seminars are also provided through the ASU Central Alabama Regional In-Service Center. Further, the cooperating teacher should:

1. Prepare the pupils for the arrival of a colleague.
2. Provide the student intern with a table or desk and appropriate texts and manuals.
3. Introduce the student intern to pupils and to other members of the school staff.
4. Schedule a conference before the student intern assumes any responsibility—to state explicitly:
 - The accomplishments expected with the pupils and what the student intern is expected to accomplish with them.
 - The schedule for a three-way conference with the student intern and university supervisor for the purpose of discovering teaching strategies, their relationship to specific classes and specific students, and planning teaching schedule of student interns.
 - The need for helping the student intern plan for the use of experimental techniques which have some chance for success and supervising experimentation through the use of some method of evaluating the project.
5. Provide professional supervision of the student intern's actual teaching experience. At no time in the student intern's internship experience should the student intern have such responsibility that the cooperating teacher is unaware or unconcerned about what is taking place, for the cooperating teacher is ultimately responsible. Adequate supervision involves:
 - Determining when to leave the student intern alone. A mature student intern in a well-established, smoothly functioning group could be left alone for very short periods of time during his/her first week of actual teaching. However, an insecure student intern in a difficult-to-control class may need the presence of the cooperating teacher even into the fourth week. The student intern

should not be abandoned in the experience regardless of apparent maturity or signs of self-confidence. The first three weeks of student internship constitute a vital period for identifying and correcting ineffective teaching practices or detrimental attitudes displayed by a student intern. These practices and attitudes cannot be identified unless the cooperating teacher is present.

- Reviewing all lesson plans, evaluation instruments, audio-visual materials, etc., and discussing their appropriateness and effectiveness with the student intern.
 - Maintaining a general awareness of the total teaching-learning environment.
6. Provide feedback to the student intern in terms of formative evaluation of this performance. This most significant responsibility involves the following:
- Continuous evaluation should be based on specific criteria. Measurement should be made in terms of student intern competencies and not against the skills and competencies of veteran teachers; the cooperating teacher should review the student intern's progress on a day-to-day basis.
 - Bi-weekly or weekly conferences with the student intern should be conducted for the purpose of informing him/her of progress in specific competencies. Lesson evaluation forms which are available upon request provide a sound writer basis for such conferences. Good supervisory practice indicates that a conference for evaluation purpose is best begun with something positive. If the student intern is progressing satisfactorily or quite well in some phase of teaching, commenting on this progress is a good way to begin the conference. For those areas in which the student intern needs criticism and suggestions, it is suggested that they come to light in the middle of the conference. An observation of the total progress of the student intern is an excellent technique for terminating the discussion. In pointing out areas of weaknesses which need attention, it is always most profitable for the student intern if the cooperating teacher makes several specific suggestions as to how improvement could be made. **Criticism given without specific recommendations for improvement is often worse than no criticism at all in that the student intern has not had adequate experience in problem solving at the teaching level.**
 - The mid-semester evaluation form is formative and should be reviewed with the student intern with emphasis on specific suggestions for improvement. This form will become a part of the intern's permanent file.
 - The final evaluation form describes the student intern's competencies at the end of the semester and becomes a part of the intern's permanent file in the College of Education.

7. Cooperate with the university supervisor in insuring an adequate and meaningful experience for the student intern. A friendly and open rapport should be established so that problems can be discussed openly and professionally. Since the university supervisor cannot possibly be aware of all situations in student internship, the cooperating teacher is expected to:
- Review the student intern's lesson plans one week in advance—or at least one day prior to the day they will be taught. This enables the cooperating teacher to proceed with the student intern's lesson in case of absence and to suggest appropriate changes before the plan is put into effect.
 - Report student intern absences to the building principal and the university supervisor.
 - Bring to the university supervisor's attention immediately any problem which might mean an unsatisfactory student intern's internship experience. Such a problem might be the result of incompatible personalities, organizational difficulties, unprofessional attitudes or values. **Whatever the problem, the university supervisor and/or the Director of Field & Clinical Experiences should be consulted at once.** It is always helpful for the university supervisor to have at his/her disposal all of the objective evidence in the case so that he/she, along with the cooperating teacher and principal, can deal knowledgeably and fairly with all concerned. The following policy shall apply to both undergraduate and graduate student interns:
 - (1) A student will not be reassigned without written approval of the Dean of the College of Education.
 - (2) Prior to internship reassignment, a meeting must be held which includes the principal and cooperating teacher of the host school, the student intern, the university supervisor, and the director of field & clinical experiences. The purpose of this meeting is to ensure that all possible avenues have been explored to maintain the placement.
 - (3) Prior to the meeting above, every effort will be made by the director of field & clinical experiences to mediate between the student intern and the cooperating teacher.
 - (4) A written synopsis of the process will be made and presented to the dean who will determine reassignment or removal of the student intern from the program.
 - (5) The Professional Internship Policies will be followed as listed in this handbook (*General Policies: #14, p.15*).
 - (6) University supervisors do not have the authority to reassign student interns.

UNIVERSITY SUPERVISOR

The university supervisor is usually campus-based and has been involved in the professional growth of the student intern from early experiences through internship. The university supervisor has been involved in the development of the Conceptual Model, program goals for educator interns, and the use of the Performance Assessment Portfolio as an authentic assessment of intern performance. Therefore, the university supervisor plays a major role in developing teacher educators as decision makers. The university supervisor has three important roles to assume in student internship: **(1) clinical professor, (2) facilitator of opportunities, and (3) liaison agent.**

1. **CLINICAL PROFESSOR:** The university supervisor is a clinical professor of teaching and evaluates the process in teaching effectiveness and resourcefulness.
2. **FACILITATOR:** The university supervisor is a facilitator of opportunities for the student intern which will allow maximum development of the student intern's own teaching style.
3. **LIAISON AGENT:** The university supervisor is a liaison agent between the College of Education at Alabama State University and the public schools, and a participant in the making of decisions affecting the student interns in the school.

REQUIREMENTS FOR UNIVERSITY SUPERVISORS

1. Higher education clinical faculty shall have had **recent professional experiences in P – 12 school settings** at the levels that they supervise for a **minimum of 10 hours each year**. Alabama Rules of the State Board of Education, Chapter 290-3-3 Teacher Education, (5.) (p.) Faculty Qualifications
2. Unit faculty shall have earned a doctorate from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.
3. The faculty specialist for each program shall possess an earned doctorate from a regionally accredited college or university in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, and shall advise interns seeking certification through program completion, and shall have a thorough understanding of current State initiatives related to that content area.
4. Unit faculty shall have a thorough understanding of the content they teach.
5. Teaching by unit faculty shall reflect the unit's conceptual framework(s) and research, theories, and current developments in their fields and in pedagogy.
6. Unit faculty shall value interns' learning and assess interns' performance. Their teaching shall encourage interns' development of reflection, critical thinking, problem solving, and professional dispositions.
7. Unit faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.
8. Unit faculty shall integrate and model the use of current and emerging technology throughout their teaching.
9. Unit faculty shall assess their own effectiveness on interns' learning and performance.
10. Each semester, unit faculty shall have on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.
11. Faculty who teach methods courses or supervise interns and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:
 - a. Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.
 - b. Teach methods courses that include model lessons or demonstration classes in P-12 schools.
12. Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.
13. Unit faculty shall provide service to the college or university, P-12 schools, and broader communities in ways that are consistent with the institution's and unit's missions. They shall be actively involved with the professional world of practice in P-12 schools. They shall be actively involved in professional associations. They shall provide education-related services at the local, state, national, or international levels.
14. Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader

- professional community to improve teaching, intern learning, and the preparation of educators.
15. The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship, and service of unit faculty.
 16. Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, State initiatives and other emerging practices.
 17. Unit faculty shall participate in professional developments activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence, and intellectual vitality.
 18. Higher education clinical faculty shall have recent professional experiences in P-12 school settings at the levels that they supervise.
 19. Criteria for school faculty who supervise student interns shall be clear and known to all of the involved parties.
 20. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
 21. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and email and the use of other technologies.
 22. Faculty designated as program specialists and other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.

Alabama Adm. Code (SUPP. NO. 05-2, 290-3-3-.02(5) (a-u) September 9, 2005 repealed; adopted August 06, 2007; effective September 10, 2007.

CHECKLIST FOR UNIVERSITY SUPERVISORS

Placement

- Obtain a list of your student interns, cooperating teachers, and cooperating schools from the Office of Field & Clinical Experiences.
- Become acquainted with cooperating schools, locations, teaching situations and cooperating teachers before student interns arrive, if possible.
- Become acquainted with particular strengths and needs of your student interns.
- Announce assignments to student interns only after final approval has been made by the director of field & clinical experiences.

Student Intern Observation

- Conduct a minimum of four (4) in-class observations during a regular 16-week period. Each observation visit should be conducted for the duration of a complete lesson.
- Conduct a minimum of two (2) in-class observation periods during a split internship or six-week period. Each observation visit should be conducted for the duration of a complete lesson.
- Supervisors should provide written justification in cases where the nature of the assignment requires deviation from the minimum.

Conferences

- A pre-conference should be held with each student intern prior to the teaching experience. A post-conference should be held at the conclusion of the teaching experience.
- Follow-up conference should be scheduled with student interns as soon after observation as feasible.
- Arrange for periodic conferences with the cooperating teacher.
- Plan for at least one conference with the building principal during the academic semester.
- Group seminars shall be conducted for student interns weekly. Please refer to the handbook regarding suggested activities for these seminars.
- An In-Service Seminar for the cooperating teachers shall be conducted at the announced date and time during each semester.

Evaluation

- Prior to the internship experience, discuss criteria contained on the evaluation form with each student intern.
- Provide the cooperating teacher with copies of evaluation forms (cd-rom).
- Evaluation forms from cooperating teachers should be collected by university supervisors and returned to the Office of Field & Clinical Experiences.
- Conduct an evaluation conference with cooperating teachers mid-way through the semester and again prior to the final evaluation regarding each student intern.

- Return a copy of the student intern evaluation form to the Office of Field & Clinical Experiences at the conclusion of the student internship experience. (The copy from the cooperating teacher and the copy from the university supervisor will be forwarded to the University Placement Office.)

Handbooks

- Distribute a copy of the handbook to each student intern.
- Distribute a copy of the handbook to cooperating teachers and principals.
- Review the contents of the handbook with the student intern.
- Distribute and review the Handbook for Portfolio Assessment.
- Distribute and review the Conceptual Model: Educator as Decision Maker.

STUDENT INTERNS

The role and responsibilities of student interns are reflected in the Conceptual Model for the College of Education—Educator as Decision Maker. The Model aids in the clarification of the professional roles for which the College of Education prepares its interns. They are change agents, reflective practitioners, and lifelong learners. It further illustrates a perspective of a contextually appropriate, ethically justifiable decision-making process. One important underlying assumption of the model is that empowered educators assume the responsibility of becoming designers of education rather than consumers of education. Designers of education make a full range of decisions about planning, implementing, and evaluating instruction in the context of their surrounding conditions. The decisions of student interns are ongoing, but may be thought of as occurring before, during, and after internship.

To help interns become informed decision makers, the Unit has incorporated various philosophical positions, knowledge bases, and standards. The role and responsibilities of the student interns are also reflected in the programs of the Unit which are developed in accordance with the mission statement and board policies of Alabama State University, legislative mandates, teacher certification guidelines of the Alabama State Department of Education, and national standards of accreditation bodies and professional societies.

One major exit requirement for student interns is the development and presentation of a Performance Assessment Portfolio based on national teaching standards and the expectations outlined in the College of Education Conceptual Model. These standards are organized in four areas of proficiency: (1) knowledge of students and learners, (2) professional knowledge and ability, (3) educational justice, and (4) professionalism.

INTERNSHIP READINESS CHECKLIST STUDENT INTERN

Student intern

 First Name

 Last Name

Please complete this checklist prior to the first day of internship. If student interns truthfully answer “yes” at least 17 of the following statements, the intern is prepared for the professional internship.

| As a student intern, I: | Yes | No |
|---|--------------------------|--------------------------|
| Have an understanding of the purpose, objectives, and philosophy of teaching. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired a basic knowledge of child growth and development, along with desirable professional “tool” courses. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have mastered the subject matter required in major teaching field. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired skill in making subject matter meaningful to children. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have developed acceptable personal behavior patterns. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have learned to dress in good taste. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have developed a pleasing personality particularly suited to the classroom | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired knowledge of direction of at least one extra-class activity. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired skill in putting into practice effective oral and written expression. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired skill in administering, grading, and interpreting “teacher-made” and standardized tests. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired an understanding of group processes as they apply to teaching. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have acquired an understanding of the factors involved in the utilization of instructional materials as they apply to pupil learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to become familiar with the instructional materials of the school. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to meet parents in homes, PTA/PTO meetings and school conferences. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to study with a purpose, the cumulative record of each student. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to study the community as it pertains to the improvement of pupil learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to become familiar with other academic and non-academic building personnel. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to learn the complete lay-out of the school campus—offices, storage space, duplicating facilities, cafeteria, washrooms, nurse’s room, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to master both pupil and teacher rules, regulations, and policies. | <input type="checkbox"/> | <input type="checkbox"/> |
| Have made plans to develop a day-by-day log or reflective journal of all my teaching experiences. | <input type="checkbox"/> | <input type="checkbox"/> |

EXPECTATIONS OF STUDENT INTERNS

The following are requirements of student interns. This is not a comprehensive list.

1. **The internships in “Class B” and Alternative Fifth Year “Class A” programs shall be full-time in the schools as a teacher for at least 16 weeks with experiences of the student intern progressing to the full responsibilities of the teacher for at least 20 days, including at least 10 consecutive days at each level. For P – 12 programs the internship should be divided between early childhood/elementary and secondary grades...in the schools for a full semester which may include more than one classroom or grade level with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days for P-12 programs...(ALASDE Administrative Code: Supp. No. 07-3, 290-3-3-.02(4)(a)12)**
2. Report to the principal’s office of your assigned school and present official assignment letter.
3. Attend and participate in Pre-Internship, Mid-Term, and Post-Internship Seminars (In-Service Seminars) and Workshops.
4. Spend the entire school day at the cooperating school. This includes each day the school is in session of each week for the entire internship period.
5. Report to your school, class, and seminar on time.
6. Plan a unit of work or lesson plan before beginning to teach.
7. Teach according to schedule approved by your cooperating teacher and university supervisor.
8. Submit a copy of your approved teaching schedule to your university supervisor with a copy to the Office of Field & Clinical Experiences.
9. Design and develop a Performance Assessment Portfolio as an Exit Examination requirement. Secure portfolio booklet from ASU bookstore if needed.
10. Attend and become involved in faculty, student and parent activities and conferences at your school.
11. Notify your cooperating teacher or principal, your university supervisor, and the Director of Field & Clinical Experiences if the need for absence occurs. (Do your utmost to be present each day; even one absentee can affect your internship adversely.)
12. Submit copies of lesson plans, reports and schedules as directed by your cooperating teacher and university supervisor.
13. Notify the Director of Field & Clinical Experiences immediately in case of withdrawal from Student internship. However, in such a case, it will be your responsibility to withdraw officially from the course with the University Registrar. Withdrawal from Student internship invalidates a student’s application. Therefore, WHEN A STUDENT WITHDRAWS FROM STUDENT INTERNSHIP, A NEW APPLICATION MUST BE SUBMITTED.

You are advised that in the role of student interns, you are representatives of Alabama State University. The quality of your representation hinges upon your performance and behavior in the schools and communities where you are privileged to serve.

IMPORTANT INFORMATION FOR THE STUDENT INTERN

Prepare for the Role

- Establish a personnel folder at the Career Planning and Placement Office
- Arrange a personal schedule to allow adequate time for student intern teaching since the student internship experience is time-consuming
- Meet with university supervisor to review student intern internship assignment and responsibilities
- Locate school and determine travel time
- Arrange transportation
- Locate parking area for student interns

Orientation and Beginning Activities

- Meet with the principal
- Meet the cooperating teacher and class
- Attend library orientation sessions if available
- Meet other school personnel
- Locate place designated for keeping personal effects
- Locate desk, table, or other facility that has been provided for personal use
- Obtain class seating arrangements, class list, and daily schedule
- Learn pupils' names during the first day
- Become acquainted with fire drills and civil defense procedures
- Help with housekeeping routines such as opening blinds and seeing that cabinets, counters, bookshelves, sink areas, desks, floors, etc. are "picked up," neat and straight
- Be responsible for keeping your materials in good order
- Find out where materials are stored in room and in building
- Examine pupils' permanent record folders for useful information and keep this information confidential. Avoid prejudging your pupils
- Help with filing student materials, instructional materials, and making entries in permanent records
- Assist with clerical duties such as attendance reports, collecting monies, etc.
- Learn grading system of the school as well as the reporting system of the school district
- Become acquainted with the school's neighborhood

- Become acquainted with what is expected of pupils in class work and homework and quality of work expected for each individual
- Learn procedure for getting pupils to and from special classes
- Be informed as to where, when, and how to secure duplicate materials
- Be acquainted with school and classroom policies for early arrivals and late dismissals
- Gain experience in assembling and cleaning up art materials, cutting letters, mounting and laminating pictures, and preparing bulletin boards
- Take advantage of opportunities to prepare audio-visual teaching materials
- Assist individual pupils
- Assist with small groups
- Select materials and read aloud to pupils
- Secure pictures, books, records, and films that the teacher has selected and become familiar with the procedures of gathering materials
- Observe carefully cooperating teacher's demonstration lessons and analyze them with the teacher
- Confer regularly with cooperating teacher for guidance and suggestions in planning and evaluating
- Make frequent self-evaluations
- Be punctual and reliable
- Show initiative and be willing to try new ways of doing things

Early Teaching Experiences

- Establish rapport with pupils that lead to appropriate classroom behavior
- Make new seating arrangement charts for pupils
- Prepare materials for individualizing instruction
- Assist small groups of pupils in locating materials in Library
- Interview and arrange for resource person
- Assist in planning and coordinating playground activities
- Select content area for beginning teaching experiences
- Obtain teaching guides and manuals in the selected area and begin checking students' work in this area
- Ask for university supervisor's and cooperating teacher's help and guidance in making lesson plans
- Seek suggestions for resource materials and people when help is needed

- Feel free to discuss special problems with the appropriate person
- Turn in lesson plans before lesson is to be taught
- Follow each teaching experience with a brief self-evaluation and reflections
- Seek guidance and direction in determining the selection of a major unit to be taught
- Confer with co-workers frequently while the unit is being written
- Share completed work copy of unit with cooperating teacher.
- Attend at least one faculty meeting, P.T. A. meeting, and perhaps another professional meeting
- Avoid unscheduled and unsupervised conferences with parents
- Visit other classrooms in the building

Sharing the Role of the Professional Teacher

- Turn in unit plans before the unit is begun
- Gain experience in each content area
- Attend at least one parent conference if possible
- Help evaluate pupil's work including determining grades for report cards
- Secure from the cooperating teacher some suggestions for beginning and ending a school year

When Completing Your Student Internship

- Remind your cooperating teacher as to the date you will be finishing your student internship
- Meet with your cooperating teacher after your last teaching day to finish any business
- Turn in all school materials and those of your cooperating teacher's you might have used
- Turn over all pupil papers and grades to cooperating teacher
- File an Application for the Alabama Provisional Certificate with the College of Education Certification Officer during the semester you plan to graduate after your grades are posted
- Establish your personnel file in the Career Planning and Placement Office, Kilby Hall
- Schedule an Exit Interview with the Office of Financial Aid

CLASSROOM OBSERVATIONS

The student intern's first observations should be of the cooperating teacher in order to become acquainted with teaching methods, with the pupils being taught, and with use of instructional materials and equipment. During the term, the student intern should observe other classrooms to get an overview of the program of the school and problems of teaching at several levels in their area of specialization. Observations should be preceded and followed by conferences with those observed when possible.

SUGGESTIONS FOR WHAT TO LOOK FOR DURING OBSERVATIONS

1. Pay attention to pupils: their activities, their reactions, and the subject matter being taught.
2. Pay particular attention to the type of activities engaged in by those who are vitally interested in the lesson and by those who seem to have no interest.
3. Observe things that add to the attractiveness of the room.
4. Observe the different techniques and methods being used by the teacher.
5. Observe the methods being used to make the work more interesting.
6. Observe the balance of pupil-teacher and pupil-pupil participating in the classroom discussion and activities.
7. Identify the objectives of the teacher during your observation.
8. Observe materials being used by the teacher to increase the effectiveness of the class.
9. Observe how pupils of different abilities are cared for.
10. Observe how routine matters are handled.
11. Observe how assignments are made.
12. Observe any evidence of pupil maladjustment such as excessive shyness, overcritical attitudes, extreme sensitiveness, and day dreaming.
13. Observe the different methods used by the teacher and pupils in evaluating the work of the class.

EVALUATION OF STUDENT INTERNS

Formal Evaluation

The purpose of evaluation is to assist the student interns in identifying their strengths and weaknesses and to promote maximum growth and development on their part as well as that of the pupils they are teaching. Evaluation is the cooperative responsibility of the student intern, the cooperating teacher, and the university supervisor.

Evaluation procedures employed include the following:

1. Observation by the cooperating teacher and the university supervisor.
2. Student conferences with the cooperating teacher and the university supervisor.
3. Consultations between the cooperating teacher and the university supervisor.
4. Group discussions in the professional internship seminar, and other seminar responsibilities—including technology sessions—placed upon student teacher.
5. The completion of an exit evaluation form (PEPE) by the cooperating teacher; this evaluation will be weighted heavily in the formulation of the final grade.
6. The final evaluation and assignment of a grade by the university supervisor which is recorded as credit from Alabama State University.
7. Evaluation of the cooperating teacher and the university supervisor by the student intern.
8. Evaluation of the university supervisor by the cooperating teacher.
9. Evaluation of the cooperating teacher by the university supervisor.

Formal evaluation is made twice during the semester by the cooperating teacher and the university supervisor. At mid-term, an official evaluation form for cooperating teachers and university supervisor is completed. A three-way conference should follow completion of this form with decisions reached concerning emphasis for the last half of the internship when applicable.

Performance Assessment Portfolio

The Unit faculty requires student interns in both basic and advanced programs to develop a teaching portfolio during student internship as one phase of the exit examination for graduating teacher education interns. The portfolio is based on Interstate New Teacher Assessment Support Consortium (INTASC) Standards, National Board of Professional Teaching Standards (NBPTS), and the recently adopted assessment standards for new teachers in the State of Alabama—Professional Education Personnel Evaluation Program of Alabama (PEPE).

The benefits of portfolio assessment for pre-service teachers are well documented to include promoting self-analysis and critical reflection, documenting learning, growth and development over time, using teacher certification, and preparing for working in reformed and restructured schools. A summary of the Unit's standards for the Performance Assessment Portfolio is included.

Upon the completion of the student internship experience, the cooperating teacher and the university supervisor make a final evaluation of the student intern. This final evaluation is a description of the student intern's effectiveness at the end of the semester and is placed in intern's College of Education file. The university supervisor submits the final grade based on the final evaluation.

In summary, it is on the basis of the university supervisor's final evaluation that recommendation is made for certification by the State of Alabama. The items on the university supervisor's evaluation become a part of the student intern's College of Education file and may become a part of the student intern's file in the Office of Placement Service if requested by the student intern.

Exit Philosophy Writing Exam

Student interns are required to complete a written 300-word essay on their philosophy of education. This examination reviews the philosophical orientations to teaching and is administered by the ASU Testing Center at mid-term.

Summary of Evaluation

In summary, the evaluation of a student intern involves more than just a grade. The evaluation is a continuous process beginning with the induction of the student intern into the classroom. Evaluation is accomplished through the cooperative efforts of the university supervisor, cooperating teacher, and the student intern. These three people are guided by specific principles which eventually lead to the student intern becoming a reflective practitioner, a change agent, and a lifelong learner.

It is the responsibility of the university supervisor and the cooperating teacher to confer with the student intern throughout the experience. The cooperating teacher and university supervisor must complete specific evaluation forms concerning the progress of the student intern. In turn, the student interns should evaluate themselves in regard to their preparation, teaching skills, and dispositions toward the school and the children.

Evaluations are also completed by the student intern or the cooperating teacher and the university supervisor; the cooperating teacher evaluates the university supervisor; the university supervisor evaluates the cooperating teacher.

Finally, at the end of the period, the cooperating teacher will complete specific evaluation forms concerning the progress of the student intern. The university supervisor, after a careful study of the evaluation forms and in consultation with the cooperating teacher, will give the student intern the final grade.

PROFESSIONAL PORTFOLIO

PERFORMANCE ASSESSMENT STANDARDS AND MINIMUM CRITERIA FOR EVIDENCE/ARTIFACTS OF THE STANDARDS

The Performance Assessment Portfolio is based on national teaching standards and the expectations outlined previously in the College of Education Conceptual Model: The Educator As Decision Maker. These standards are organized in four areas of proficiency: 1) Knowledge of students and learners; 2) Professional knowledge and ability; 3) Educational justice; and 4) Professionalism.

| KNOWLEDGE & ABILITY | EVIDENCE |
|--|---|
| <p>1.0 KNOWLEDGE OF STUDENTS AND LEARNERS (Written narrative required)</p> <p>1.1 The student intern will demonstrate the accumulation of knowledge necessary to understand the background and history of the students.</p> <p>1.2 The student intern will demonstrate an understanding of the initial level of knowledge of the students.</p> <p>1.3 The student intern will demonstrate an understanding of the developmental level of the students.</p> <p>1.4 The student intern will demonstrate an understanding of the level of readiness of the students.</p> <p>1.5 The student intern will demonstrate an understanding of differing learning styles of the students.</p> | <p>Written narrative addressing knowledge/understanding of current students at the internship site with support from the following sources:</p> <ul style="list-style-type: none"> • personal evaluation of knowledge/understanding • cite references from literature and course work at ASU • review/analysis of students' records • interaction with and observation of students • information from and consultation with the cooperating teacher • pre-and post-test results |
| <p>2.0 PROFESSIONAL KNOWLEDGE AND ABILITY (Summary statement required for each standard, with specified documentation attached)</p> <p>2.1 The student intern will demonstrate sufficient depth and breadth of content knowledge to be able to provide accurate factual knowledge appropriate to the level of learners in the class.</p> | <p>A list of the teaching field courses (from the SDE Checklist) with the grade for each course listed.</p> |
| <p>2.2 The student intern will provide clear and appropriate learning goals for the learners.</p> | <p>A unit plan created during the professional internship.</p> |
| <p>2.3 The student intern will make the content comprehensible to the students.</p> | <p>Lesson plan, video tape of lesson being taught, cooperating teacher's evaluation of the lesson taught, students' test results.</p> |
| <p>2.4 The student intern will demonstrate the ability to understand the connection between prior learning, current content, and future content within the subject being taught, and organize the teaching accordingly.</p> | <p>Unit and lesson plans developed during the internship.</p> |

| KNOWLEDGE & ABILITY | EVIDENCE |
|--|---|
| 2.5 The student intern will demonstrate the ability to create, adapt, and/or select a wide variety of instructional materials and resources, which support lesson goals and are appropriate for the students. | Unit and lesson plans developed during the internship, resource file. |
| 2.6 The student intern will demonstrate the ability to provide a variety of instructional approaches acknowledging that students have need of a variety of paths to build knowledge and strengthen understanding. | Unit plans and lesson plans developed during the internship, videotape of teaching, and/or report from the cooperating teacher or the university supervisor. |
| 2.7 The student intern will demonstrate the ability to employ a variety of assessment tools for formative and summative evaluation appropriate for the learners and aligned with the goals of the lesson or learning activity. | Samples of tests and other instruments created and used during the internship, results of the tests, and analysis of one test administered during the internship in relation to learning goals and objectives. |
| 2.8 The student intern will exhibit the establishment of a working rapport with students which supports their intellectual, social, and behavioral development. | Participation in student clubs at the internship site, participation in activities at the internship site (ex: during American Education Week) application of constructive disciplinary techniques, observations, notes from the students, and comments from the cooperating teacher. |
| 2.9 The student intern will provide challenging expectations for learning which require a student to confront, explore, and understand the concepts, topics, and issues, encouraging students to extend their thinking. | Unit goals and lesson plans, report of field trips, role playing, computer programs, video presentations, entries in science/health fairs. |
| 2.10 The student intern will provide a learning environment which supports independent and collaborative learning with the opportunity for intellectual risk-taking and creativity. | Organized activities during the internship to include group activities, "show and tell," presentations, discussions, games, computer programs. |
| <p>3.0 EDUCATIONAL JUSTICE (Summary statement required for <u>each</u> standard, with specified documentation attached)</p> <p>3.1 The student intern will establish and maintain consistent and appropriate standards of behavior for the classroom.</p> | Develop a "Rules of Conduct" document (policies and procedures checklist/manual) that is approved by the cooperating teacher. |
| 3.2 The student intern will operate according to ethical and professional standards. | Observation and report by the cooperating teacher and university supervisor of the student intern (references may be made to the codes of conduct for the discipline). |

| KNOWLEDGE & ABILITY | EVIDENCE |
|---|---|
| 3.3 The student intern will provide an atmosphere which supports just, equitable, and ethical interactions between and among the students and the teacher. | Observation and report by the cooperating teacher (indicated on the Student intern Evaluation Form completed by the cooperating teacher). |
| 3.4 The student intern will demonstrate the establishment of a learning environment which supports fair and equitable actions in an inclusive, safe, caring, supportive atmosphere which nurtures the learner's safe awareness, self-esteem, character, civic responsibility, and respect for diverse individuals and groups. | Observation and report by the cooperating teacher, guest speakers, activities conducted during the internship, unit and/or lesson plans. |
| <p>4.0 PROFESSIONALISM (Summary statement on each standard, with specified documentation attached)</p> <p>4.1 The student intern will demonstrate reflective practice by analyzing, evaluating, and strengthening the quality of her/his practice.</p> | Cite test results and other feedback from a lesson taught during the internship, describe the effectiveness of the lesson(s) taught and what could be done to improve it, create a "Reflective Journal". |
| 4.2 The student intern will demonstrate self-awareness of her/his practice and adjust for improvement as necessary. | Student intern evaluation at midterm to include a summary of feedback (formal and informal) during the internship and explanations of the adjustments made that could be recorded in a "Reflective Journal". |
| 4.3 The student intern will demonstrate the ability to communicate, in written and oral forms, with fellow colleagues, administrators, and parents. | Include a sample of correspondence to parents, colleagues, administrators during the internship; provide cooperating teacher's assessment of any presentations made. |
| 4.4 The student intern will demonstrate the ability to interact with families to achieve common goals for the students. | Document attendance and interaction at PTSA meetings and parent-teacher conferences/meetings (include copies of any flyers/notices sent to parents/families). |
| 4.5 The student intern will demonstrate the ability to form professional relationships with the cooperating teacher, fellow student interns, administrators, and other professionals to ensure professional interaction and learning. | Narrative describing interaction with colleagues and other professionals during the internship, observation and report by the cooperating teacher and/or other professionals at the internship site, attendance at in-service meetings. |

| KNOWLEDGE & ABILITY | EVIDENCE |
|---|---|
| 4.6 The student intern will demonstrate involvement with professional organizations. | Photocopy of the membership card of the professional organization, evidence of holding office in the professional organization, evidence of attending and/or program participation at professional meeting/conferences. |
| 4.7 The student intern will demonstrate involvement with service learning/volunteer activities. | Letters, certificates from agencies/organizations where services were conducted; photos, etc. |

FIELD AND CLINICAL EXPERIENCES

DATA FORMS

UNDERGRADUATE INTERNSHIP CHECKLIST

Student interns are to complete and sign the following checklist to ensure your understanding of your eligibility for admission to internship. Please print.

| | | |
|---------------------|------------------------|----------------|
| Last Name | First Name | Middle Initial |
| Major | Social Security Number | |
| Email _____ @ _____ | | |

| REQUIREMENT | YES | NO | | |
|---|--------------------------|--------------------------|---|-----------|
| Admission to Teacher Education Program (TEP) (the card and letter from the certification office must be attached) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Completion of all general education course requirements | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Attained a passing score on all 3 parts of the APTT Check ONLY the boxes of the APTT exams you have passed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Math | Reading | Writing | |
| Passing score on Praxis II | <input type="checkbox"/> | <input type="checkbox"/> | _____ | _____ |
| | | | Your Score | Cut Score |
| Completion of all teaching field courses with 2.5 GPA | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Completing of all professional studies courses with 2.5 GPA | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <i>If applicable</i> , submission of course substitution forms for approved courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Not Applicable | |
| Removal of all incomplete (I) grades | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Grade of C or better in all courses | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Pass background check | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Recommendation by advisor | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Recommendation by teacher education professor (1) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Recommendation by teacher education professor (2) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Verification of liability insurance (SAEA, AEA, NEA, or other) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Completion of Health Verification Form Signed by the Director of ASU Health Services Department | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Approval by the Director of Field & Clinical Experiences | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Approved by the TEAIC committee | <input type="checkbox"/> | <input type="checkbox"/> | | |

SIGNATURES

Intern Signature

Date

Advisor Signature

Date

UNDERGRADUATE ADMISSION TO PROFESSIONAL INTERNSHIP

Interns who have been admitted to the teacher education program and have completed all course requirements except internship (or will complete all requirements in the current semester enrolled) should apply for student internship. The deadline dates for filing student internship application are as follows.

Fall professional internship May 1
Spring professional internship October 1

PLEASE NOTE: Students are not allowed to complete professional internship during the summer. Also, **ASU COE policy states that student interns who do not pass Praxis II prior to applying for professional internship will not be approved for student internship.**

Please complete the following checklist to determine your professional internship eligibility.

- Professional internship application submitted by the appropriate deadline.
- Admission to Teacher Education Program (Card and Letter from Office of Certification).
- Completion of all General Education courses.
- Completion of all major Teaching Field courses with a 2.5 GPA.
- Completion of all Professional Studies courses with a 2.5 GPA.
- A minimum cumulative 2.5 GPA.
- Documentation of approval of any course substitutions.
- Removal of all "I" grades—incompletes—prior to student internship.
- Documentation of a "C" or better in all courses.
- Verification of liability insurance (SAEA, AEA, etc.)
- Passed APTT Mathematics
- Passed APTT Reading
- Passed APTT Writing
- Pass the Praxis II content area exam **Exam** _____ **Score** _____
- Demonstration of exemplary moral and ethical character and dispositions.
- Completion of health verification form—signed by Director of ASU Health Services Department.
- Pass background check.
- Recommendations by advisor or designee.
- Recommendation by appropriate department chair or designee.
- Recommendation by the Director of Field & Clinical Experiences or designee.
- Approval by the TEAIC Committee.

GRADUATE ADMISSION TO PROFESSIONAL INTERNSHIP

Interns who have been admitted to the teacher education program and have completed all course requirements except internship (or will complete all requirements in the current semester enrolled) should apply for student internship. The deadline dates for filing student internship application are as follows.

Fall professional internship May 1
Spring professional internship October 1

PLEASE NOTE: Students are not allowed to complete professional internship during the summer. Also, **ASU COE policy states that student interns who do not pass Praxis II prior to applying for professional internship will not be approved for student internship.**

Please complete the following checklist to determine your professional internship eligibility.

- Professional internship application submitted by the appropriate deadline.
- Admission to Teacher Education Program (Card and Letter from Office of Certification).
- Hold a bachelor's degree.
- Completion of 27 hours in my teaching field with 12 hours of mathematics and 16 hours of science (Early Childhood and Elementary Education majors).
- A minimum cumulative 3.0 GPA.
- Documentation of approval of any course substitutions.
- Removal of all "I" grades—incompletes—prior to student internship.
- Verification of liability insurance (SAEA, AEA, etc.)
- Passed APTT Mathematics
- Passed APTT Reading
- Passed APTT Writing
- Pass the Praxis II content area exam **Exam** _____ **Score** _____
- Demonstration of exemplary moral and ethical character and dispositions.
- Completion of health verification form—signed by Director of ASU Health Services Department.
- Pass background check.
- Recommendations by advisor or designee.
- Recommendation by appropriate department chair or designee.
- Recommendation by the dean of the graduate school or designee.
- Approval by the TEAIC Committee.

ASU COE
OFFICE OF FIELD & CLINICAL EXPERIENCES
OBSERVATION & INTERNSHIP PLACEMENT FORM

Date ____ / ____ / 20 ____

Student intern _____

Last Name

First Name

Social Security # _____

Major _____ Level Fr Soph Jr Senior

Semester Fall Spring Year 20 ____

TYPE OF EXPERIENCE (please check where applicable and indicate the total number of hours)

Observation 1 2 3 4 5 6 Other, _____
 (please check one)

Total Number of Hours _____

Internship Placement 1 Placement 2
 (please check one)

Total Number of Weeks _____

School System _____

School _____

Teaching Area

- | | | |
|--|-------------|---------------|
| <input type="checkbox"/> Early Childhood (P – 3) | Grade _____ | Subject _____ |
| <input type="checkbox"/> Elementary (K – 6) | | _____ |
| <input type="checkbox"/> Middle (6 – 8) | | _____ |
| <input type="checkbox"/> Secondary (9 – 12) | | _____ |
| <input type="checkbox"/> All (P – 12) | | |

School *Diversity Rating

*NCATE Standard 4 indicates, “Extensive and substantive field experiences and clinical practices are designed to encourage interns to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups.” **Please see the attached rating explanation and Field & Clinical School Diversity Listing before completing this section.**

Please check one 1 = Most Diverse 2 = Somewhat Diverse 3 = Lacking Diversity 4 = No Diversity

SIGNATURES

Student intern

Date

University Supervisor or Director of Field and Clinical Experiences

Date

FIELD AND CLINICAL EXPERIENCES

EVALUATION FORMS

Alabama State University — College of Education
Intern Evaluation of Cooperating Teacher or University Supervisor

Directions: This form is to be used by the intern to evaluate his/her experience with the university supervisor, and/or cooperating teacher/site supervisor. Rate each statement on the scale provided according to your overall experience during the current semester.

Date ___ / ___ / 20 ___ **Semester** Fall Spring **Year** 20 ___

Intern _____
Last Name First Name

Classification Bachelor's Master's Alternative A Education Specialist Doctoral

Major _____

Position Evaluated Intern Cooperating Teacher University Supervisor

| INDICATOR | (1) Unsatisfactory | (2) Needs Improvement | (3) Area of Strength | (4) Demonstrates Excellence |
|---|--------------------------|--------------------------|--------------------------|--------------------------------|
| 1. Showed respect for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Solicited and accepted my ideas or opinions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Listened to me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Deserved and earned my respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Was willing to spend extra time with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Showed genuine interest in my progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Attempted to keep personal bias from dealings with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Had realistic expectations of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Enjoyed supervising me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Allowed me sufficient teaching experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Collected sufficient information to adequately evaluate my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Gave constructive suggestions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Pointed out strengths and things I did well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Outlined clear objectives for improvement of my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Was fair and objective in evaluating my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Maintained adequate documentation showing my status and performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Avoided showing favoritism among interns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Kept information confidential when necessary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Demonstrated a professional attitude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Communicated with skill and effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES:

EVALUATION FORM
(For use by Cooperating Teacher and/or University Supervisor)

| | |
|--|--|
| Evaluator _____, <input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> University Supervisor | |
| Position Evaluated | Grade Level/Subject (NA for University Supervisor) |
| <input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> University Supervisor | |

Directions: The following instrument is designed to obtain feedback regarding your perception of the University Supervisor you partnered with during this semester. Please rate each item using the following rating scale.

1 = unacceptable 2 = basic 3 = proficient 4 = exceptional

- _____ 1. Showed respect for me
- _____ 2. Solicited and accepted my ideas or opinions
- _____ 3. Listened to me
- _____ 4. Deserved and earned my respect
- _____ 5. Was willing to spend extra time with me and the student intern, if necessary
- _____ 6. Showed genuine interest in the progress of the student intern
- _____ 7. Attempted to keep personal bias from entering into dealings with me and the student intern
- _____ 8. Had realistic expectations of me and the student intern
- _____ 9. Enjoyed supervising a student intern
- _____ 10. Allowed student sufficient teaching experience
- _____ 11. Collected sufficient information to adequately evaluate performance
- _____ 12. Gave student constructive suggestions
- _____ 13. Pointed out strengths and things the student did well
- _____ 14. Outlined clear objectives for improvement of student's performance
- _____ 15. Was fair and objective in evaluating performance
- _____ 16. Maintained adequate documentation showing status and performance of student intern
- _____ 17. Avoided showing favoritism among the student interns
- _____ 18. Kept information confidential when necessary
- _____ 19. Demonstrated a professional attitude
- _____ 20. Communicated with skill and effectiveness

FORMATIVE PEPE EVALUATION INSTRUMENT
Cooperating Teacher or University Supervisor

Date ____ / ____ / 20 ____ Visit # 1 2 3 4 5 6

Student intern

_____ Last Name First Name

Social Security # _____ - _____ - _____

University Supervisor Name _____
 Cooperating Teacher Name _____

School 1 Name _____

School 2 Name _____

Subject _____ **Grade** _____ **Number of Students** _____

Classroom Setting Regular/Mainstream Inclusion Special Education Other _____

Lesson Title _____

Lesson Objectives _____

Please use the following scoring guide when rating each area on the attached PEPE observation instrument.

Scoring Guide (see page 1 of Alabama PEPE Program for explanation of scale)

1 = unsatisfactory **3 = area of strength**
2 = needs improvement **4 = demonstrate excellence**

Areas of Strength:

Areas of Weakness:

Areas in Need of IMMEDIATE Improvement:

Signatures

Student intern Date

Cooperating Teacher Date

University Supervisor Date

STUDENT INTERN BI-WEEKLY PROGRESS REPORT

SECTION 2: COMPLETED BY THE COOPERATING TEACHER

1. Briefly describe 3 strengths of the student intern during this report period.

1. _____

2. _____

3. _____

2. Briefly describe the student intern’s areas in need of improvement for this report period.

1. _____

2. _____

3. _____

3. Please list three (3) recommendations for improvement that should be addressed during the next report period.

1. _____

2. _____

3. _____

SIGNATURES

Student Intern Signature

Date

Cooperating Teacher Signature

Date

FIELD & CLINICAL EXPERIENCES
FORMATIVE SUMMARY OBSERVATION REPORT

Semester Fall Spring Year 20 ____
Date ____ / ____ / 20 ____ Visit # 1 2 3 4 5 6

Observer _____
Print Name Sign Name

Cooperating Teacher _____

University Supervisor _____

Student Intern _____
Last Name First Name

Social Security # ____ - ____ - ____

Grade/Subject _____

Observed Activity _____ / ____ / 20 ____ : ____ AM / PM
Date Time

Directions: Briefly comment on the extent to which the student intern achieves the following overarching PEPE objectives. Your comments must correspond with the ratings on the *Teacher Observation Score Form*.

1.0 Preparation for Instruction:

2.0 Preparation for Organized Instruction:

3.0 Assessment of Student Performance:

4.0 Classroom Management:

5.0 Positive Learning Climate:

6.0 Communication:

SIGNATURES

Student intern Signature

Date

Cooperating Teacher Signature

Date

STUDENT INTERN'S DAILY ACTIVITY REPORT

PARTICIPATION

Please complete the following activity log. Under **Participation**, list such activities as conferences, non-academic duties, faculty meetings, extra- or co-curricular activities, and visits by the university supervisor. Under Observation list and detail the activities where you observed. **DO NOT** list teaching activities under Observation. Under Full-time Teaching, list and detail each activity in which you participated during the time you were given full teaching responsibilities. Be sure to include the date and time spent completing each activity listed.

| Date | Time | | Participation |
|------|-------|------|---------------|
| | Start | Stop | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

TIME (APPOX. HOURS) SPENT SINCE LAST REPORT

| | |
|---------------------------------------|--|
| Planning | |
| Preparation | |
| Professional Growth Activities | |

NOTE: This report is to be submitted to the university supervisor by the student intern at the end of each week of the internship period.

Report for the Week _____ to _____

Date Submitted: ___ / ___ / 20 ___

SIGNATURES

Student intern Signature

Date

Cooperating Teacher Signature

Date

STUDENT INTERN'S DAILY ACTIVITY REPORT OBSERVATION

Please complete the following activity log. Under Participation, list such activities as conferences, non-academic duties, faculty meetings, extra- or co-curricular activities, and visits by the university supervisor. Under **Observation**, list and detail the activities where you observed. **DO NOT list teaching activities under Observation.** Under Full-time Teaching, list and detail each activity in which you participated during the time you were given full teaching responsibilities. Be sure to include the date and time spent completing each activity listed.

| Date | Time | | Observation |
|------|-------|------|-------------|
| | Start | Stop | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

TIME (APPOX. HOURS) SPENT SINCE LAST REPORT

| | |
|---------------------------------------|--|
| Planning | |
| Preparation | |
| Professional Growth Activities | |

NOTE: This report is to be submitted to the University Supervisor by the Student intern at the end of each week of the internship period.

Report for the Week _____ to _____

Date Submitted: ____ / ____ / 20 ____

SIGNATURES

Student intern Signature

Date

Cooperating Teacher Signature

Date

STUDENT INTERN'S DAILY ACTIVITY REPORT

FULL-TIME TEACHING

Please complete the following activity log. Under Participation, list such activities as conferences, non-academic duties, faculty meetings, extra- or co-curricular activities, and visits by the university supervisor. Under Observation, list and detail the activities where you observed. **DO NOT** list teaching activities under Observation. Under **Full-time Teaching**, list and detail each activity in which you participated during the time you were given full teaching responsibilities. Be sure to include the date and time spent completing each activity listed.

| Date | Time | | Full-time Teaching |
|------|-------|------|--------------------|
| | Start | Stop | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

TIME (APPOX. HOURS) SPENT SINCE LAST REPORT

| | |
|---------------------------------------|--|
| Planning | |
| Preparation | |
| Professional Growth Activities | |

NOTE: This report is to be submitted to the University Supervisor by the Student intern at the end of each week of the internship period.

Report for the Week _____ to _____

Date Submitted: ____ / ____ / 20 ____

SIGNATURES

Student intern Signature

Date

Cooperating Teacher Signature

Date

SUMMATIVE PEPE EVALUATION INSTRUMENT
Cooperating Teacher or University Supervisor

Date ____ / ____ / 20 ____

Formal Evaluation Visit # 1 2 3 4

Student Intern

Last Name

First Name

Social Security #

University Supervisor

Name

Cooperating Teacher

Name

School 1 Name

School 2 Name

Subject _____

Grade _____

Number of Students _____

Classroom Setting

Regular/Mainstream Inclusion Special Education Other _____

Lesson Title

Lesson Objectives

This evaluation serves as one of numerous means of communication between the student teacher and the cooperating teacher. It provides an opportunity to discuss and develop strategies to assist the student in his/her role as a pre-service teacher. The initial and mid-term evaluations are formative. The final evaluation is summative. **This form must be completed by the cooperating teacher and shared with the student intern 4 times during the internship experience.** It is recommended that the evaluation be completed at the conclusion of the 4TH, 8TH, 12TH, and 16TH weeks of the internship experience. **The evaluation MUST be discussed with the student. Please complete the Pre/Post Observation Conference Record after each formal observation. A plan of action for improving week areas MUST be developed and implemented. A copy of this form should be forwarded to the Office of Professional Laboratory Experiences after each evaluation.**

Please use the following scoring guide when rating each area on the attached PEPE observation instrument.

Scoring Guide (see page 1 of Alabama PEPE Program for explanation of scale)

1 = unsatisfactory

2 = needs improvement

3 = area of strength

4 = demonstrate excellence

Signatures

Student Intern

Date

Cooperating Teacher

Date

University Supervisor

Date

STUDENT INTERN OVERALL EVALUATION FEEDBACK

Cooperating Teacher or University Supervisor

Date ____ / ____ / 20 ____

Student Intern

Last Name

First Name

Social Security #

University Supervisor Name _____

Cooperating Teacher Name _____

Please complete the following fields indicating the overall assessment of the student intern's teaching experience. **Be sure the overall assessment reflects the scores reported on both formal and informal observations.**

Based on all formal and informal observations conducted throughout the student intern's internship experience, **how would you rate the student interns overall performance?**

- (1) Unsatisfactory
- (2) Needs Improvement
- (3) Areas of Strength
- (4) Demonstrates Excellence

List at least 3 overall strengths exhibited by the student intern.

1. _____
2. _____
3. _____

List at least 3 overall weaknesses exhibited by the student intern.

1. _____
2. _____
3. _____

| FINAL GRADE | Additional Comments: |
|---|----------------------|
| <input type="checkbox"/> A – Outstanding | |
| <input type="checkbox"/> B – Average | |
| <input type="checkbox"/> C – Mediocre | |
| <input type="checkbox"/> D – Unsatisfactory (internship not passed) | |
| <input type="checkbox"/> F – Unacceptable (internship not passed) | |

FIELD & CLINICAL EXPERIENCES
PROGRAM EVALUATION
Cooperating Teacher

Date _____ / _____ / 20 _____
Semester Fall Spring **Year** 20 _____
Student Intern

 Last Name First Name

Social Security # _____ - _____ - _____

School & District _____

Grade/Subject _____

Directions: The following is a survey used to evaluate the degree to which the cooperating teacher feels the student intern is prepared for the teaching field. Place a check in the appropriate box. **THIS INFORMATION WILL BE USED TO STRENGTHEN THE ASU TEACHER EDUCATION PROGRAM. YOUR HONESTY IS GREATLY APPRECIATED.**

DEGREE PROGRAM (PLEASE CHECK ONE):

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood Education (P – 3) <input type="checkbox"/> Elementary Education (K – 6) <input type="checkbox"/> Special Education Collaborative (K – 6) <input type="checkbox"/> Special Education Collaborative (6 – 12) <input type="checkbox"/> Music, Instrumental (K – 12) <input type="checkbox"/> Music, Vocal (K – 12) | <input type="checkbox"/> Physical Education <input type="checkbox"/> Health Education <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Secondary Education (6 – 12), please specify _____ |
|---|---|

| COMPETENCY | Unsatisfactory | Needs Improvement | Area of Strength | Demonstrates Excellence |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Demonstrates the ability to select and use a variety of multimedia resources including microcomputers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrates an understanding of the organization, management and evaluation of the school program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates the ability to adapt instruction to meet the individual learning styles and needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates the ability to apply critical thinking and problem solving techniques to instructional activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demonstrates the ability to utilize a variety of teaching methods and materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Demonstrates the ability to apply principles of learning to instructional activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Demonstrates knowledge of national, state and local laws and regulations in relationship to teacher and student rights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| COMPETENCY | Unsatisfactory | Needs Improvement | Area of Strength | Demonstrates Excellence |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. Demonstrates the ability to promote and manage a positive classroom environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Demonstrates the ability to use community resources to enhance the instructional program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Demonstrates knowledge of the relationship between teaching styles and learning styles and the ability to modify teaching techniques to accommodate individual learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Demonstrates the ability to design programs and plan instruction for diverse populations including students with special needs and the culturally diverse. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Demonstrates the ability to provide an atmosphere conducive to learning by using a variety of effective classroom management techniques. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Demonstrates the ability to communicate effectively with parents, colleagues, and administrators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Demonstrates the ability to use multiple methods of assessment appropriate to individual students including interpretation of assessment results and integration of information gained from assessments for instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ADDITIONAL COMMENTS:

SIGNATURE

**Cooperating
Teacher**

Print Name

Sign Name

**Alabama State University College of Education
Interns' Disposition Assessment - Pre/Post Internship**

Directions: This form is to be used **during internship only**. There must be at least one pre-internship and one post-internship evaluation completed for each intern.

Date _____ / _____ / **20** _____

Semester **Fall** **Spring** **Year 20** _____

Intern

 Last Name

 First Name

Classification **Bachelor's** **Master's** **Alternative A** **Education Specialist** **Doctoral**

Major _____

Pre-internship **Post Internship**

Evaluator **University Supervisor** _____

Cooperating Teacher/Site Supervisor _____

| DISPOSITION | (1) Unsatisfactory | (2) Needs Improvement | (3) Area of Strength | (4) Demonstrates Excellence |
|---|--------------------------|--------------------------|--------------------------|--------------------------------|
| 1. Believe that all children can learn at high levels and persist in helping children achieve success | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are committed to reflection on teaching practices in the pursuit of excellence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Accurately assess and analyze student learning (NCATE Standard 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Take pride in their work and work environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Make appropriate adjustments to instruction based on data (NCATE Standard 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Monitor and have a positive effect on student learning (NCATE Standard 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Meet ethical standards of practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are voices for educational and social justice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Value human diversity and help students learn to value one another | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Keep abreast of new ideas in the field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Value the use of educational technology in the teaching/learning process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Join and participate in professional and educational organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Understand the importance of collaborating with students, families, and the community to meet the educational needs of the student (NCATE Standard 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Recognize their own dispositions may need to be adjusted and are able to develop plans to do so (NCATE Standard 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student Intern

Date

Evaluator

Date

FIELD & CLINICAL EXPERIENCES
LESSON PLAN FORMAT (page 1)

Date _____ / _____ / 20 _____

Student Intern

Last Name

First Name

Social Security #

____ - ____ - _____

School & District

Grade/Subject

LESSON TITLE:

GOAL(S):

OBJECTIVE(S):

ASSESSMENT:

(Please detail how you plan to assess each objective you will teach during this lesson)

(1)

(2)

(3)

(4)

MATERIALS:

FIELD & CLINICAL EXPERIENCES
LESSON PLAN FORMAT (page 2)

PROCEDURES: (Please list what the teacher will do)

ACTIVITIES: (Please list what the students will do)

ACCOMMODATIONS/MODIFICATIONS: (Please list how you plan to accommodate special needs students. As well, list any necessary modifications)

FIELD & CLINICAL EXPERIENCES

STUDENT INTERN SELF-EVALUATION

Instructions: Please complete the following form evaluating your performance delivering instruction. Please submit this form to the Director of Field and Clinical Experiences, signed by you and the cooperating teacher at mid-term.

Dates

From ____ / ____ / 20 ____ **To** ____ / ____ / 20 ____

Student Intern

Last Name

First Name

Cooperating Teacher

Last Name

First Name

Social Security #

____ - ____ - _____

School & District

Grade/Subject

Class(es) Taught

Name of Class _____ Time Beginning ____ : ____ Time Ending ____ : ____

Name of Class _____ Time Beginning ____ : ____ Time Ending ____ : ____

Name of Class _____ Time Beginning ____ : ____ Time Ending ____ : ____

Name of Class _____ Time Beginning ____ : ____ Time Ending ____ : ____

Name of Class _____ Time Beginning ____ : ____ Time Ending ____ : ____

ACTIVITIES:

Please list and provide an explanation for the teaching activities you experienced.

STUDENT INTERN SELF-EVALUATION

PROBLEMS ENCOUNTERED & SOLUTIONS IMPLEMENTED:

In the first column, please list and describe at least 3 overall problems you encountered while teaching. In the second column, please list and describe the solutions you implemented to solve the problems you encountered.

| PROBLEMS | SOLUTIONS |
|----------|-----------|
| (1) | |
| (2) | |
| (3) | |

AREAS OF STRENGTH

Please list 3 overall areas of strength you feel you exhibited during this teaching assignment.

1. _____
2. _____
3. _____

AREAS OF WEAKNESS

Please list 3 overall areas of weakness you feel you exhibited during this teaching assignment.

1. _____
2. _____
3. _____

SELF-EVALUATION OF TEACHING BY PEPE INDICATORS

Directions: The following descriptive topics are overarching PEPE objectives for lesson delivery. Briefly comment on the extent to which you achieved the following overarching PEPE objectives.

1.0 Preparation for Instruction:

2.0 Preparation for Organized Instruction:

3.0 Assessment of Student Performance:

4.0 Classroom Management:

5.0 Positive Learning Climate:

6.0 Communication:

OVERALL RATING

Please use the following scale to rate the quality of your teaching overall. Please describe your rating.

- (1) Unsatisfactory, please explain: _____
- (2) Needs Improvement, please explain: _____
- (3) Areas of Strength, please explain: _____
- (4) Demonstrates Excellence, please explain: _____

ADDITIONAL COMMENTS:

SIGNATURES

Student Intern Signature

Date

Cooperating Teacher Signature

Date

**FIELD & CLINICAL EXPERIENCES
WEEKLY LESSON PLAN PROSPECTUS**

Date _____ / _____ / 20____
Student Intern

Last Name

First Name

**Cooperating
Teacher**

Last Name

First Name

Social Security # _____ - _____ - _____

School & District _____

Grade/Subject _____

Instructions: Please complete the following weekly prospectus. Please make additional copies of this form to be sure you complete a prospectus for each of the 9 or 16 weeks of your internship experience.

Week of: _____ / _____ / 20____ **To** _____ / _____ / 20____

| | |
|----------------|---|
| Monday | <p>Lesson Goals/Objectives:</p> <p>Pre-Assessment/ Introductory Activities:</p> <p>Student Learning Activities:</p> <p>Formative/Summative Assessment/Closing Activities:</p> <p>Student Application:</p> <p>Accommodations/Modifications:</p> |
| Tuesday | <p>Lesson Goals/Objectives:</p> <p>Pre-Assessment/ Introductory Activities:</p> <p>Student Learning Activities:</p> <p>Formative/Summative Assessment/Closing Activities:</p> <p>Student Application:</p> <p>Accommodations/Modifications:</p> |

WEEKLY LESSON PLAN PROSPECTUS

Week of: ____ / ____ / 20 ____ **To** ____ / ____ / 20 ____

| | |
|------------------|--|
| Wednesday | <p>Lesson Goals/Objectives:</p> <p>Pre-Assessment/ Introductory Activities:</p> <p>Student Learning Activities:</p> <p>Formative/Summative Assessment/Closing Activities:</p> <p>Student Application:</p> <p>Accommodations/Modifications:</p> |
| Thursday | <p>Lesson Goals/Objectives:</p> <p>Pre-Assessment/ Introductory Activities:</p> <p>Student Learning Activities:</p> <p>Formative/Summative Assessment/Closing Activities:</p> <p>Student Application:</p> <p>Accommodations/Modifications:</p> |
| Friday | <p>Lesson Goals/Objectives:</p> <p>Pre-Assessment/ Introductory Activities:</p> <p>Student Learning Activities:</p> <p>Formative/Summative Assessment/Closing Activities:</p> <p>Student Application:</p> <p>Accommodations/Modifications:</p> |

ALABAMA STATE UNIVERSITY
COLLEGE OF EDUCATION

STUDENT INTERN FEEDBACK

Student Intern _____ Major _____

Social Security Number _____ Date _____

As a student intern:

1. What have been the “high points” of your experiences (other than your interactions with the students)?

2. What have been the “low points” of your experiences (other than your interactions with the students)?

3. What suggestions do you have to help us reduce the “low points”?

On the back of this paper, describe what internship has been like for you. Include information related to your interaction with your university supervisor, cooperating teacher(s), school, and the students in your classroom. Describe your feelings about being observed, about evaluation, about conferences, and make suggestions or recommendations about ways to improve our internship program.

SAMPLE LETTER TO PARENTS

_____, 2007

Dear Parents:

My name is _____ and I will be completing my student internship at _____ with Mr./Ms. _____, my cooperating teacher, during the period of _____, 2007 through May 3, 2007. I am completing my senior year at Alabama State University with a major in _____ Education.

I will be assisting Mr./Ms. _____ in any necessary duties to include all teaching duties. The same classroom rules and guidelines established by Mr./Ms. _____ will still apply. We will be working together to make this a positive learning experience for all of us.

I look forward to meeting you and working with your child.

Sincerely,

_____, Student Intern
Alabama State University

NP/dmj

**Alabama State University – College of Education
Portfolio Scoring Rubric**

Instructions: This form is to be used to assess the intern's summative portfolio—submitted at the culmination of the internship. The portfolio is divided into sections which correspond with the headings listed. The evaluator will average the score of each artifact included under each heading to determine the final score for each section. The evaluator will then average the scores for each section to determine the final overall portfolio score. **PLEASE NOTE:** each artifact must have a rubric and final rating of 1, 2, 3 or 4 (previously determined by the artifact scorer). After determining the final portfolio average, use the following scale to determine pass or fail for each portfolio: 1.0 – 2.4 = FAIL; 2.5 – 4.0 = PASS. If the portfolio is assessed by more than one person, each evaluation should be completed using a separate scoring rubric. Average all scores to determine the overall pass/fail grade.

Date _____ / _____ / 20 _____

Semester **Fall** **Spring** **Year** 20 _____

Intern _____
Last Name
First Name

Classification **Bachelor's** **Master's** **Alternative A** **Education Specialist** **Doctoral**

Major _____

| REFLECTIVE PRACTITIONER | |
|---|---|
| Content Knowledge | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| Knowledge of Teaching & Learning | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| Skills in Communication, Mathematics, & Technology | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| CHANGE AGENT | |
| Collaboration for Improvement in Education | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| Impact on Student Learning | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| LIFELONG LEARNER | |
| Professionalism | <input type="checkbox"/> 1 (unacceptable) <input type="checkbox"/> 2 (basic) <input type="checkbox"/> 3 (proficient) <input type="checkbox"/> 4 (exceptional) |
| Overall Portfolio Score | Average Score _____ <input type="checkbox"/> Pass (2.5 – 4.0) <input type="checkbox"/> Fail (1.0 – 2.4) |

NOTES:

Evaluator _____
Sign
Date

Intern Name _____ Intern ID # _____ Exam # _____ Page 2

| GENERAL WRITING continued | | RATING SCALE | | | | SCORE |
|--|--|--|---|--|---------------------------------------|-------|
| | | 1 = unacceptable 2 = basic 3 = proficient 4 = exceptional NA = not applicable/does not apply to the writing assessment | | | | |
| Conclusion/Summary | <input type="checkbox"/> 1 (unacceptable) There is NO conclusion/summary or the conclusion/summary is UNCLEAR . | <input type="checkbox"/> 2 (basic) The final paragraph/section DOES NOT paraphrase the main points of the writing. The summary DOES NOT RELATE BACK to the main idea and compromises the flow of the writing. | <input type="checkbox"/> 3 (proficient) The final paragraph/section paraphrases SOME of the main points of the writing. The summary RELATES BACK to the main idea and does not compromise the flow of the writing. | <input type="checkbox"/> 4 (exceptional) The final paragraph/section paraphrases EACH of the main points of the writing. The summary CLEARLY RELATES BACK to the main idea and does not compromise the flow of the writing. | <input type="checkbox"/> NA | |
| Grammar/Mechanics | <input type="checkbox"/> 1 (unacceptable) There are 9 or more ERRORS in spelling, punctuation, and/or capitalization. There are 6 or more ERRORS in grammar. | <input type="checkbox"/> 2 (basic) There are 5 -8 ERRORS in spelling, punctuation, and/or capitalization. There are 3 – 5 ERRORS in grammar. | <input type="checkbox"/> 3 (proficient) There are less than 2 MINOR grammatical ERRORS and less than 2 MINOR ERRORS in spelling, punctuation, and/or capitalization. | <input type="checkbox"/> 4 (exceptional) There are NO spelling, punctuation, capitalization, and grammatical ERRORS . | <input type="checkbox"/> NA | |
| SPECIFIC CONTENT | | RATING SCALE | | | | SCORE |
| | | 1 = unacceptable 2 = basic 3 = proficient 4 = exceptional NA = not applicable/does not apply to the writing assessment | | | | |
| Valid Theory/Philosophy | <input type="checkbox"/> 1 (unacceptable) There is NO theory/philosophy discussed. No names are stated. | <input type="checkbox"/> 2 (basic) The theory/philosophy discussed is NOT APPROPRIATE and NOT VALID for the topic. The match between the theorist and the theory is UNCLEAR and INAPPROPRIATE . No names are stated. | <input type="checkbox"/> 3 (proficient) The theory/philosophy discussed is SOMEWHAT APPROPRIATE and VALID for the topic. The match between the theorist and the theory is CLEAR and APPROPRIATE . Names are stated. | <input type="checkbox"/> 4 (exceptional) The theory/philosophy discussed is the MOST APPROPRIATE and VALID for the topic. The match between the theorist and the theory is CLEAR and APPROPRIATE . Names are stated. | <input type="checkbox"/> NA | |
| Appropriate Supporting Research & Reasonable Argument | <input type="checkbox"/> 1 (unacceptable) There is NO supporting research. Arguments are simple and unfounded. | <input type="checkbox"/> 2 (basic) There is VERY LITTLE supporting research. Research is NOT linked to the topic, theory and /or theorist. There is NO DISTINCTION between quoting and paraphrasing the research. Arguments are simple. | <input type="checkbox"/> 3 (proficient) The supporting research is APPROPRIATELY linked to the topic, theory and theorist. There is a CLEAR DISTINCTION between paraphrasing and quoting the research. Arguments are reasonable, but not complex. | <input type="checkbox"/> 4 (exceptional) The supporting research is APPROPRIATELY linked to the topic, theory and theorist. There is a CLEAR and APPROPRIATE DISTINCTION between paraphrasing and quoting the research. Arguments are complex and reasonable. | <input type="checkbox"/> NA | |

*Continue to page 3 if thesis or action research. Evaluator Signature and Date: _____

Intern Name _____ Intern ID # _____ Exam # _____ Page 3

| GENERAL WRITING continued | RATING SCALE | | | | | SCORE |
|---|---|--|--|---|--------------------------------|-------|
| | 1 = unacceptable 2 = basic 3 = proficient 4 = exceptional NA = not applicable/does not apply to the writing assessment | | | | | |
| APA Style Documentation | <input type="checkbox"/> 1 (unacceptable) There are 8 or more MISTAKES in citing quotes and paraphrasing throughout the writing and the bibliography/reference page. | <input type="checkbox"/> 2 (basic) There are 5 – 7 MISTAKES in citing quotes and paraphrasing throughout the writing and the bibliography/reference page. | <input type="checkbox"/> 3 (proficient) There are 3 – 4 MISTAKES in citing quotes and paraphrasing throughout the writing and the bibliography/reference page. | <input type="checkbox"/> 4 (exceptional) There are less than 2 MISTAKES in citing quotes and paraphrasing throughout the writing and the bibliography/reference page. | <input type="checkbox"/> NA | |
| Research Methodology | <input type="checkbox"/> 1 (unacceptable) The research methodology is NOT INCLUDED or UNCLEAR . | <input type="checkbox"/> 2 (basic) The research methodology is NOT APPROPRIATE and VALID for the topic. The components of the research methodology are INCOMPLETE . | <input type="checkbox"/> 3 (proficient) The research methodology is APPROPRIATE and VALID for the topic. MOST components of the research methodology are INCLUDED . | <input type="checkbox"/> 4 (exceptional) The research methodology is the MOST, APPROPRIATE and VALID for the topic. ALL components of the research methodology are INCLUDED . | <input type="checkbox"/> NA | |
| Data Analysis & Findings | <input type="checkbox"/> 1 (unacceptable) The data analysis and findings are NOT INCLUDED, UNCLEAR, and/or INAPPLICABLE . | <input type="checkbox"/> 2 (basic) Data analysis is SIMPLE . The requisite statistics are INCOMPLETE . Findings SOMEWHAT RELATE BACK to the statistics. Charts, tables, and graphs are NOT SUFFICIENT to support the findings. | <input type="checkbox"/> 3 (proficient) Data analysis is SOMEWHAT COMPLEX and THOROUGH . The requisite statistics are included. Findings RELATE BACK to the statistics. Charts, tables, and graphs are SUFFICIENT to support the findings. | <input type="checkbox"/> 4 (exceptional) Data analysis is COMPLEX, THOROUGH, and includes the requisite statistics. Findings CLEARLY RELATE BACK to the statistics. Charts, tables, and graphs are SUFFICIENT to support the findings. | <input type="checkbox"/> NA | |
| Implications & Recommendations | <input type="checkbox"/> 1 (unacceptable) Implications and recommendations are NOT INCLUDED . | <input type="checkbox"/> 2 (basic) Implications and recommendations are NOT STATED CLEARLY . They are NOT SOUND, REASONABLE, and/or APPLICABLE to the research topic, findings, and further study. | <input type="checkbox"/> 3 (proficient) Implications and recommendations are SOMEWHAT CLEARLY STATED . They are SOMEWHAT SOUND, REASONABLE, and APPLICABLE to the research topic, findings, and further study. | <input type="checkbox"/> 4 (exceptional) Implications and recommendations are STATED CLEARLY . They are SOUND, REASONABLE, and APPLICABLE to the research topic, findings, and further study. | <input type="checkbox"/> NA | |

Pass (2.5 – 4.0) Fail (1.0 – 2.4)

Evaluator _____

Print Name

Sign Name

**Alabama State University—College of Education
Program Evaluation**

Directions: This form is to be used to evaluate the overall COE program. Please do not include your name. Rate each statement on the scale provided according to your overall experience during the current semester.

| | | |
|-------------|--|-------------------|
| Date | ___ / ___ / 20___ Semester <input type="checkbox"/> Fall <input type="checkbox"/> Spring | Year 20___ |
|-------------|--|-------------------|

Classification Bachelor's Master's Alternative A Education Specialist Doctoral

Major _____

Evaluator Cooperating Teacher Intern

| INDICATOR | (1) Unsatisfactory | (2) Needs Improvement | (3) Area of Strength | (4) Demonstrates Excellence | (5) Not Applicable |
|--|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|
| 1. Demonstrated ability to use a variety of multimedia. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrates understanding of organization, management, evaluation of school program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates ability to adapt instruction to meet individual learning styles and student needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrates ability to apply critical thinking and problem solving techniques to instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Instructional Methods: Demonstrates ability to utilize a variety of instructional methods and materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Demonstrates ability to apply principles of learning to instructional strategies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Demonstrates knowledge of national, state, and local laws and regulations in relation to teacher/student rights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Demonstrates ability to promote and manage a positive learning environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Demonstrates ability to use community resources to enhance instructional programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Demonstrates knowledge of relationship between teaching and learning styles and the ability to modify techniques to accommodate learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Demonstrates ability to design programs and plan instruction for diverse populations including student with special needs and diversity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Demonstrates ability to provide atmosphere conducive to learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Demonstrates ability to communicate effectively with parents, colleagues, and administrators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Demonstrates ability to use multiple methods of assessment appropriate to individual students including interpretation of assessment results and integration of information gained from assessments for instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES:

Introduction to the Professional Education Personal Evaluation Program (PEPE)

The Alabama Professional Education Personnel Evaluation (PEPE) is designated as Alabama's official evaluation instrument for beginning teachers. The teacher competencies are:

1. Preparation for instruction
2. Presentation of organized instruction
3. Assessment of student performance
4. Classroom management
5. Positive learning climate
6. Communication
7. Professional development and leadership
8. Performance of professional responsibilities

This instrument has been approved and selected by the Unit for evaluating all student interns at Alabama State University. Therefore, cooperating teachers as well as university supervisors will be utilizing this instrument as the first evaluation for all student interns.

**INSERT
OFFICIAL PEPE EVALUATION FORM
HERE**