**Troy University  
College of Education**

**Professional Internship Handbook   
*(Revised 2015)***

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Troy University

College of Education

Certification and Field Experience

***2015-2016***

Troy University develops educators who are informed, innovative, reflective, and effective professionals.

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# CHAPTER ONE: Conceptual Framework for Preparing Professional Educators

### Conceptual Framework: Introduction

Troy University was established in 1887 as Troy Normal School. It focused on providing “the citizens of Southeast Alabama with the opportunities associated with completing a teaching certificate” (Oracle, 2004 – 2005, p. 2). Due to the changing needs of the Southeast Region, Troy Normal School became Troy State Teacher’s College in 1929 (Oracle, 2004 – 2005, p. 2). During the 20th Century, Troy University opened several campuses throughout Alabama thereby furthering its mission of meeting the needs of the Southeast Region.

Prior to the Fall 2005 merger of the multiple Alabama campuses of Troy University, two of the campuses were separately accredited by NCATE. The Troy University Troy Campus College of Education focused its *Conceptual Framework* on “Traditions of Educational Excellence through Innovative Practice,” as an extension of the University Mission. This conceptual framework was based on best practices evidenced by national standards for teacher preparation programs, national teacher reform initiatives, research based appropriate learning sequences for the development and implementation of knowledge, skills, and dispositions for teacher education candidates as well as the theories of Jerome Bruner. The Conceptual Framework has evolved with continued input from various faculty, students and community stakeholders representing Dothan campus, Global campus, Montgomery campus, Phenix City campus, and Troy campus.

### Vision and Mission of the Institution

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. Global in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, blended, and online formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research (Troy University Webpage, <http://www.troy.edu/mission.htm>).

### Vision and Mission of the Unit

The mission of the College of Education is to prepare educators, school counselors, psychologists, psychometrists, administrators, and other professionals to achieve the goals, competencies, and skills identified by the accrediting and professional organizations for each program. (The Troy University, College of Education Webpage,<http://www.troy.edu/education>)

The College of Education extends its mission through its service to the local and larger communities in the Southeast Region. This service oriented mission responsively taps into the continuing need to prepare education professionals who are knowledgeable, aware of the challenges of meeting today’s ever changing educational environments, and responsive to the fundamental needs of all learners.

### Philosophy, Purposes, Goals/Institutional Standards of the Unit

Our belief is that effective educational professionals are informed, innovative and reflective decision makers. This philosophy is grounded in Colton and Sparks-Langer’s (1993) “Framework for Teacher Reflection.” This framework, according to Colton and Sparks-Langer (1993),

…presents the teacher as a ‘reflective decision maker.’ We see the teachers of the future as thoughtful persons intrinsically motivated to analyze a situation, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. As part of this process, the teachers consider the immediate and long-term social and ethical implications of their decisions. (p.4)

In the center of this model are the components of reflective thinking: a professional knowledge base, construction of knowledge and meaning, and action. These are surrounded by the four attributes of reflective decision-makers: efficacy, flexibility, social responsibility and consciousness. Outside the attributes, yet necessary for the optimal functioning of the model is the environmental condition of a collegial environment.

Colton and Sparks-Langer used strong theoretical and research support in developing their model. Writings and research studies in the areas of cognitive psychology, critical theory, and motivation and caring were all used to support the particular components of this model. Recent research on effective teaching and effective teacher preparation programs show that the basic principles of this model are still relevant (Comer & Maholmes, 1999; Darling-Hammond, 2006; Da Ros-Voseles & Moss, 2007; Helterbran, 2008; Rosenfeld and Rosendfeld, 2008; Stronge, Tucker & Hindman, 2007).

The Colton and Sparks-Langer model closely aligns with the mission of the College of Education (hereafter referred to as the Unit); however it was expanded and adapted to provide a closer fit with the merged Units’ combined vision. The Unit’s purpose, therefore, is to produce professionals who are informed, innovative, reflective, and effective decision makers equipped with the knowledge, pedagogical skills and professional dispositions necessary for improving the learning opportunities of citizens of our state, regions, and broader global community.

We believe that to be effective, education professionals must demonstrate exceptional knowledge, pedagogy, and dispositions. While the successful, engaging educator possesses these characteristics in an inextricable combination, the elements can be isolated for clarification.

Informed decision makers are knowledgeable of their content area, educational philosophies and theories, characteristics and needs of all learners, and instructional methodologies.

Innovative decision makers implement pedagogy based on research-based teaching practices, appropriate assessment, collaborative and mentoring relationships, and appropriate learning environments.

Reflective decision makers demonstrate professional dispositions of proactive leadership, professional conduct, autonomy and collaboration, and reflection and self-monitoring.

### Candidate Proficiencies related to knowledge, skills, and professional dispositions

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. The Unit identified three key attributes as essential to effective teaching. These attributes are operationalized through the Alabama Quality Teaching Standards that enable our candidates to perform as professional educators. The growth and development of an educational professional through the initial and advanced programs allows for demonstration of critical attributes at increasingly sophisticated levels. Candidates demonstrate the proficiencies through the acquisition of knowledge, the implementation of pedagogy and the development of professional dispositions. The proficiencies are linked to the Rules of the Alabama State Board of Education and contribute to our comprehensive assessment system.

The Unit uses The Alabama State Department of Education (ALSDE) rules (based on the expectations of The Council for Accreditation of Educator Preparation (CAEP) and other learned societies), courses of study, and professional organization standards to guide curricular decisions and assessments. Our commitment to professional organizations has led to specialized accreditation from The National Association of Schools of Music (NSM) and The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Affiliation with other professional organizations such as The National Council for Teachers of English (NCTE); The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); and The National Council for Teachers of Mathematics (NCTM), further craft the content standards for the teaching fields. Departments incorporate discipline-specific standards into all aspects of the program. Candidates are being prepared to focus on P-12 student learning using the Alabama Quality Teaching Standards.

### Alabama Quality Teaching Standards

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practices and professional learning with the following standards:

### Standard 1 – Content Knowledge

To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

### Standard 2 – Teaching and Learning

To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

### Standard 3 – Literacy

To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

### Standard 4 – Diversity

To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

### Standard 5 – Professionalism

To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, local laws and policies.

### Commitment to Intercultural Diversity

Education in the United States has been described as a "multicultural experiment unique in the history of the world: A democratic society attempting to forge peaceful and productive communities with shared interests, while at the same time honoring particular ethnic, racial, and cultural characteristics, traditions, histories, and languages" (Hill, Carjuzaa, Arambura, & Baca, 1993, p. 260). Faculty at Troy University are committed to modeling best practices and equipping ourselves to prepare quality educational professionals through the attributes of the informed, innovative, reflective, and effective decision maker. Quality includes instruction that is culturally responsive, field placements that expand candidate’s diverse learning experiences and understanding, and course work that challenges preconceived ideas about characteristics and needs of all learners (Van Hook, 2002; Wiggins, Follo & Eberly, 2007). Further, as part of a University model which embraces internationalization, the College of Education supports the broad experiences gained by both faculty and students in international teaching and observation.

### Commitment to Technology

Aware of our increasingly technological and ever changing world, Troy University’s College of Education is committed to providing candidates with the knowledge and skills needed to meet the demands of the digital generation. Twenty-first century technology requires that we embrace the digital age with a proactive stance, preparing our candidates to impart to their students the skills necessary to compete on the world stage. Our faculty are committed to using technology to broaden and support learning opportunities for our candidates.

### Summary of Unit Assessment System

The unit assessment system is designed to provide information for both unit and program-level evaluation. Assessment and evaluation of candidates are based on sound theoretical principles, professional standards of learned societies, proven performance models, unit and program objectives and standards of external accrediting bodies (e.g., the Alabama State Department of Education, CAEP and Southern Association for Colleges and Schools). The Unit is committed to multiple evaluation techniques in the overall assessment system.

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### A Philosophy of Internship

The internship experience represents the bridge between professional preparation and professional practice. The internship is recognized as a significant part of total professional preparation for teaching.

In accordance with the guidelines and relevant literary implications of national learned societies and with the explicitly stated objectives of the professional educational curricula, the primary objectives of the internship are as follows:

The candidates will:

* Apply psychological principles and educational theory learned in the professional education and psychology courses.
* Plan and implement strategies.
* Evaluate instruction to determine if all students learned what was expected in the lesson objectives.
* Cooperate with and follow the guidance of cooperating teachers and university supervisors.
* Participate in faculty meetings, in-service meetings, and parent-teacher conferences.
* Determine the appropriateness of their actions with regard to pupils’ needs, interests, and talents which lead to student learning.
* Recognize that their internship is on-the-job training, that textbook learning is no substitute for firsthand experience, and that the internship is a time when theory and practice are merged.
* Ensure that the American Association of Colleges for Teacher Education (AACTE) resolution which eliminates sexism and discrimination solely on the basis of race or a handicap be employed.
* Use evaluation data to make data driven decisions about your next teaching and learning plan.

Achievement of the program objectives requires a carefully planned sequence of laboratory experiences which includes directed observation, participation, and full-time teaching under the direction of the University and the cooperating schools.

### Alabama Educator Code of Ethics

### Introduction

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

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

### 

### Code of Ethics Standards

### Standard 1: Professional Conduct:

An educator should demonstrate conduct that follows generally recognized professional standards. **Ethical conduct includes, but is not limited to the following:**

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

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

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

### Standard 2: Trustworthiness:

An educator should exemplify honesty and integrity in the course of professional practice. **Ethical conduct includes, but is not limited to, the following:**

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

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

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

### Standard 3: Unlawful Acts:

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

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

### Standard 4: Teacher/Student Relationship

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

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

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

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

### Standard 5: Alcohol, Drug and Tobacco Use or Possession

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

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

* Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

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

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

### Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. **Ethical conduct includes, but is not limited to, the following:**

* Maximizing the positive effect of school funds through judicious use of said funds.
* Modeling for students and colleagues the responsible use of public property.
* Unethical conduct includes, but is not limited to, the following:
* Misusing public or school-related funds.
* Failing to account for funds collected from students or parents.
* Submitting fraudulent requests for reimbursement of expenses or for pay.
* Co-mingling public or school-related funds with personal funds or checking accounts.
* Using school property without the approval of the local board of education/governing body.

### Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. **Ethical conduct includes, but is not limited to, the following:**

* Insuring that institutional privileges are not used for personal gain.
* Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

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

* Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
* Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
* Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

### Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. **Ethical conduct includes, but is not limited to, the following:**

* Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
* Maintaining diligently the security of standardized test supplies and resources.
* Unethical conduct includes, but is not limited to, the following:
* Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
* Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
* Violating other confidentiality agreements required by state or local policy.

### Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.  **Unethical conduct includes, but is not limited to, the following:**

* Abandoning the contract for professional services without prior release from the contract by the employer;
* Refusing to perform services required by the contract.
* Reporting - Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

### Alabama Administrative Code 290-3-2-.05

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

### Disciplinary Action

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

*Alabama Administrative Code* 290-3-2-.05

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

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

Any of the following grounds shall also be considered cause for disciplinary action:

* Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
* Order from a court of competent jurisdiction.
* Violation of any other laws or rules applicable to the profession.
* Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

# CHAPTER TWO: Internship Requirements

### Introduction

Internship is regarded as one of the most significant components of the teacher education curriculum. During this period the university classroom studies of theory, methods and materials, including technology, and intercultural diversity are synthesized into a teaching style that is unique to the apprentice teacher. To this end, the candidate/intern must work cooperatively and closely with the Cooperating Teacher and University Supervisor in order to move efficiently and effectively through the teaching day that is the proving ground of the profession.

The final grade for the internship will be based on recommendations of the Cooperating Teacher(s) and University Supervisor in conjunction with the Director of Certification and Field Experience.

The following requirements are presented to ensure cooperation and communication by all parties involved:

### Placement

1. The internship placement is determined collaboratively by the faculty, the campus Coordinator of Teacher Education, the school system administration, and approved by the Director of Certification and Field Experience. Placements will include diverse populations. The candidate will have an opportunity to observe and interact with differences and similarities among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area, and students learning English.
2. Candidates are not permitted to arrange their own placement.
3. Candidates are not permitted to intern in schools where relatives work, family members attend, or where the candidate attended school.
4. The placement must meet Alabama State Department of Education requirements. Candidates must teach in the subjects and grade levels for which they are seeking certification. The Cooperating Teacher must be recommended by her/his principal, and hold a master’s degree. Additionally, cooperating teachers must have completed at least three years teaching experience, with at least one year of experience at the current school, grade level, and subject. If the host school deems a teacher without a master’s degree as worthy of hosting an intern, that teacher must have a minimum of 10 years teaching experience, and the school must be willing to provide written documentation validating their decision.
5. Internships must be conducted in schools with full SACS accreditation. Preference is given to public schools whenever possible.
6. Any exceptions to established placement procedures, policies, or requirements will be reviewed by the Certification and Field Experience Committee, comprised of the Coordinators of Admissions, Field Placements, Internships, Data Management, and Certification plus the Director of Certification and Field Experience. Approval of exceptions is not automatic and cannot be guaranteed.
7. Any candidate whose disability falls within the Americans with Disabilities Act (ADA) must inform the Director of Certification and Field Experience at the point of application for internship in order to receive ADA accommodations. The candidate must formally affiliate with the Office of Adaptive Needs or Student Development, on their home campus, to develop a written plan to submit to the Certification and Field Experience Committee for approval. The Committee will review the submitted plan to insure compliance with all Alabama State Department of Education requirements.
8. An internship is a full-time assignment in an approved P-12 regionally accredited school program for one full semester. Candidates will work in the school with their Cooperating Teachers for the full school day and any additional hours before or after school to coincide with the Cooperating Teachers’ work schedules.
9. Candidates should gradually add classes beginning the second week in the internship placement until they are teaching full-time. Candidates will satisfactorily complete a full-time teaching assignment for twenty full days during the internship semester. TEN CONSECUTIVE DAYS of teaching must be conducted in EACH PLACEMENT, for candidates with 2 placements. Candidates with 3 placements must complete a minimum of TEN CONSECUTIVE DAYS of teaching in one of the placements, and a minimum of FIVE CONSECUTIVE DAYS of teaching in each of the remaining two placements.
10. Please keep in mind that these are minimum requirements. Candidates are encouraged to teach as much as possible either on a full-time or part-time basis.
11. The candidate must develop a collegial relationship with the administration, school staff, and all faculty members of the cooperating school. Observations with other teachers who teach in different organizational patterns, different grade levels, or have different responsibilities are desirable as time permits.
12. All parties involved with the internship program must remember that this is a learning experience for candidates. Candidates are not expected to be accomplished, finished products or perfect reproductions of either University Supervisors or Cooperating Teachers. Cooperating Teachers and University Supervisors will work with and evaluate candidates in terms of basic strengths, opportunities for improvement, and progress being made toward entering the profession as first-year teachers.
13. The use of candidates as substitutes is prohibited. In the event of the absence of the Cooperating Teacher, candidates may be responsible for teaching that day in the classroom to which they are assigned, but a substitute teacher must be present. Any violation of this policy must be reported immediately to the campus Coordinator of Teacher Education who will notify the Director of Certification and Field Experience.
14. Each candidate is an individual and will be in a different situation and have different experiences from other candidates. The University Supervisor and Cooperating Teacher(s) are there to help the candidates become better teachers. It is the responsibility of a candidate to ask for help and seek suggestions from their University Supervisor and Cooperating Teacher. The internship provides the opportunity to gain valuable experience. It permits candidates to develop their teaching potential to the fullest, under guidance and within the context of a closely supervised classroom situation.

### Professionalism

1. Candidates must become familiar with the school policies, dress codes, and other regulations at the cooperating school. They should ask the Cooperating Teacher for information regarding these regulations during the first day of internship.
2. Candidates are expected to dress professionally. Candidates are not permitted to wear shorts, jeans, warm-up clothing, T-shirts, sundresses, tank tops, baseball caps, tennis shoes, flip flops, halter tops, visible body piercing except conservative earrings, etc. Candidates are not permitted to display visible tattoos. (Further stipulations are outlined in the Internship Dress Code.)
3. Candidates are expected to present themselves in a professional manner at all times. This includes behavior.
4. Candidates will refrain from any type of unprofessional behavior including, but not limited to: making derogatory remarks about students, teachers, administrators, staff, other candidates or schools; arriving late to school; failing to attend; bringing family members or friends to school; sharing confidential information about students; or handling personal matters during school hours.
5. Candidates must remember that they are representing not only Troy University, but also the school to which they are assigned. Candidates must be on their best behavior outside of school hours since they are role models for the students and may encounter their students, their students’ parents, or others who may notice their conduct.
6. Candidates will be granted access to a variety of confidential personal information about students, including grades, test scores, disciplinary actions, family information, medical information, and accommodations. Candidates must uphold confidentiality of all student information.
7. Candidates are expected to demonstrate respect for the concerns and interests of their students, their students’ parents, their cooperating teacher, and other school faculty and staff. Always accentuate the positive aspects of the school.
8. Candidates will not “gossip” with school faculty or staff, participate in any conversations in which fellow interns are discussed in a negative way, or post anything on social media sites which could be misconstrued as negative comments towards the school, the school’s faculty, staff and administration, or fellow interns.
9. Candidates must not initiate contact with students outside of the school setting. Inappropriate contact would include e-mail, phone calls, prearranged meetings outside of school, etc.
10. Candidates must be alert to any hazards to students in instructional activities. Safety instructions should be a vital part of planning any student activity. Physical education, laboratory activities, and playgrounds are due special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.
11. Candidates are not exempt from attendance during standardized testing, but are prohibited from assisting in the administration of such tests. They can serve as hall monitors, assist in classrooms where testing is not taking place, etc.
12. Cell phone use and text messaging are prohibited in schools.
13. Drugs, tobacco, alcohol, guns, and weapons are prohibited. Make sure that none of these items are on your person or in your vehicle.

### Attendance

1. Attendance during the internship is vital to the success of all candidates. **Candidates are required to be present at school each day during the internship and will participate in all additional duties that teachers participate in, including, *but not limited to*, creating bulletin boards, participating in bus duty and hall duty, chaperoning dances, field trips, school events, and attending faculty meetings, grade level meetings, PTO meetings, Open House, IEP meetings, and parent-teacher conferences.**
2. In those unusual circumstances when a documented illness or a documented emergency makes it necessary for candidates to be absent from their assignments, Interns must contact their Cooperating Teachers, University Supervisor, AND the campus Coordinator of Teacher Education as soon as possible.
3. If the Intern is not able to contact the Cooperating Teachers, he/she must call the school office and leave a message with the principal or secretary.
4. The candidate must also remember to notify his/her University Supervisor(s) in case an observation is planned for that day.
5. Routine dental and doctor appointments are **not** considered excused absences.
6. All excused absences including days of partial attendance must be made up.
7. Excessive absences or unexcused absences will result in a grade of “F” for internship.
8. Candidates must be in their assigned classroom every day at the same designated time as their cooperating teacher. Failure to do so can result in a grade of “F” for the internship.
9. Candidates will arrive and depart according to school policy and guidelines.
10. Candidates cannot leave the school during the school day without permission of the Cooperating Teacher, the building administrator and notification of the absence to their campus Coordinator of Teacher Education.
11. Leaving the assigned school without permission of the cooperating teacher and principal may result in the assignment of a grade of “F” for internship.
12. It is the candidate’s responsibility to arrange for transportation to and from the assigned school(s).

### Lesson Plans

1. Candidates must have lesson plans for each lesson taught. The detail of the lesson plans should be such that a substitute could conduct a meaningful class.
2. All lesson plans must be reviewed and approved by the Cooperating Teacher a minimum of two days prior to teaching the lesson. A Cooperating Teacher or University Supervisor may require that plans be submitted prior to the two-day minimum.
3. All lesson plans will be kept in an Internship Notebook. This notebook must be placed on the candidate’s desk and available for review by the cooperating teacher, university supervisor, or school principal.
4. The candidate will discuss and reflect upon the feedback he/she is given by the Cooperating Teacher and University Supervisor and incorporate it in future lessons. The candidate will participate in continuous self-evaluation. The faculty of Troy University is continuously available to assist any candidate.
5. It is the candidate’s responsibility to contact the University Supervisor, and share with them the planned schedule for teaching in each placement.

### Candidate Notebook

Each Candidate Must Have a Notebook which shall contain the following sections:

1. **Introduction**
   1. The Candidate’s copy of the Internship Handbook
2. A short autobiography (1-2 pages)
3. The Candidate’s Philosophy of Education
4. **Report of Attendance**
5. Complete daily recording hours carefully, accurately and neatly
6. Must be signed by Cooperating Teacher
7. **General Information**
8. School policies, procedures, school and faculty handbook
9. Classroom sketch
10. Student seating chart
11. Rules with consequences
12. Class schedule
13. **Lesson Plans**
14. Organized by subject area.
15. Follow lesson plan guideline in Internship Handbook
16. Secure signature of the Cooperating Teacher at least two days’ prior to the lesson being taught. Lack of Cooperating Teacher’s signature on all lesson plans can result in a grade of “F” for internship.
17. Date and keep plans in the order in which lessons are taught.
18. Reflect daily on each lesson taught. Lack of reflections on lesson plans can result in a grade of “F” for internship.
19. **Evaluations**
20. Evaluations completed by Cooperating Teacher(s)
21. Evaluations completed by University Supervisor(s)

### Termination of Internship Assignment

Troy University reserves the right to remove any candidate from the internship if the candidate exhibits behaviors that are detrimental to P-12 student learning, and/or safety. At any time, a Principal, a Cooperating Teacher, University Supervisor, or the Campus Coordinator of Teacher Education may request a candidate be removed from the internship site.

If the candidate is removed from the internship experience, options include but are not limited to the following:

* The internship will be terminated with a grade of F.
* The candidate will participate in a remediation program.

The final grade of internship is determined collaboratively by the University Supervisor and the Cooperating Teacher with the campus Coordinator of Teacher Education and the Director of Certification and Field Experience, and is recorded as PASS, FAIL. A grade of INCOMPLETE may be assigned, upon submission of a request for Incomplete, by the student. The request must be accompanied by supporting documentation. It is at the discretion of the Multi-Campus Director and the Dean of the College of Education to determine if the request is to be granted. The grade is determined after careful review of all evaluations submitted by the Cooperating Teacher(s) and the University Supervisor(s) and all assignments submitted by the candidate.

An INCOMPLETE or IN PROGRESS is awarded only in rare situations, which are determined by the Director of Teacher Education and the Dean. A student receiving an INCOMPLETE or IN PROGRESS must work directly with the Director of Certification and Field Experience to expedite the completion of the internship immediately following the grade report.

### Teacher Certification

Applications for Alabama Certification will be provided and discussed in your internship seminar course. The Certification Officer for Troy University recommends program completers for certification but the authority to issue certificates resides with the Alabama State Department of Education.

### CHAPTER THREE: The Team Approach to Internship

The internship is to provide the candidate with opportunities to assume the teaching role while under the direction of the Cooperating Teacher, the Principal, the University Supervisor, and the Director of Certification and Field Experience.

The University Supervisor is the university representative who is assigned to the candidate. The University Supervisor assists the candidate and is responsible for the formal evaluation of the candidate, guidance, support, and feedback regarding the candidate’s performance.

The Cooperating Teacher is the classroom teacher with whom the candidate is placed for the internship period. The Cooperating Teacher’s role in the internship is a critical factor in the success of the candidate. The Cooperating Teacher serves as a mentor and role model for the candidate. He/she provides guidance, support, and feedback regarding the candidate’s performance.

The building principal is the Principal of the school in which the candidate has been placed. Principals are encouraged to participate in the internship program by assisting in the placement of candidates, observing candidates as they perform the many internship duties, and providing feedback to the candidate from the perspective of building level administrator.

### Introduction

The internship provides the candidate with opportunities to assume the teaching role while under the direction of the Principal, the University Supervisor, the Cooperating Teacher, and the Division of Education Chair. The internship is designed to present the candidate with on the job challenges that teaching offers.

The principal of the school in which the candidate has been placed is encouraged to participate in the internship program by observing candidates as they perform the many internship duties and providing feedback to the candidate from the perspective of building level administrator.

Although the Director of Certification and Field Experience may not be involved in many of the day-to-day activities during internships, they are responsible for overseeing the Internship process. The Director of Certification and Field Experience is involved in all decisions to grant exceptions to policies, procedures, and requirements; to remediate a candidate who is not yet ready for the responsibilities of his/her own classroom; or to terminate an internship under the advisement of the University Supervisor, the Cooperating Teacher, and the Principal. The Dean of the College of Education is also involved in the decision-making process to grant exceptions, remediation, and termination of a candidate.

### Role of the School Principal

The principal, as the instructional leader of the school, plays a significant role in the candidate internship. The principal is responsible for assisting in the selection and approval of experienced, competent and diverse Cooperating Teachers who satisfy the Alabama State Board of Education qualifications to participate in the internship program. The principal should prepare the faculty for the arrival of candidates and should assist the candidates in adjusting to the total school program.

The principal should accomplish the following tasks:

* Become familiar with the internship program.
* Collaborate with the Campus Office of Certification and Field Experience.
* Orient the faculty and staff to the internship program.
* Assist candidates with an initial orientation to the school.
* Become familiar with the candidates assigned to the school. It is recommended that the principal observe the candidates either formally or informally using evaluation forms provided by the Teacher Education Program Office or the school system.
* Communicate any problems that may arise to the campus Coordinator of Teacher Education.

### Role of the Cooperating Teacher

Cooperating Teachers have been selected by their principal as professionals who demonstrate expertise in the classroom and in collaboration with the Campus Coordinator have decided to assign a candidate to this Teacher. They are highly competent, skilled in interpersonal relationships, and interested in guiding the development of future teachers. Cooperating Teachers have one of the most critical roles in the teacher education process. By assuming responsibility for a candidate, Cooperating Teachers affirm a commitment to the profession to aid in the development of a qualified beginning teacher. Cooperating Teachers must be recommended by their school principal, hold a master’s degree, and have at least three years of teaching experience with at least one year of experience in the school where they are currently teaching.

The Cooperating Teacher and candidates should schedule conference time each week to evaluate the candidate’s progress and plan for the next week. This conference time should be used as reflection time to discuss teaching techniques and materials, to examine problems which may have occurred, to assess areas of teaching which have been successful and unsuccessful, and to discuss any problems which need further attention.

Success of the internship is contingent upon the Cooperating Teacher taking the initiative to establish a working and positive relationship with the candidate. Sharing one’s classroom with a candidate should not be viewed as giving up something, but as gaining a new set of experiences that will lead to a rejuvenation of one’s commitment to the profession.

In an effort to establish a good relationship with the candidate, the following conditions should be developed:

1. Understand that the candidate is not and should not be a clone of the Cooperating Teacher.
2. Accept the candidate as a professional equal.
3. Include the candidate in more than the immediate classroom environment.
4. Encourage the input of the candidate in the design, delivery and evaluation of instruction as soon as possible.
5. Treat the candidate as a person who possesses authority in the presence of the students.

### Specific Functions of the Cooperating Teacher are as follows:

1. Create a classroom environment that will facilitate the candidate’s achievement of success.
2. Orient candidates to school policies that will help in their smooth transition to the school.
3. Orient candidates to their classroom routine, textbooks, school handbook, rules, work space and students.
4. Plan initial activities that will allow the candidate to become more involved in the classroom routine immediately.
5. Guide the candidate in a self-reflection process that allows for analyzing and evaluating observations.
6. Assist the candidate in performing routine duties and record keeping, i.e., grade books, attendance registers, etc.
7. Provide daily feedback on the candidate’s classroom performance.
8. Establish a weekly conference time to meet with candidate.
9. Help the candidate to analyze each lesson taught and P-12 learning related to specifications, determining strengths and weaknesses.
10. Check daily lesson plans and long-range plans well in advance of their intended use.
11. Schedule time toward the end of the term for the candidate to observe in other classrooms.
12. Complete evaluation forms on candidates, reflecting honestly on their performance during the candidateship.
13. Encourage the candidate’s positive attitude/disposition about the teaching profession, including fairness and the belief that all students can learn.
14. Help candidate acquire background information on students with special needs.
15. Allow candidate to observe parent-teacher conferences and IEP meetings.

***In addition, the Cooperating Teacher must:***

1. Confer with the University Supervisor on a regular basis concerning the progress of the candidate.
2. Work closely with the University Supervisor to avoid giving contradictory information to candidate.
3. Evaluate the University Supervisor at the end of the internship experience.

Success in the internship is expected; however, Cooperating Teachers should immediately notify the Director of Certification and Field Experience if problems arise. If after conferencing with the candidate, the Cooperating Teacher, and the University Supervisor, in collaboration with the Director of Teacher Education, may determine that the issues warrant the reassignment, remediation, or removal of the candidate.

### Role of the University Supervisor

University Supervisors serve as liaisons between their respective areas within the College of Education and the Cooperating Teacher(s) to which the candidates are assigned. The principle responsibility of the University Supervisor is to assist the candidates in developing teaching competencies. The supervisor should identify the assistance needed and then use knowledge, skill, and resources to help the candidate. In consultation with the Cooperating Teacher, the University Supervisor is responsible for the proper evaluation of the candidate’s performance. Observation early in the term and on a regular basis is imperative. Conferences with the candidate and Cooperating Teacher will be held, at a minimum, following each observation.

***Specific Functions of the University Supervisor are as follows:***

1. Assist the candidate in developing decision-making skills.
2. Make available to the Cooperating Teacher pertinent information about the candidate.
3. Become acquainted with the faculty, students, policies, curriculum, and facilities of the assigned school(s).
4. Work with the school administration, the Cooperating Teacher, and the   
   Director of Certification and Field Experience to help candidates make the transition from candidate to professional teacher.
5. Serve as a resource person for the assigned Cooperating Teachers and candidates.
6. Help each candidate learn self-reflection skills about teaching experiences.
7. Work with the Cooperating Teachers in evaluating the candidate in terms of growth in skills and dispositions in teaching.
8. Observe the candidate on a regular basis.
9. Conference with the candidate following each observation. If possible, include the Cooperating Teacher in each conference with the candidate. If this is not possible, let the Cooperating Teacher know what you discussed with the candidate.
10. Provide constructive criticism through positive comments when applicable, and when data shows need for improvement, provide suggestions for improvement and collaborate with the candidate on improvement opportunities.
11. Report any major problems concerning a candidate’s performance to the Director, Certification and Field Experience, immediately.
12. Evaluate the Cooperating Teacher at the end of each placement.

### Suggestions for Orientation of the Candidate

The first days of working with the candidate may be an awkward time for both. The candidate will look to the Cooperating Teacher for leadership in setting the initial classroom orientation and direction. The following guidelines are suggested for establishing a positive working relationship with your candidate.

### I. Initial Meeting and Conference

1. Introduce yourself to the candidate.
2. Explain your philosophies.
3. Talk about your expectations for your class and the candidate.
4. Become acquainted with the candidate.
5. Discuss goals.
6. Obtain biographical information from your candidate.
7. Provide an overall picture of your students and class set-up.
8. Review registration sheets and IEPs with information on each child.
9. Provide a class roll.
10. Provide seating charts so the candidate can learn the students’ names.
11. Introduce the candidate to your students in each class or group.
12. Introduce the candidate to the school staff. This could be done at a faculty meeting.
13. Establish a weekly conference time. Lesson plans for the following week will be reviewed at this time.
14. Discuss policies for classroom management.
15. Discuss responsibilities for materials.
16. Help the candidate to become familiar with the classroom arrangement, and tour the school facilities.
17. Provide the candidate with a desk, a school handbook, a daily schedule, teacher manuals, bus schedules, lunch/attendance forms, school safety plan, etc.
18. The Cooperating Teacher(s), Candidate, and University Supervisor should exchange home telephone numbers and email addresses.

### II. First Day

The Cooperating Teacher should involve the candidate in observing the following procedures:

1. How students are called into a group
2. How students are dismissed from a group
3. How the teacher uses verbal and non-verbal signals
4. How students prepare for lunch, to go outside, to go to the library, etc.
5. How class routine is established
6. How the teacher’s discipline plan functions

The Cooperating Teacher should provide the opportunity for the candidate to interact with the students by allowing the candidate to participate as follows:

1. Help individual students with seat work, classroom assignments, projects, etc.
2. Work with small groups.
3. Work with large groups.

### III. First Week

During the first week of the internship period, the Cooperating Teacher should continue to familiarize the candidate with the program and help the candidate feel comfortable in the classroom. The Cooperating Teacher should afford the opportunity for the candidate to participate as follows:

1. The candidate must learn the students’ names quickly.
2. The candidate should have access to class rolls
3. The candidate should use your seating chart or create one.
4. To assist with learning names, the candidate could write brief observations of each student, including notes on any special needs of the students
5. The candidate must begin to establish individual relationships with the students.
6. The students’ names can be reinforced by having the candidate return graded assignments to the students.
7. The candidate must become familiar with management tasks.
8. The candidate can take responsibility for daily roll call, lunch count, and snack reports.
9. The candidate should learn the procedures for transition of groups and activities.
10. Discuss the report card used by the school system.
11. The candidate must learn the methods used for determining grades and for keeping records in your classroom.
12. Engage the candidate in directed observations of your teaching.
13. The candidate should observe how a group is called together and dismissed, how a lesson is introduced, and how new material is introduced.
14. The candidate must review the teacher’s manuals for your texts and learn the procedures for using them.
15. When observing your teaching, the candidate should follow your written lesson plan.
16. Discuss with the candidate the outcome of the lesson you taught.
17. The candidate must study discipline techniques.
18. After observing your teaching, the candidate should note classroom management that is effective in each class.
19. Assist the candidate in establishing his/her authority with the students.
20. The candidate should begin to participate in the teaching process.
21. The candidate could teach a lesson he/she planned to the entire group or teach a small group activity planned by the cooperating teacher.
22. The candidate can work with individual students who are having difficulties.
23. As the candidate becomes more confident, he/she must assume more classroom responsibilities. The rate at which he/she assumes the responsibility will depend on the readiness of the candidate as some candidates need more time to gain confidence.
24. The candidate must understand your requirements and expectations. Continue to discuss specific requirements for evaluation as the candidate assumes responsibility.
25. The candidate should provide new teaching materials for the classroom by creating a classroom aid, game, or bulletin board for the class that will contribute to student learning.

### IV. Second Week

In the second week of the term the candidate should begin to assume the teacher’s role in instruction and decision-making by teaching one subject/period/block each day. The candidate should continue assuming responsibility by picking up 1-2 subjects/periods/blocks per day.   
The Cooperating Teacher should afford the opportunity for the candidate to participate by increasing the candidate’s responsibility for instruction by permitting him/her to:

1. Plan to meet students’ individual needs.
2. Evaluate the cooperating teacher’s plans and actual teaching to see why certain activities were carried out or were changed.
3. Differentiate among types of questions asked by the cooperating teacher and understanding why different types of questions are used.
4. Listen carefully to students to be able to respond in an appropriate manner. The candidate should assume specific academic responsibility by:
5. Taking responsibility for a group activity, such as teaching a reading group or a specific class.
6. Taking responsibility for planning and presenting a classroom demonstration or lab experiment.

**Leading a group discussion**

The candidate must assume the teacher’s role by:

* Making decisions, when circumstances demand it, based on the cooperating teacher’s rules and policies, being aware of the effect on the class of the cooperating teacher’s voice and gestures, and instituting own changes as needed.
* Solving discipline problems consistent with policies acceptable to the cooperating teacher and those more formal policies of the school and school system.

### V. Third Week and Beyond

Increase teaching responsibilities in the **areas of instruction, decision making, and classroom management** leading up to the ten consecutive days of teaching. Candidates should continue to pick up remaining subjects/periods/blocks each week leading up to full-time teaching. By the start of the fourth week candidates should be teaching full days. Candidates should be involved in all parent-teacher conferences, IEP meetings, PTO meetings, in-service programs, after-school activities, faculty meetings, before/after school duties, etc.   
  
Cooperating Teachers are encouraged to allow their candidates to teach as much as they feel comfortable. The more experience candidates gain, the more competent they will become and therefore, will be better prepared to assume the responsibilities of their own classroom.

Toward the end of the each placement, the Cooperating Teachers are encouraged to arrange for the candidates to observe in other classrooms (different grade levels/subject areas/special programs) to facilitate an understanding of the total school program. The Cooperating Teacher must have a final conference with the candidate regarding overall performance and competencies the candidate needs to continue to develop. This conference should be held once the Cooperating Teacher has completed the PLP for that placement.

# CHAPTER FOUR: Forms

**TROY UNIVERSITY  
College of Education  
Candidate Information Sheet**

**Candidate Information:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: |  | | | | | Student ID#: | |  |
| Semester: | |  | | | | Graduation: | |  |
| Local Address: | | | | | | | | |
| Home Address: | | |  | | | | | |
| Phone #: |  | | | | Cell Phone #: | |  | |
| Troy University E-Mail Address: | | | |  | | | | |

**Placement Information:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School Name: | |  | | | | | |
| School Phone #: | |  | | | | | |
| School Address: | |  | | | | | |
|  | |  | | | | | |
| Phone # of Music/Physical Education Dept: | | | |  | | | |
|  | | | | | (Music/Physical Education majors only) | | |
| Cooperating Teacher: | | |  | | | | |
| E-Mail |  | | | | | Home Phone #: |  |
| University Supervisor: | | |  | | | | |

Regular Bell Schedule: (Include lunch, planning, etc.)

|  |
| --- |
|  |
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|  |
|  |
|  |
|  |

Dates, classes and times University Supervisor should not visit. *(Example: field trips, assemblies, scoliosis testing, Honors Day, etc.)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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## Your Weekly Schedule

|  |  |  |
| --- | --- | --- |
| **Example:** | August 27-31 | Observation |
|  | September 4-7 | Math-1st period |
|  | September 10-14 | Math-1st period, History-3rd period |
|  | September 17-21 | Math-1st period, History-3rd period, Science-6th |
|  | September 24-28 | All classes |
|  | October 1-5 | Achievement Testing |
| Week 1: |  | |
| Week 2: |  | |
| Week 3. |  | |
| Week 4: |  | |
| Week 5: |  | |
| Week 6: |  | |
| Week 7: |  | |
| Week 8: |  | |
| Week 9: |  | |
| Week 10: |  | |
| Week 11: |  | |
| Week 12 |  | |
| Week 13: |  | |
| Week 14: |  | |
| Week 15: |  | |

**Notes: This form is due to your University Supervisor by the end of your first week in the school. If you have two placements, the same form will be due again by the end of your first week in your second placement. Any changes that may occur are to be reported to your University Supervisor immediately. Attach directions to the school location.**

# Lesson Plan Format

|  |  |
| --- | --- |
| Date | Subject |
| Grade Level | Signature of Cooperating Teacher |
| Student Standards being Taught | |
| Objectives (What do I want my students to know and do by the end of this lesson?) | |
| Introductory Activities | |
| Developmental Activities | |
| Culminating Activities | |
| Evaluation of the Day’s Objectives (How will I know my students learned what I expected them to learn?) | |
| Modifications for Special Needs | |
| Resources | |
| Self-Reflection of Lesson | |

Lesson Plan Format – Music

Level of National Standards (if secondary) Specific National Standard(s) covered in this plan

Procedures

Indicators of Success

Follow-up

Objectives

Materials

Prior Knowledge and Experience

Modifications (adaptations of lesson to meet special needs):

# TROY UNIVERSITY COLLEGE OF EDUCATION REPORT OF ATTENDANCE

Troy Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement One \_\_\_\_\_\_ Placement Two\_\_\_\_\_\_ Placement Three\_\_\_\_\_\_\_

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Cooperating Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Grade Teaching: \_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week #** | **Dates Attended Beginning/Ending** | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | **Total Hours Absent** | **Signature of  Cooperating Teacher** |
| **AM** | **PM** | **AM** | **PM** | **AM** | **PM** | **AM** | **PM** | **AM** | **PM** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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I hereby certify that the above information is correct and that I have completed the attendance requirements for the internship including the make-up days requested by the Campus Coordinator.

Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_

Troy Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisors Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# TROY UNIVERSITY COLLEGE OF EDUCATION TROY CANDIDATE ABSENCE REPORT

Troy Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement One \_\_\_\_\_\_ Placement Two\_\_\_\_\_\_ Placement Three\_\_\_\_\_\_\_

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Cooperating Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Grade Teaching: \_\_\_\_\_\_\_

*I realize that all absences must be cleared by the Campus Coordinator, the University Supervisor, and the Cooperating Teacher.* ***Proof of notification of the above individuals should be attached.*** *If additional space is needed please write on the back of this attendance form.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date(s) of Absence** | **Reason for Absence(s)** | **Date(s) Time Missed was Made-up** | **Total hours** | **Signature of Supervisor** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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*I hereby certify that the above information is correct and that I have completed the attendance requirements for the internship including the make-up days requested by the Campus Coordinator.*

Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Troy Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisors Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# TROY UNIVERSITY COLLEGE OF EDUCATION Evaluation of Cooperating Teacher by Troy Candidate

Name of Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Semester: \_\_\_\_\_\_\_\_\_\_\_\_ School Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**The purpose of this instrument is to evaluate the supervision you received from your Cooperating Teacher during your internship period. Please indicate how the Cooperating Teacher addressed each statement below using the scale provided:

4 – Always 3 – Usually 2 – Seldom 1 – Never

Please explain your ratings in the comments section. If you assigned a 1 or 2, your comments are required.

|  |  |  |
| --- | --- | --- |
| **Evaluation Score** | **Cooperating Teacher-   Supervisory Areas** | **Comments:** |
|  | Allowed me the necessary freedom to develop my own teaching style |  |
|  | Arranged appropriate observation times and was flexible in scheduling |  |
|  | Assisted in the refinement of evaluation techniques |  |
|  | Discussed my ability to use evaluation results to guide my teaching |  |
|  | Discussed the necessary lesson plan components |  |
|  | Discussed ways to improve teaching using practical examples or modeling |  |
|  | Discussed with me the skill areas to be observed prior to the observation |  |
|  | Examined how I evaluate students before, during and after instruction |  |
|  | Examined the lesson plans and provided feedback as to their appropriateness |  |
|  | Observed often enough to adequately evaluate my performance |  |
|  | Provided feedback about my strengths and weaknesses in a positive manner |  |
|  | Provided feedback regarding management techniques and suggested ways to improve |  |
|  | Provided suggestions for improving the lesson plan |  |
|  | Remained in the background and allowed me to manage students |  |
|  | Required the development of daily lesson plans |  |
|  | Talked with me about necessary evaluation techniques to be used |  |

# TROY UNIVERSITY COLLEGE OF EDUCATION Evaluation of University Supervisor by Troy Candidate

Name of University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Semester\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**   
The purpose of this instrument is to evaluate University supervision of internship at Troy University. Please indicate how the University Supervisor addressed each statement by using the scale below.

4 – Always 3 – Usually 2 – Seldom 1 - Never

Please explain your ratings in the comments section. If you assigned a 1 or 2, your comments are required.

|  |  |  |
| --- | --- | --- |
| **Evaluation Score** | **Cooperating Teacher Supervisory Areas** | **Comments:** |
|  | Arranged appropriate observation times |  |
|  | Discussed the importance of the evaluation of teaching and learning and provided suggestions for how the teaching/learning process is enhanced by good evaluation procedures |  |
|  | Discussed ways to improve my teaching |  |
|  | Examined lesson plans and gave feedback as to their strengths and weaknesses |  |
|  | Observed often enough to adequately evaluate my performance |  |
|  | Provided feedback about strengths and weaknesses of my instruction in a positive manner |  |
|  | Provided feedback regarding my management techniques and suggested ways to improve |  |
|  | Provided suggestions for improving lesson plans |  |

# 

**TROY UNIVERSITY   
COLLEGE OF EDUCATION   
Evaluation of University Supervisor by Cooperating Teacher**

Name of University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
Semester\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**   
The following instrument is designed to obtain feedback about the performance and your perception of the University Supervisor you worked with during this term. Please rate each item using the scale below:

4-Always 3-Usually 2-Seldom 1-Never

Please explain your ratings in the comments section. If you assigned a 1 or 2, your comments are required.

During the candidateship experience, this University Supervisor:

|  |  |  |
| --- | --- | --- |
| **Evaluation Score** | **Evaluation of University Supervisor  by Cooperating Teacher - Areas of Supervision** | **Comments** |
|  | Allowed candidate sufficient teaching experience |  |
|  | Attempted to keep personal bias from entering into dealings with the candidate |  |
|  | Avoided showing favoritism among the candidates |  |
|  | Collected sufficient information to adequately evaluate candidate’s performance |  |
|  | Communicated with skill and effectiveness |  |
|  | Demonstrated a professional attitude |  |
|  | Deserved and earned my respect |  |
|  | Gave candidate constructive suggestions |  |
|  | Had realistic expectations of the candidate |  |
|  | Kept information confidential when necessary |  |
|  | Listened to me |  |
|  | Maintained adequate documentation reflecting the status and progress of the candidate |  |
|  | Outlined clear objectives for improvement of candidate’s teaching |  |
|  | Pointed out strengths and things the candidate did well |  |
|  | Showed genuine interest in the program of the candidate |  |
|  | Showed respect for me as a Cooperating Teacher |  |
|  | Solicited and accepted my ideas or opinions |  |
|  | Was fair and objective in evaluating candidate’s performance |  |
|  | Was willing to spend extra time with the candidate, if necessary |  |

**TROY UNIVERSITY   
COLLEGE OF EDUCATION   
Evaluation of Cooperating Teacher by University Supervisor**

Name of Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**    
The following instrument is designed to obtain feedback about the performance and your perception of the Cooperating Teacher you worked with during this semester. Please rate each item using the following scale:

4 – Always 3 – Usually 2 – Seldom 1 - Never

Please explain your ratings in the comments section. If you assigned a 1 or 2, your comments are required. You may provide the explanation directly to the Division of Education Chair.

During the candidateship experience, this Cooperating Teacher:

|  |  |  |
| --- | --- | --- |
| **Evaluation Score** | **Evaluation of Cooperating Teacher by University Supervisor - Areas of Supervision** | **Comments** |
|  | Attempted to keep personal bias from entering into dealings with the candidate |  |
|  | Avoided showing favoritism among the candidates |  |
|  | Collected sufficient information to adequately evaluate candidate’s performance |  |
|  | Communicated with skill and effectiveness |  |
|  | Demonstrated a professional attitude |  |
|  | Enjoyed supervising an candidate |  |
|  | Gave student constructive suggestions |  |
|  | Had realistic expectations of the candidate |  |
|  | Kept information confidential when necessary |  |
|  | Listened to me |  |
|  | Maintained adequate documentation reflecting the status and progress of the candidate |  |
|  | Outlined clear objectives for improvement of candidate’s performance |  |
|  | Pointed out strengths and things the candidate did well |  |
|  | Showed genuine interest in the program of the candidate |  |
|  | Showed respect for me as a University Supervisor |  |
|  | Solicited and accepted my ideas or opinions |  |
|  | Was fair and objective in evaluating candidate’s performance |  |
|  | Was willing to spend extra time with the candidate, if necessary |  |

# TROY UNIVERSITY COLLEGE OF EDUCATION Agreement to Serve as a Cooperating Teacher

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Cooperating Teacher:** | | | | | | **Name of Principal:** | | | |
| **Male  Female**  **Caucasian  African American  Hispanic  Asian**  **American Indian**  **Alaskan Native**   **Other**  (Voluntary: will not be used in a discriminatory manner) | | | | | | | | | |
| **Name of Candidate:** | | | | | | | | | |
| **School:** | | | | | **School Address:** | | | | |
| **In order to comply with NCATE and ensure diversity of experiences for our candidates, please complete the following:**  **Number of Classroom Students by Ethnicity:** | | | | | | | | | |
| **Male:** | **Caucasian** | **African Am** | **Hispanic** | **Asian** | | | **Am Indian** | **Alaskan Native** | **Other** |
| **Female:** | **Caucasian** | **African Am** | **Hispanic** | **Asian** | | | **Am Indian** | **Alaskan Native** | **Other** |
| **Total Number of Classroom Students Identified as Disabled served with an Individual Education Program (IEP): \_\_\_\_\_\_\_\_\_\_** | | | | | | | | | |

I have read and understand the professional internship handbook and agree to serve as a cooperating teacher of candidates. My signature on this paper represents my willingness to fulfill the responsibilities outlined in this handbook as well as additional reasonable responsibilities as may be deemed necessary to successfully supervise interns assigned to me by the Superintendent of my school district.

Signature of Principal Signature of Cooperating Teacher

Date Date

**TROY UNIVERSITY**

**COLLEGE OF EDUCATION**

**COOPERATING TEACHER ACADEMIC AND PROFESSIONAL BACKGROUND**

INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please circle the appropriate semester and placement: Fall/Spring One Two Three

Name of Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade currently taught \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School System \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ST \_\_\_\_\_\_\_\_\_

(Please note that for NCATE purposes all information is needed. Please record accurately.)

1. **ACADEMIC DEGREES (List in order from the most current to the least current.)**

|  |  |  |
| --- | --- | --- |
| **College** | **Year Graduated** | **Degree/Major** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **PROFESSIONAL EXPERIENCE (List in order from the most current to the least current.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Place** | **Grade/Subject** | **Total Years** |
|  |  |  |  |
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1. **CERTIFICATION INFORMATION (List in order from the most current to the least current.)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Issued** | **State** | **Type (subject)** | **Rank** |
|  |  |  |  |
|  |  |  |  |
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I certify that the above information is accurate.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature of Cooperating Teacher) (Signature of Principal)

# TROY UNIVERSITY COLLEGE OF EDUCATION Agreement to Serve as an Adjunct University Supervisor

I have read and understand the *Professional Internship Handbook* and agree to serve as a university supervisor of candidates. My signature on this paper represents my willingness to fulfill the reasonable responsibilities as may be deemed necessary to successfully supervise candidates assigned to me by the Dean of the College of Education.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of University Supervisor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

# TROY UNIVERSITY COLLEGE OF EDUCATION TROY CANDIDATE INTERNSHIP HANDBOOK AGREEMENT SHEET

As part of the course requirements for internship, the College of Education *Professional Internship Handbook* must be read. Candidates are responsible for the information contained within this handbook.

Please sign and date this form as acknowledgement that you have read and understand the policies and requirements for candidateship contained in the College of Education *Professional Internship Handbook*. Your signature indicates you understand it is your responsibility to inform the Campus Coordinator of any factor(s) that may impact your ability to successfully compete ALL requirements of the Internship.

Failure to adhere to the policies and procedures will result in termination of your internship assignment.

Troy Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please Print)

Troy Candidate ID#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Troy Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# TROY UNIVERSITY COLLEGE OF EDUCATION Equal Employment Opportunity Policy (EEO)

**Policy Statement**

Troy University is an equal opportunity institution and as such does not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status in any of its programs including admission of students and employment. Troy University complies with Section 504 of the Rehabilitation Act of 1973 as amended and does not discriminate on the basis of handicap in admission, access to, treatment, or employment in its programs.

**College of Education**

**Troy University**

**TEACHER**

**EVALUATION**

**MANUAL**

**(EDUCATEAlabama)**

EDUCATEAlabama is currently used to evaluate classroom teacher. To prepare pre-service teachers for the standards they will be assessed with in the classroom, Troy University is using EDUCATEAlabama with some modifications to assess their pre-service candidates (interns). This leads to a mixture of references to both service and pre-service teachers within this document.

**Alabama Quality Teaching Standards**

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practices and professional learning with the following standards:

**Standard 1 – Content Knowledge**

To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

**Standard 2 – Teaching and Learning**

To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

**Standard 3 – Literacy**

To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

**Standard 4 – Diversity**

To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

**Standard 5 – Professionalism**

To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, local laws and policies.

**The focus is continuous learning and continuous improvement, not scores.**

The titles of the levels of practice ((NI) - Needs Improvement , (BP) - Beginning at Pre-service Level , (EP) - Emerging at Pre-service Level , (AP) - Applying at Pre-service Level , (IP) - Integrating at Pre-service Level , (ET) - Emerging Teacher Level , (AT) - Applying at Teacher Level , (N/O) - Not Observed*)* which serve as the means for identifying current practice should suggest immediately that the evaluator and the intern are seeking to identify types of professional learning/professional growth that can take place in the area of practice under consideration. There are no numbers and composite rating that imply that this one individual is a good teacher and another is not. The assumption is that all interns will seek to become *Emerging teacher level, or Applying teacher level* interns in all areas defined by the AQTS. There is no one acceptable pattern of levels of practice, only the expectation that we are all committed to learning, growth, and improvement over time. EDUCATEAlabama ratings for designating the levels of practice on the continuum should be the basis for identifying where we are and where we want to go and mapping a plan for getting there.

**EDUCATEAlabama collection instruments.**

The process involves:

* The Troy Candidate will have at least 1announced and 1 unannounced observations by Cooperating teacher and University Supervisor at each placement.
* Intern/evaluator dialogues for performance indicators where classroom observation data and evaluator firsthand knowledge are insufficient.
* The Cooperating teacher will complete two observations (at each placement) using the EdcuateAlabama Observation Form and from both observations complete the CSR with the intern. The University supervisor will do the same. At the end of both placements the intern and university supervisor will complete a PLP using the CSR.

EDUCATEAlabama utilizes a Troy Candidate Observation Record and Observation Post Conference Record, a form that can be used to record Dialogue notes, a Collaborative Summary Report, and a Professional Learning Plan. Evaluators will receive training in the use of the forms in subsequent modules.

**The EDUCATEAlabama rating process is holistic.**

The EDUCATEAlabama rating process is holistic; i.e., data sets (observations, dialogues, etc.) will not be rated separately as continuum practice designations but rather compiled into the Collaborative Summary Report (CSR). One set of indicator and standards continuum designations will be entered on the CSR after the evaluator has analyzed all data/information available for a performance indicator, using the continuum supplied for analysis purposes. The evaluator can modify the ratings on the CSR, if warranted, based on new data/information provided by the teacher at the time of the Collaborative Summary Conference. The CSR then becomes the basis for collaborative development of a Professional Learning Plan (PLP). The evaluator will be trained in the holistic rating process, completion of the CSR, and completion of the PLP in subsequent modules. The CSR provided will use the columns of (NI) - Needs Improvement, (BP) - Beginning at Pre-service Level , (EP) - Emerging at Pre-service Level, (AP) - Applying at Pre-service Level, (IP) - Integrating at Pre-service Level , (ET) - Emerging Teacher Level , (AT) - Applying at Teacher Level , (N/O) - Not Observed

**Evaluation Steps .................................. Time Frame**

*Orientation*

All teachers evaluated must be given an orientation on the evaluation process and requirements.

**Conducting Classroom Observations**

Observations will be a minimum of 45 minutes. For block schedules, the evaluator will alternate observing the first or last half of the class between the two required observations. Walkthroughs are not to be used as EDUCATEAlabama observations. However, information gleaned from cooperating teacher observations may be used for additional data. For example, an evaluator observing the same teacher during the morning and afternoon may see a different level of performance. In order to get a clear picture of an intern’s overall performance, the evaluator should vary the observation times consistently with the entire staff.

The observations are not rated; they will be used at the end of the evaluation process to yield a rating on the Collaborative Summary Report. O*bservation data must be either collected or transferred to an electronic format.*

*First Classroom Observation*

The first classroom observation for interns should be conducted during the first week of teaching. All components (Teacher Observation Record and Teacher Pre/Post-Observation Conference Record) of the observation should be completed. Although an extended period to return the observation and conduct the post-conference is permissible, administrators are reminded that the more immediate the feedback, the more effective it is.

*Second Classroom Observation*

All components (Troy Candidate Observation Record and Pre/Post-Observation Conference Record) of the observation should be completed. Again, although an extended period to return the observation and conduct the post- conference is permissible, be reminded that the more immediate the feedback, the more effective it is.

NOTE: The evaluator has the discretion to conduct additional observations, if necessary or desired.

**Dialogue Data**

*Dialogue Data*

Dialogue is an additional way to gather information. In addition, dialogue will be completed for indicators and standards not easily observed. There could be one dialogue, or there could be multiple shorter dialogues. The dialogue answers any unanswered or unobserved questions and can serve as a clarifying interview.

**Collaborative Summary Report**

The Collaborative Summary Report (CSR) is a document, which builds over the internship of the intern’s placements. When the evaluator completes the first observation, he/she will record the highlights from his/her anecdotal notes. The same process will occur after Observation 2. If the evaluator has identified an area of focus during the first observation and it was still an area of focus in Observation 2, the evaluator may decide to address this concern during dialogue or a third observation. Evaluators keep in mind that the goals of the CSR are as follows:

* To share with the intern the results of the evaluation process;
* To solicit the intern’s insights and comments;
* To complete with the intern a Professional Learning Plan.

*Collaborative Summary Report*

When completing the Collaborative Summary Report (CSR), the cells on which the evaluator types his/her information will expand to allow the evaluator to enter as much data as needed.

In the Dialogue/Supervisor Data Section of the CSR, the evaluator can denote areas of strengths and focus. If the evaluator is going to document an area of focus for this section, the teacher should be aware of the concern prior to receiving it on the CSR under the supervisor data. For example, if the evaluator identifies an area and wants to note this under area of focus, he/she should have talked with the intern regarding his/her concern before the end of the placement to help build trust between the evaluator and the intern, to identify areas of concern and make recommendations for continuous improvement.

Examples of additional data could be suggestions for making improvements on benchmark assessment data, observation of an intern working with parents, cafeteria or other duty activity, notes from grade level meetings, etc.

The indicator levels of performance will be identified based on a consideration of all data in relation to the EDUCATEAlabama Continuum. A holistic level will be identified for each standard based on a pattern of performance for all indicators under the standard. The levels of performance are not identified until the end of the evaluation process.

**Professional Learning Plan**

*Professional Learning Plan*

At the completion of the evaluation process, the University supervisor should develop a Professional Learning Plan with the intern using all of the CSR’s. This plan should result from conversations based on a combination of the self-assessment utilizing the rubrics provided, the Collaborative Summary Report (CSR), and subject-area/grade-levels/school- wide student achievement. It should focus on the knowledge and practices that would assist the educator to achieve the professional learning needed to progress to higher levels of teaching practices found on the Alabama Quality Teaching Standards (AQTS) rubrics. The plan should typically address no more than two indicators, providing time for deep learning to occur in both areas. The indicators chosen should be prioritized based on agreed-upon needs.

Again, there is not a stand-alone student achievement goal because all standards are tied to student achievement. The targeted goals should be measurable. The end-of-cycle comments should reflect the impact on personal practice and student learning. This section should provide supporting data to illustrate the impact on personal practice and student learning. All interns will complete their placements by developing a PLP with the university supervisor.

**Troy University**

**Resources and Materials**

***Troy Internship Assessment (based on EDUCATEAlabama Continuum)***

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|  | **Needs Improvement** | **Beginning at the Pre-service Level** | **Emerging at the Pre-service Level** | **Applying at the Pre-service Level** | **Integrating at the Pre-service Level** | **Emerging at the Teacher Level** | **Applying at the Teacher Level** | **Integrating at the Teacher Level** |
| *AQTS 1.1*  *Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills; SLO 1* | The Troy candidate does not demonstrate the indicators at any of the other four levels of the Continuum. | Demonstrates knowledge of content in course work | Reflects on clinical field experience | Passes PRAXIS Principals of Teaching and Learning | □ Demonstrates knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment. | …and  □ Uses knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners. | …and  □ Evaluates and uses a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners. | …and  □ Uses expanded knowledge, including primary sources when appropriate, to support student understanding of key concepts, themes, multiple perspectives, and interrelationships.  □ Works with colleagues to plan units and lessons that immerse learners actively in the discipline and to think analytically and creatively about the content.  □ Reads academic journals and other sources to identify research findings and best practices related to a specific discipline and shares these with colleagues. |
| *AQTS 1.2 Activates learners’ prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals* | The Troy candidate does not demonstrate the indicators at any of the other four levels of the Continuum. | Determines students prior knowledge of specific content | Develops a lesson plan using prior knowledge as foundation for planning | Teaches the lesson connecting new content to learners’ interests and prior knowledge | □ Assesses and uses students’ prior knowledge and understandings to inform the planning and delivery of instruction.  □ Connects new content to learners’ interests and life experiences | …and  □ Designs a variety of assessments, including pretests and informal measures, to determine pre-instructional levels of students’ knowledge and skills—and uses results to differentiate instruction. | …and  □ Plans and delivers relevant learning activities that build upon student knowledge, as accessed through purposeful questioning.  □ Identifies learner misconceptions about content and modifies activities to scaffold new understandings. | …and  □ Works with team members to design, implement, and assess project-based learning experiences for students that relate to student interests and deepen students’ knowledge and understanding of content.  □ Engages colleagues and students in formulating questions and designing learning activities that draw upon and respond to learners’ varied experiences, knowledge, and interests. |
| *AQTS 1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance* | The Troy candidate does not demonstrate the indicator | Identifies reasons for making the curriculum relevant to learners. | …and  Discusses the importance of making the curriculum relevant to learners. | …and  Reflects on the importance of making the curriculum relevant to learners. | Demonstrates knowledge of the importance of making the curriculum relevant to learners. | …and  □ Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas.  □ Assists students, as needed, in identifying relevant connections.  □ Engages students in exploring real-world issues and solving authentic problems using digital tools and resources.  □ Designs, develops, and assesses lessons and units that are learner centered and reflective of best practices in teaching and learning with technology  (e.g., project-based  learning). | …and  □ Designs and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines.  □ Teaches rigorous and relevant lessons that connect learners to content and ensure deep understanding. | …and  □ Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction.  □ Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines |
| *AQTS 1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance* | The Troy candidate does not demonstrate the indicator | Identifies opportunities for real-life connections across the curriculum | …and  Plans a lesson where real-life connections are made | …and  Plans a lesson where real-life connections are made across the curriculum. | Seeks and utilizes opportunities to identify real-life connections across the curriculum. | …and  □ Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas.  □ Assists students, as needed, in identifying relevant connections.  □ Engages students in exploring real-world issues and solving authentic problems using digital tools and resources.  □ Designs, develops, and assesses lessons and units that are learner centered and reflective of best practices in teaching and learning with technology  (e.g., project-based  learning). | …and  □ Designs and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines.  □ Teaches rigorous and relevant lessons that connect learners to content and ensure deep understanding. | …and  □ Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction.  □ Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines |
| *AQTS 1.4 Designs instructional activities based on state content standards; INTASC 8* | The Troy candidate does not demonstrate the indicator | Selects a standard | …and  Develops objectives | …and  Plans a lesson which includes instructional  activities that align with  Alabama’s Courses of  Study. | Plans instructional  activities that align with  Alabama’s Courses of  Study. | …and  □ Designs learning activities that integrate multiple content standards.  □ Communicates clearly the connections between the standards and the knowledge and skills being taught.  □ Designs, develops, and evaluates digital-age learning experiences and assessments. | …and  □ Uses multiple resources, including textbooks, to develop coherent short- and long- range plans that are aligned with content standards.  □ Formulates essential questions to organize and focus content for students.  □ Differentiates plans to support all learners in accessing state content standards. | …and  □ Collaborates with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote learners’ deep understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards. |
| *AQTS 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner* | The Troy candidate does not demonstrate the indicator | Identifies diverse learner needs | …and  Identifies instructional resources and materials | …and  Plans lesson addressing identified learner needs in designing instructional plans using available resources and materials. | Addresses identified learner needs in designing instructional plans using available resources and materials. | …and  □ Selects and incorporates alternative curricular materials to accommodate various levels of learner readiness. | …and  □ Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments.  □ Analyzes student assessments with colleagues to identify learner needs and modifies instruction accordingly. | …and  □ Collaborates with colleagues in the identification and use of an extensive repertoire of instructional adaptations to enhance and advance learning opportunities for each learner. Works with colleagues to monitor and assess the effectiveness of these adaptations on student learning; makes modifications as indicated.  □ Adapts content delivery based on student learning styles and interests to ensure achievement of learning goals for all students.  □ Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods. |
| *AQTS 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors* | The Troy candidate does not demonstrate the indicator | Construct rules for classroom management | …and  Describe procedures for classroom management | …and  Develops a classroom management plan | .. and  Establishes rules and procedures for classroom management. | …and  □ Directly teaches, models, and reinforces clear, age-appropriate expectations for behavior. | …and  □ Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. | …and  □ Works with colleagues to create schoolwide expectations to ensure positive, responsible behavior among learners within and outside classrooms.  . |
| *AQTS 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Reviews classroom organization and management strategies | …and  Participates in collaborative discussion of classroom organization and management strategies. | …and  Develops a classroom management plan | Utilizes sound classroom organization and management strategies. | …and  □ Directly teaches, models, and reinforces clear, age-appropriate expectations for behavior. | …and  □ Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. | …and  □ Works with colleagues to create schoolwide expectations to ensure positive, responsible behavior among learners within and outside classrooms.  . |
| *AQTS 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Reviews classroom organization and management strategies | …and  Participates in collaborative discussion of classroom organization and management strategies. | …and  Develops a classroom management plan | Utilizes sound classroom organization and management strategies. | …and  □ Provides regular acknowledgement of and positive reinforcement for expected behaviors. | …and  □ Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. | …and  □ Collects and analyzes classroom behavior data and makes modifications to facilitate positive learning environments. |
| *AQTS 2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identifies sound, age-appropriate, and research-based strategies for promoting positive behavior | …and  Organizes a list of strategies to meet specific classroom issues | …and  Designs organization and management strategies in response to specific classroom issues or individual learner needs. | Implements organization and management strategies in response to specific classroom issues or individual learner needs. | …and  □ Responds appropriately to disruptive behavior based on the established system and the learners involved. | …and  .  □ Encourages learner involvement in maintaining positive behaviors. | …and  □ Collects and analyzes classroom behavior data and makes modifications to facilitate positive learning environments. |
| *AQTS 2.2 Creates a positive climate that promotes respect and responsibility; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identifies ways to establish rapport with learners | …and  Identifies ways to promote respect | …and  Identifies ways to promote responsibility | Establishes rapport with individual learners. | …and  □ Models respectful interactions with learners, families, and colleagues; cultivates positive rapport. | …and  □ Maintains positive relationships with all learners. | …and  □ Fosters learner participation in creating and maintaining a respectful and responsible learning culture. |
| *AQTS 2.2 Creates a positive climate that promotes respect and responsibility; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Determine positive climates that promote respect | …and  Determine positive climates that promote responsibility | …and  Observe and reflect on student displays of respect and responsibility | Acknowledges student displays of respect and responsibility. | …and  □ Uses strategies to respond to, nurture, and reinforce respectful and responsible behaviors. | …and  □ Teaches a variety of contextualized strategies that promote respectful and responsible interactions between learners. | …and  □ Supports learners in developing skills to respond to inequity and disrespect.  □ Collaborates with colleagues to collect and analyze data for use in improving school climate |
| *AQTS 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identify safe and unsafe situations in classrooms | …and  Determine how to make classrooms safe environments | …and  Create a safe, orderly, and stimulating plan for a safe learning environment | Recognizes and responds to unsafe situations as they occur. | …and  □ Reviews safety considerations when planning lessons and implements safe practices. | …and  □ Anticipates potential problems to maintain a safe classroom at all times. | …and  □ Engages with learners and colleagues to examine underlying factors affecting school safety and to make ongoing improvements that support a positive learning environment schoolwide. |
| *AQTS 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identify routines which lead to a safe, orderly, and stimulating learning environment | …and  Identify procedures which lead to a safe, orderly, and stimulating learning environment | …and  Create a plan for implementing classroom routines and procedures | Implements routines and procedures within the classroom, including plans for transitions. | …and  .□ Teaches responsibility, routines, procedures, and transitions that contribute to an orderly environment.  □ Models initiative and inquiry in ways that nurture learner motivation. Makes some adjustments during instruction to promote engagement. | …and  □ Engages learners in activities that develop their awareness and responsibility for helping to manage, monitor, and support an orderly environment. | …and  □ Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners |
| *AQTS 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identify motivational techniques to stimulate learner interest in topics of study | …and  Identify visuals to stimulate learner interest in a topic of study | …and  Plan a lesson utilizing motivational techniques and visuals to stimulate learner interest | Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study. | …and  □ Facilitates and inspires student learning and creativity through a variety of engaging instructional practices, including the use of technology. | …and  □ Provides an enriching environment that stimulates, motivates and engages learners. Paces and adjusts instruction to ensure continual engagement. | …and  □ Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners |
| *AQTS 2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development; SLO 2, 5; ; INTASC 7* | The Troy candidate does not demonstrate the indicator | Identify cognitive needs of learners | …and  Identify social needs of learners | …and  Identify emotional needs of learners | Identifies cognitive, social, and emotional needs of learners. | …and  □ Demonstrates a basic understanding of how learners’ cognitive, social, and emotional development influences learning. | …and  □ Utilizes understanding of each learner’s cognitive, social, and emotional development to identify readiness for standards-based instruction. | …and  □ Collaborates with colleagues, families/guardians, and learners to establish developmentally appropriate and academically challenging goals for each learner. |
| *AQTS 2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development; SLO 2, 5; ; INTASC 7* | The Troy candidate does not demonstrate the indicator | Review guidelines in standards-based instruction for establishing academic learning goals. | …and  Identify learning goals following required guidelines | …and  Plan a lesson following required guidelines in standards-based instruction for establishing academic learning goals. | Follows required guidelines in standards-based instruction for establishing academic learning goals. | …and  □ Identifies and refines challenging academic goals based on knowledge of learners’ readiness for standards-based instruction. | …and  □ Designs challenging academic goals for each learner based on the learner’s current developmental readiness and on the teacher’s understanding of long-range academic goals. | …and  □ Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians.  □ Engages students in setting their own academic goals and in communicating them to parents, peers, and other interested parties. |
| *AQTS 2.5*  *Engages learners in developing and monitoring goals for their own learning and behavior* | The Troy candidate does not demonstrate the indicator | Identifies learning goals | … and  Identifies behavior goals | … and  Develops and implements a lesson plan | □ Establishes learning and behavior goals and communicates them to learners.  □ Provides feedback on achievement of learning and behavior goals.  □ Meets with individual learners to promote their increased responsibility in meeting goals | …and  □ Provides guided experiences using rubrics and other tools for learners to self-assess their learning and behavior.  □ Teaches learners skills that support them in examining evidence of learning; encourages them to share in responsibility for own progress. | …and  □ Creates instructional activities that enable learners to set and monitor academic and behavioral goals.  □ Provides opportunities for learners to demonstrate and reflect on academic and behavior progress.  □ Reflects regularly on the extent to which each student is increasing his or her ability to assume responsibility for learning and behavior. | …and  □ Coaches colleagues to recognize the positive impact of actively involving learners in monitoring their own progress.  □ Engages all learners in taking responsibility for monitoring their progress toward short- and long-term goals. Supports learners in communicating their progress to family/guardians and others as appropriate. |
| *AQTS 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies; ; INTASC 8* | The Troy candidate does not demonstrate the indicator | Identifies and reviews curriculum being used in a classroom | …and  Selects a lesson to teach | …and  Develops a lesson plan provided in the curriculum | Teaches lessons provided in available curriculum and resources. | …and  □ Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks. | …and  □ Works with colleagues to analyze the impact of lesson design on learner achievement across groups and in varying contexts; adapts instruction based on results.  □ Utilizes a variety of lesson structures to design learning activities that promote a thorough understanding of content. | …and  □ Supports colleagues in integrating research-based instructional strategies through modeling and coaching |
| *AQTS 2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies; ; INTASC 8* | The Troy candidate does not demonstrate the indicator | Identifies appropriate instructional strategies | …and  Correlates strategies and objectives | …and  Develops a lesson with instructional strategies to meet objectives | Implements corresponding instructional strategies. | □ Selects specific effective instructional strategies, including those that incorporate current and emerging Web-based technologies that support content understanding and meet the needs of individual learners. | □ Applies a variety of research-based instructional strategies that are appropriately matched to the content being taught and that engage all learners in meaningful ways. | …and  □ Supports colleagues in integrating research-based instructional strategies through modeling and coaching |
| *AQTS 2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment; SLO 2* | The Troy candidate does not demonstrate the indicator | Identifies learning activities for diverse learners | …and  Identifies available teaching resources and scope and sequence guides | …and  Plans lesson which include available teaching resources and scope and sequence guides | Creates learning activities using available teaching resources and scope and sequence guides. | … and  □ Selects specific instructional strategies that reflect high expectations and are responsive to the characteristics of various groups of learners. | …and  □ Holds high expectations for each learner and differentiates and scaffolds instructional practices to move all learners forward in their growth and development. | …and  □ Engages colleagues in the design of differentiated learning activities to optimize each learner’s growth and achievement. |
| *AQTS 2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment; SLO 2* | The Troy candidate does not demonstrate the indicator | Identifies effective questioning strategies to engage learners in thinking about and learning the content. | …and  Collaborate with peers to practice effective questioning strategies to engage learners in thinking about and learning the content. | …and  Plan lesson which include effective questioning strategies to engage learners in thinking about and learning the content. | Uses effective questioning strategies to engage learners in thinking about and learning the content. | … and  □ Formulates and uses questions to engage students in thinking at all cognitive levels and in mastering the content. | …and  □ Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions. | …and  □ Leads colleagues in the formulation of essential questions that cross the disciplines and that enable learners to integrate knowledge from different sources and make meaningful connections across content areas. |
| *AQTS 2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment; SLO 2* | The Troy candidate does not demonstrate the indicator | Becomes informed about resources, including existing and emerging digital tools and content, to support learners. | …and  Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners. | …and  Plans lesson which supports individual learner | Supports and encourages individual learners to achieve. Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners. | . … and  □ Models a belief that all learners can achieve and persists in supporting each learner’s success.  □ Plans and implements equitable and effective student access to available technologies and other resources to enhance student learning. | …and  □ Presents concepts and principles at various levels of complexity to optimize the growth of learners at all levels of development.  □ Uses a wide range of student response strategies to ensure that all students are engaged in thinking about and responding to instructional questions. | …and  □ Works with colleagues to sustain their commitment to seeking approaches that support |
| *AQTS 2.8*  *Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction* | The Troy candidate does not demonstrate the indicator | Becomes informed about resources, including existing and emerging digital tools and content, to support learners. | …and  Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners. | …and  Plans lesson which supports individual learner | □ Administers required district and site assessments to monitor progress in relation to content standards.  □ Shares assessment results with learners within established timelines.  □ Recognizes when students are confused and responds by reteaching lessons when necessary. | …and  □ Selects and implements informal assessments aligned to curricular objectives.  □ Provides results for learners so that they may make adjustments prior to the next assessment to meet learning targets.  □ Implements checks for understanding. | …and  □ Designs informal and formal assessments to monitor progress and to inform the planning and delivery of instruction.  □ Utilizes multiple methods to provide specific and timely feedback to learners; as a result, students improve in meeting learning targets.  □ Embeds, proactively and routinely, a variety of strategies that check for understanding; adapts lessons accordingly throughout instruction.  □ Collects and reflects upon evidence to inform and modify short- and long- range plans that are differentiated to support all learners. | …and  □ Collaborates with colleagues and learners to develop a wide variety of ongoing assessments and to refine methods of providing feedback to learners.  □ Models use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.  □ Collaborates with colleagues to develop strategies that build learners’ capacity to effectively use feedback from assessments to meet learning targets.  □ Actively contributes to data team meetings and uses results for own instructional planning. |
| *AQTS 2.9*  *Uses summative assessments to measure learner attainment of specified learning targets* | The Troy candidate does not demonstrate the indicator | Identifies required school and district summative assessments | Develops a lesson plan to include required school/district summative assessment | Teaches the lesson and administers summative assessment in K-6 classroom | □ Administers required school and district summative assessments. | …and  □ Collects summative assessment data aligned to content goals and benchmarks; notes successes, challenges, and differences in learners. | …and  □ Demonstrates understandings of why and when to select and integrate various summative assessments into the instructional cycle.  □ Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction.  □ Analyzes data results for all learners to inform improvements in the design of summative assessments. | …and  □ Facilitates colleagues in grade–level and/or content team reviews of summative data.  □ Engages with colleagues to develop and refine common summative assessment options to demonstrate learners’ knowledge and skills and to respond to learners’ needs in relation to learning targets. |
| *AQTS 2.10*  *Maintains evidence and records of learning performance to communicate progress* | The Troy candidate does not demonstrate the indicator | Identifies records required documentation of student learning aligned with content standards using available resources and technologies | Develops a lesson plan to include required documentation of student learning aligned with content standards using available resources and technologies | Teaches the lesson in a K-12 classroom documenting student learning | □ Collects and records required documentation of student learning aligned with content standards using available resources and technologies.  □ Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods. | …and  □ Analyzes evidence of student learning, utilizing records that accurately represent learning performance.  □ Discusses specific results in terms of strengths and challenges with learners and families/guardians. | …and  □ Uses a variety of methods to collect evidence of learning and maintains records.  □ Uses available technologies to maximize effective use of data with a variety of audiences.  □ Communicates learner progress in a timely and specific manner to families/guardians.  □ Solicits feedback from families/guardians on a regular basis and offers resources that support ongoing progress. | …and  □ Provides families/guardians and learners with current examples of evidence of learning.  □ Convenes families/guardians and school personnel to discuss student data and to co-develop meaningful plans to enhance learner success. |
| *AQTS 2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes; SLO 2; ; INTASC 7* | The Troy candidate does not demonstrate the indicator | Identifies ways to communicate with families/guardians to share learning goals | …and  Identifies appropriate ways to respond to issues as they arise | …and  Develops a plan for communicating with families/guardians to share learning goals. | Communicates with families/guardians to share learning goals. Responds to issues as they arise. | …and  □ Understands the purposes and limitations of standardized tests. | …and  □ Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias. | …and  □ Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. |
| *AQTS 2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes; SLO 2; ; INTASC 7* | The Troy candidate does not demonstrate the indicator | Identifies basic communication processes | …and  Identifies basic communication protocols | …and  Develops a plan to implement basic communication processes and protocols | Has basic communication processes and protocols in place. | and  □ Understands the purposes and limitations of standardized tests. | …and  □ Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias. | …and  □ Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. |
| *AQTS 2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes; SLO 2; ; INTASC 7* | The Troy candidate does not demonstrate the indicator | Reviews Individual Education Programs and/or 504 Plans | …and  Identifies resources for students with learners with an Individual Education Program and/or 504 Plan. | …and  Develops a plan for sharing resources for a particular student with an Individual Education Program and/or 504 Plan growth | Communicates with colleagues and shares resources for each student’s growth, including learners with an Individual Education Program and/or 504 Plan. | □ Utilizes standardized assessment data results to set instructional goals for individual learners and for subgroups represented in disaggregated data. | □ Reflects on evidence to guide short- and long-term planning to meet performance goals for individual learners and subgroups. | □ Uses analysis to guide ongoing modifications in instruction that result in increases in learner achievement. |
| *AQTS 3.1 Demonstrates**standard oral and written communications and integrates appropriate communication strategies* | The Troy candidate does not demonstrate the indicator | □ Uses standard spoken and written language to support clear communications with colleagues. | …and  Uses standard spoken and written language to support clear communications with other audiences. | …and  Uses standard spoken and written language to support clear communications with learners, | Uses standard spoken and written language to support clear communications with learners, families/guardians, colleagues, and other audiences. | …and  □ Uses standard spoken and written language and a variety of digital- age communications in ways that are well matched to the content or to the information being exchanged.  □ Listens to others and reflects on how best to respond.  □ Works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, and accessible to all. | …and  □ Responds to the speaker using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional viewpoints or possibilities to be considered.  □ Facilitates discussion using strategies to ensure effective interactions between and among individuals. | …and  □ Monitors and modifies spoken and written communications based on self-reflection and feedback from others.  □ Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments. |
| *AQTS 3.1 Demonstrates**standard oral and written communications and integrates appropriate communication strategies* | The Troy candidate does not demonstrate the indicator. | □ Listens to speaker | …and  Listens actively to speaker. | …and  Seeks to understand. | Listens actively to speaker and seeks to understand different perspectives. . | …and  □ Listens to others and reflects on how best to respond. | …and  □ Responds to the speaker using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional viewpoints or possibilities to be considered. | …and  □ Monitors and modifies spoken and written communications based on self-reflection and feedback from others. |
| *AQTS 3.1 Demonstrates**standard oral and written communications and integrates appropriate communication strategies* | The Troy candidate does not demonstrate the indicator | □ Uses questioning | …and  Questioning strategies | …and  To solicit specific information. | Uses questioning strategies to solicit specific information and to clarify understanding. | …and  □ Works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, and accessible to all. | …and  □ Facilitates discussion using strategies to ensure effective interactions between and among individuals. | …and  □ Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments. |
| *AQTS 3.2*  *Fosters and responds to effective verbal and nonverbal communications during instruction* | The Troy candidate does not demonstrate the indicator | Identifies assistive technologies provided for individual learners to facilitate communication. | Collaborative discussions of classroom observation determining when learners are confused during instruction | Reflects on a lesson taught recognizing when learners are confused during instruction and what support the student needs | □ Recognizes when learners are confused during instruction and responds with additional support.  □ Uses assistive technologies provided for individual learners to facilitate communication. | …and  □ Notices most verbal and nonverbal indicators of learner understanding and confusion. Is especially attentive to learners with assistive devices.  □ Teaches methods for effective verbal and nonverbal communications.  □ Responds in ways that model expectations for verbal and nonverbal communications. | …and  □ Models and teaches effective verbal, nonverbal, and media communication techniques.  □ Creates a learning environment where all learners initiate effective verbal and nonverbal communications to further understanding and critical thinking.  □ Responds to learners in ways that maintain individual and group focus, promote understanding, and encourage individual learner persistence and perseverance in tackling difficult tasks. | …and  □ Works with colleagues to enhance their communication abilities and styles. |
| *AQTS 3.3 Uses age-appropriate instructional strategies to improve learners’ skills in critical*  *literacy components* | The Troy candidate does not demonstrate the indicator | Explore appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas | …and  Identifies appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas | …and  plans lessons incorporating appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas | □ Uses appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas. | …and  □ Provides explicit vocabulary instruction in content areas and employs strategies to improve learner skills in comprehension of subject matter. | …and  □ Implements appropriate instructional strategies to support all learners in increasing literacy skills across content areas. | …and  □ Engages learners in monitoring fluency and comprehension of texts and other materials; both in advocating for their needs and in celebrating their progress. |
| *AQTS 3.3 Uses age-appropriate instructional strategies to improve learners’ skills in critical*  *literacy components* | The Troy candidate does not demonstrate the indicator | Explore appropriate support for struggling learners. | …and  Identifies supports for struggling learners. | …and  Plans lessons incorporating supports for struggling learners. | .□ Seeks supports for struggling learners. | …and  □ Begins to utilize appropriate strategies and supplemental resources to meet the instructional needs of diverse learners. | …and  □ Monitors learner progress in both content knowledge and literacy skills.  □ Works with colleagues to design appropriate instructional activities and grouping strategies that make content more accessible and improve learners’ literacy skills. | …and  □ Collaborates with grade-level and/or content-area teams to seek out innovative techniques that improve learners’ literacy skills across content areas. |
| *AQTS 3.4 Integrates narrative and expository reading strategies across the curriculum* | The Troy candidate does not demonstrate the indicator | Explores literacy strategies by following available guidelines in content-area manuals and texts | …and  Identifies literacy strategies by following available guidelines in content-area manuals and texts | …and  Plans lessons which include literacy strategies by following available guidelines in content-area manuals and texts | □ Teaches literacy strategies by following available guidelines in content-area manuals and texts. | …and  □ Begins to model appropriate strategies for reading narrative and expository text across the disciplines to support access to the curriculum.  □ Communicates the value of literacy skills across all disciplines. | …and  □ Consistently teaches literacy skills for narrative and expository texts within the content areas to ensure that each learner has access to the curriculum.  □ Encourages learners to read widely and supports learners in seeking out resources matched to their interests and abilities. | …and  □ Collaborates with colleagues to integrate literacy instruction throughout the curriculum based on a thorough understanding of learner skill levels and knowledge of the literacy demands in narrative and expository resources.  □ Works with colleagues to identify and use a broad range of narrative and expository resources to foster motivation and to support learners’ self-directed learning |
| *AQTS 3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions* | The Troy candidate does not demonstrate the indicator | Identifies opportunities for literacy instruction in mathematical problem solving | …and  Develops a lesson plan to focus on teaching reading to solve mathematical problems | …and  Teaches the lesson in a K-6 classroom | □ Begins to notice and use opportunities for mathematical problem solving to further students’ understanding of content across disciplines.  □ Encourages learners to approach mathematical problem solving in various ways. | …and  □ Models appropriate mathematical problem solving using a variety of strategies appropriate to the learners and the content being taught.  □ Guides learners in the identification of specific mathematical information that contributes to interpretations of data and conclusions. | …and  □ Plans and implements mathematically based instructional activities to enhance learner understanding of content and to ensure that learners develop abilities to solve complex problems across disciplines.  □ Supports learners in thinking critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions. | …and  □ Collaborates with mathematics teachers and those of other disciplines to design engaging problem- solving experiences for learners.  □ Works with colleagues to plan, implement, and scaffold challenging mathematical problem- solving experiences that are appropriate to the content for all learners. |
| *AQTS 3.6 Communicates mathematical concepts, processes, and symbols within the content taught* | The Troy candidate does not demonstrate the indicator | Explores available resources to communicate mathematical concepts, processes, and symbols. | …and  Identifies available resources to communicate mathematical concepts, processes, and symbols. | … and  Plans lessons which includes available resources to communicate mathematical concepts, processes, and symbols. | □ Utilizes available resources to communicate mathematical concepts, processes, and symbols. | …and  □ Identifies the importance of mathematical processes and symbols; and uses them throughout instruction as appropriate to the content. | …and  □ Teaches mathematical vocabulary and concepts explicitly as they apply within and across disciplines. | …and  □ Ensures that students develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas. |
| *AQTS 3.7 Identifies and integrates available emerging technologies into the teaching of all content areas* | The Troy candidate does not demonstrate the indicator | Identifies, technological resources and technical assistance | … and  Identifies and evaluates technological resources and technical assistance | … and  Plans a lesson using Identifies, technological resources and technical assistance | Identifies, evaluates, and uses technological resources and technical assistance, i.e., those available online and on-site within a school and district setting | …and  □ Integrates multiple technological resources into instruction to enhance learners’ understanding of content.  □ Plans the use of technology to support curriculum in ways that address individual learning needs.  □ Uses technological tools (including, but not limited to, spreadsheets, Web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students. | …and  □ Engages with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners.  □ Involves students and colleagues in the evaluation of technological resources and data to determine quality of information and possible bias. | …and  □ Integrates multiple technological resources into instruction to enhance learners’ understanding of content.  □ Plans the use of technology to support curriculum in ways that address individual learning needs.  □ Uses technological tools (including, but not limited to, spreadsheets, Web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students. |
| *AQTS 3.8 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency* | The Troy candidate does not demonstrate the indicator | Identifies available hardware and software to support content learning, completion of assignments, and/or practice of basic skills | …and  Explores available hardware and software to support content learning, completion of assignments, and/or practice of basic skills | …and  Plans a lesson which provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills | Provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills.  . | …and  □ Teaches procedures and routines that provide practice in using technology for academic purposes.  □ Provides some differentiation for students based on assessed abilities to use technological resources appropriately. | …and  □ Engages individuals and groups in learning experiences that are supported through the use of technology to locate, collect, create, produce, communicate, and present information.  □ Works to improve student abilities to utilize technological resources by using systematic assessments of their technological proficiency in independent work and in collaborative groups. | …and  □ Works with colleagues to nurture learning environments that increase students’ skills and abilities to use technology independently and in cooperative groups.  □ Collaborates with colleagues to identify, develop, and utilize self-assessment tools and other resources that support students’ evaluation of their proficiency in the use of technology. |
| *AQTS 4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status* | The Troy candidate does not demonstrate the indicator | Identifies differences in individual diversities | …and  Collaborates to understand different perspectives | …and  Listens actively to identify different perspectives | Listens actively to speaker and seeks to understand different perspectives. | …and  □ Plans, delivers, and evaluates lessons that reflect positive regard for the culture, gender, linguistic background, and socioeconomic status of students and families/guardians. | …and  □ Makes curriculum and content standards meaningful to diverse learners through planning, implementing, and evaluating differentiated instructional activities that specifically connect to and reflect students’ cultures and backgrounds.  □ Includes lessons that teach about the contributions of people of diverse cultures and backgrounds. | …and  □ Monitors and modifies spoken and written communications based on self-reflection and feedback from others. |
| *AQTS 4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status* | The Troy candidate does not demonstrate the indicator | Identifies instructional strategies with some consideration for diverse learners. | …and  Identifies instructional resources with some consideration for diverse learners. | …and  Identifies instructional technologies with some consideration for diverse learners. | Selects instructional strategies, resources, and technologies with some consideration for diverse learners. | …and  □ Incorporates into the learning environment visuals, readings, and other materials that reflect student diversity.  □ Designs and manages content to facilitate learning experiences utilizing technologies that are responsive to a diversity of students, learning styles, and special needs. | …and  □ Invites students to contribute resources that augment curriculum and reflect culture and other aspects of diversity.  □ Supports students in articulating how lessons reflect the relevance of the curriculum in their lives. | …and  □ Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments |
| *AQTS 4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation* | The Troy candidate does not demonstrate the indicators at any of the other four levels of the Continuum. | Reviews school guidelines for communication with families/guardians | Develops a lesson with a follow-up parent communication | Teaches the lesson in a K-6 classroom | □ Follows available guidelines for periodic communications with families/guardians.  □ Utilizes differentiated communication modes with students and their families/ guardians based on identified needs.  □ Varies instruction to increase student participation. | …and  □ Considers diverse communication patterns among students and their families/guardians and adapts and adjusts language selection and types of questions asked in ways that support positive interactions.  □ Notices patterns of participation and utilizes strategies to support equitable participation. | …and  □ Seeks greater knowledge and understanding of communication patterns through conversations with colleagues and family/guardians, as well as through community visits, school resources, or study.  □ Uses strategies designed to ensure that all students feel safe participating in class and have equitable opportunities in learning activities. | …and  □ Reflects with colleagues to refine communication skills and flexibility in interactions to ensure effective outcomes for students and families/guardians.  □ Works with colleagues to identify, utilize, and evaluate an extensive repertoire of strategies and technologies to ensure full participation and engagement of all students. |
| *AQTS 4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning****;*** *; INTASC 9* | The Troy candidate does not demonstrate the indicators at any of the other four levels of the Continuum. | Identifies own personal and cultural biases | Collaborate to discuss and reflect on personal and cultural biases | Observe in a K-6 classroom and reflect on how personal and cultural biases can effect teaching and learning | □ Recognizes the need to consider own assumptions, attitudes, and expectations about students.  □ Begins to reflect on possible personal biases and their impact on learning. | …and  □ Acknowledges potential personal biases based on an understanding of the differences between own background and that of students.  □ Reflects on personal and cultural biases and identifies areas of strength and growth. | …and  □ Reads, attends workshops, and asks questions of people different from self to increase understanding of diverse cultures and backgrounds.  □ Develops instructional strategies that diminish negative and increase positive impacts on learning based on analysis of own personal/cultural biases.  □ Implements instructional strategies that avoid biases, stereotypes, and generalizations and that reflect current understanding of own personal/cultural biases. | …and  □ Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments.  □ Structures opportunities for colleagues to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and in the school. Collaboratively develops responses. |
| *AQTS 4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background* | The Troy candidate does not demonstrate the indicator | Survey number of second language learners in a specific school | … and  Determine what languages are represented in a specific school | … and  Identify ways in which students’ native language and linguistic background can be used during instruction, if available. | Explores ways in which students’ native language and linguistic background can be used during instruction, if available. | …and  □ Provides opportunities for second-language learners to use their native language to support understanding of skills and concepts. | …and  □ Increases understanding of basic structures of native languages represented by students to better utilize first-language connections during instruction. | …and  □ Collaborates with colleagues to systematically provide supports for language learners, including use of native language. |
| *AQTS 4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background* | The Troy candidate does not demonstrate the indicator | Identify community support for second language learners | … and  Collaborate with peers to brainstorm ways a community can support second language learners | … and  Explore ways in which students’ native language and linguistic background can be used during instruction | Works with colleagues and the community to provide native language support services to students | …and  □ Makes academic connections to native languages to support transfer of learning whenever possible.  □ Refers to native language as a positive asset and resource in learning. | …and  □ Plans and provides instructional opportunities for students to utilize their linguistic backgrounds to support thorough understanding of content. | …and  □ Works with colleagues to build language learners’ capacity to actively reference and utilize their linguistic backgrounds to accelerate learning |
| *AQTS 4.5 Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning* | The Troy candidate does not demonstrate the indicator | Identifies available program materials for second-language instruction. | … and  Explores available program materials for second-language instruction. | …and  Plan a lesson utilizing available program materials for second-language instruction.  . | Utilizes available program materials for second-language instruction. | …and  □ Considers accessibility of program materials with regard to the language proficiency levels of second-language learners and adapts materials accordingly.  □ Uses some visuals and regular modeling to augment auditory directions and information. | …and  □ Uses a variety of ELP strategies to make adopted program materials more accessible to students of all language proficiency levels.  □ Provides a variety of visuals and modeling during content instruction to support English language learners at all levels.  □ Establishes routines for students to ensure their academic use of visuals and other references to promote engagement in whole-class, small-group, and individual work. | …and  □ Engages with colleagues to organize and implement available second-language resources/curriculum so that English language learners are regularly provided an instructional sequence that meets their language needs. |
| *AQTS 4.6 Differentiate between learner difficulties related to cognitive or skill development and difficulties related to language learning* | The Troy candidate does not demonstrate the indicator | Retrieve types of learning difficulties | …and  Summarize types of learning difficulties | …and  Categorize types of learning difficulties related to cognitive or skill development and difficulties related to language learning | Identifies students with difficulties in learning. | …and  □ Reviews and sorts types of student errors using knowledge of second-language development levels and knowledge of typical errors made by students in transition to English based on their native language structure. | …and  □ Plans lessons that incorporate specific language supports based on assessments of language levels and student misunderstandings and/or miscues. | …and  □ Collaborates with colleagues to analyze student work for both academic and language errors. |
| *AQTS 4.6 Differentiate between learner difficulties related to cognitive or skill development and difficulties related to language learning* | The Troy candidate does not demonstrate the indicator | Identify materials to reteach skills and concepts | …and  Categorize materials related to cognitive or skill development and materials related to language learning | …and  Plan lessons which included materials to reteach skills and concepts | Uses available materials to re-teach skills and concepts | …and  □ Seeks the support of colleagues as needed. | …and  □ Provides appropriate cognitive or linguistic scaffolds for students during instruction.  □ Identifies student misunderstandings during instruction and utilizes questioning and other methods to support students in explaining their logic. | …and  □ Collaborates with colleagues to analyze student work for both academic and language errors. |
| *AQTS 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorder, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention* | The Troy candidate does not demonstrate the indicator | Identify characteristics of at-risk students | …and  Identify characteristics of gifted students | …and  Identify characteristics of students with disabilities | Assists in identifying at-risk students, gifted students, and those with disabilities. | …and  □ Recognizes characteristics of exceptional learner groups. Follows school procedures for appropriate referral of students for assessment. | …and  □ Makes timely referrals based on a thorough understanding of the characteristics of exceptional learner groups. | …and  □ Collaborates with colleagues to enhance schoolwide understanding of referral processes and community resources to actively promote student success. |
| *AQTS 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorder, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention* | The Troy candidate does not demonstrate the indicator | Identify characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorder, giftedness, dyslexia, and attention deficit disorder | …and  Describes characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorder, giftedness, dyslexia, and attention deficit disorder | …and  Identifies laws and policies regarding exceptional learners. | Demonstrates a basic understanding of laws and policies regarding exceptional learners. | …and  □ Implements IEPs and 504 plans, and complies with laws and policies regarding exceptional and at-risk students. | …and  □ Anticipates needs for adjustments in lessons based on students’ assessed strengths and needs. | …and .  □ Works with teams of teachers to expand knowledge of accommodations and interventions to ensure achievement among exceptional students. |
| *AQTS 4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorder, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention* | The Troy candidate does not demonstrate the indicator | Explains what IEPs and 504 plans are | …and  Reviews existing IEPs and 504 plans | …and  Critique existing IEPs and 504 plans | Implements IEPs and 504 plans with support from staff | …and  □ Modifies some lessons to address students’ strengths and needs. | …and .  □ Anticipates needs for adjustments in lessons based on students’ assessed strengths and needs. | …and  □ Leads colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons. |
| *AQTS 4.8*  *Facilitates inclusive learning environments that support and address for needs of learners and learning differences and disabilities* | The Troy candidate does not demonstrate the indicator | Identifies instructional activities for students with learning differences and disabilities. | …and  Identify specific instructional activities for specific disabilities | …and  Plan a lessons which includes varied instructional activities for students with learning differences and disabilities. | Varies some instructional activities to provide options for students with learning differences and disabilities. | …and  □ Incorporates some differentiated learning strategies that promote inclusion and allow for student choice. | …and  □ Provides higher-order thinking activities adapted to the academic and social needs of students with learning differences. | …and  □ Employs a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation. Shares these strategies with colleagues. |
| *AQTS 4.8*  *Facilitates inclusive learning environments that support and address for needs of learners and learning differences and disabilities* | The Troy candidate does not demonstrate the indicator | Identifies visual resources for learners with learning differences and disabilities | …and  Locate available resources | …and  Plan a lesson which includes visuals as environmental references, using available resources. | Provide some visuals as environmental references, using available resources. | …and  □ Develops visuals to augment auditory directions and information. | …and  □ Provides modeling and step-by-step visuals as supports for students with learning differences. | …and  □ Uses a wide range of engaging visual scaffolds and supports in all learning activities to ensure high levels of success for exceptional students. Shares these supports with colleagues. |
| *AQTS 4.9 Helps students assess their own learning styles and build upon identified strength* | The Troy candidate does not demonstrate the indicator | Identifies the research on learning styles | …and  Identifies the research on multiple intelligences | …and  Describes the research on learning styles and multiple intelligences, and considers ways these influence students’ academic growth and access to content | Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students’ academic growth and access to content. | …and  □ Gathers information about individual students’ learning styles and intelligences in order to plan and deliver appropriate instruction.  □ Engages individual students in assessing their own learning styles and in understanding their learning strengths and those of classmates. | …and  □ Uses a variety of self- assessment tools to support students in understanding their individual learning strengths.  □ Provides students with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians.  □ Articulates and celebrates the diverse learning styles represented in the classroom. | …and  □ Integrates formal and informal learning style self-assessments into instruction continually. Helps students internalize assessment results and proactively choose study skills and strategies that complement their learning strengths. Evaluates the effectiveness of these strategies and shares results with colleagues. |
| *AQTS 4.10 Designs learning experiences that engage all learning styles and multiple intelligences* | The Troy candidate does not demonstrate the indicator | Identifies instructional strategies that address some of the learning styles and intelligences | …and  Identifies instructional resources that address some of the learning styles and intelligences | …and  Plans a lesson to include instructional strategies and resources that address some of the learning styles and intelligences | Selects instructional strategies and resources that address some of the learning styles and intelligences represented in classroom. | …and  □ Selects and delivers research-based instructional strategies and materials designed to meet the needs of the wide variety of learning styles and intelligences represented in the classroom. | …and  □ Analyzes results of individual learning style assessments to design lessons and units of study that are engaging and responsive to all students’ needs.  □ Provides students with opportunities to choose learning experiences that build upon and optimize their learning styles and strengths. | …and  □ Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice in order to meet the needs of diverse students. |
| *AQTS 5.1 Collaborates with stakeholders to facilitate student learning and well-being; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identify shared learning goals | … and  Plan ways to communicate with families/guardians | … and  Reflect on ways to respond to specific issues as they arise | Communicates with families/guardians to share learning goals. Responds to issues as they arise. | …and  □ Anticipates instructional challenges and takes initiative to proactively communicate with parents/guardians. | …and  □ Engages students with parents/guardians in purposeful learning activities. | …and  □ Develops ongoing partnerships with parents/guardians and students to extend individual and class learning beyond the classroom and home through communication that results in co-planning efforts. Evaluates the success of these initiatives and shares with colleagues. |
| *AQTS 5.1 Collaborates with stakeholders to facilitate student learning and well-being; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identify basic communication protocols | … and  .Identify basic communication processes | …and  Reflect on ways to follow basic communication process and protocols | Has basic communication processes and protocols in place. | …and  □ Varies communication methods to connect effectively with all families and caregivers.  □ Interacts with colleagues to share responsibility for meeting the diverse needs of each student through collaborative conversations and planning. | …and  □ Provides opportunities for families to actively participate in the classroom and in school activities.  □ Establishes ongoing two-way communications with families, and solicits input to advance each student’s plan for success. | …and  □ Develops ongoing partnerships with parents/guardians and students to extend individual and class learning beyond the classroom and home through communication that results in co-planning efforts. Evaluates the success of these initiatives and shares with colleagues. |
| *AQTS 5.1 Collaborates with stakeholders to facilitate student learning and well-being; SLO 2, 5* | The Troy candidate does not demonstrate the indicator | Identifies way to communicate with colleagues in a school | …and  Identify ways to share resources for each student’s growth | … and  Create a plan for communication with colleagues to share resources for each student’s growth | Communicates with colleagues and shares resources for each student’s growth, including learners with an Individual Education Program and/or 504 Plan. | …and  □ Uses technology tools for reporting purposes and for communication with parents/guardians of students. | …and  □ Teams with colleagues to effectively differentiate instruction to improve and accelerate individual and group learning. | …and  □ Develops ongoing partnerships with parents/guardians and students to extend individual and class learning beyond the classroom and home through communication that results in co-planning efforts. Evaluates the success of these initiatives and shares with colleagues. |
| *AQTS 5.2 Engages in ongoing professional learning to move practice forward; ; INTASC 9* | The Troy candidate does not demonstrate the indicator | Completes a dispositions self-assessment. | …and  Begins a disposition development plan. | …and  Completes a well-developed disposition learning plan. | Sets required individual professional learning goals. | …and  □ Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments. | …and  □ Constructs and implements long-term and short-term learning goals based on student needs. | …and  □ Modifies short- and long-term professional goals by analyzing and reflecting on evidence of student learning and on self-assessments of professional teaching practice. |
| *AQTS 5.2 Engages in ongoing professional learning to move practice forward* | The Troy candidate does not demonstrate the indicator | Reviews a job-embedded professional development plan. | …and  Locates job-embedded professional development related to school, district, and state goals. | …and  Participates professional development related to school, district, and state goals. | Participates in job-embedded professional development related to school, district, and state goals. | …and  .  □ Utilizes current professional literature, best practices, and collegial relationships to improve as a teacher and as a learner. | …and  □ Engages in action research with colleagues for the purpose of examining and advancing one’s practice to achieve professional goals. | …and  □ Initiates ongoing action research based upon reflective classroom observations and ongoing professional learning. Applies research findings to support student success. |
| *AQTS 5.2 Engages in ongoing professional learning to move practice forward; ; INTASC 9* | The Troy candidate does not demonstrate the indicator | Reviews plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. | …and  Participates in collaborative group discussing plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. | …and  Collaboratively outlines a plan for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. | Plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. | …and  □ Continually improves professional practice, models lifelong learning, and exhibits leadership in schools and professional communities by promoting and demonstrating the effective use of digital tools and resources. | …and  □ Utilizes nontraditional avenues (e.g., online professional development opportunities, Web-based information, online collaboration with other educators and experts) to provide and/or embed professional development in their learning community. | …and  □ Helps colleagues understand Alabama’s definition and standards for professional development and apply these in planning their own professional learning |
| *AQTS 5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives* | The Troy candidate does not demonstrate the indicators at any of the other four levels of the Continuum. |  |  |  | □ Shares resources with colleagues, families, and community members to improve learning for all students. | …and  □ Analyzes benchmark assessment data with colleagues to identify instructional gaps and challenges. Generates possible solutions, and plans and implements next steps.  □ Engages students and families in the implementation and monitoring of next steps to advance student achievement | …and  □ Engages with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance learning for individual students and across classrooms and grade levels. | …and  □ Facilitates schoolwide, inquiry-based professional learning communities that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content- specific and instructional strategies to ensure success for all students and to narrow achievement gaps |
| *AQTS 5.4 Promotes professional ethics and integrity; ; INTASC 9* | The Troy candidate does not demonstrate the indicator | Reviews the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources. | …and  Participates in collaborative group discussing the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources. | …and  Passes a proficiency exam on the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources. | Demonstrates understandings of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources. | …and  □ Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community. | …and  □ Continually challenges self intellectually and professionally. | …and  □ Models and promotes high levels of integrity and ethical practices. |
| *AQTS 5.4 Promotes professional ethics and integrity; ; INTASC 9* | The Troy candidate does not demonstrate the indicator | Reviews ethical and equitable practices for all students. | …and  Participates in collaborative group discussing ethical and equitable practices for all students. | …and  Determines ethical and equitable practices for all students. | Demonstrates commitment to ethical and equitable practices for all students. | …and  □ Monitors one’s integrity through individual and collaborative reflection that focuses on maintenance of records and on the safe, legal, and ethical use of technological and other resources. | …and  □ Implements school and district acceptable use policies, including fair-use and copyright guidelines and Internet user protection policies. | …and  □ Articulates and discusses ethical issues with colleagues.  □ Engages in an ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs. |
| *AQTS 5.5 Complies with local, state, and federal regulations and policies* | The Troy candidate does not demonstrate the indicator | Locates information on local, state, and federal regulations and policies | …and  Reviews information on local, state, and federal regulations and policies | …and  Discusses findings with peers and or classroom teacher | Locates information and identifies key contacts to access laws and policies.  Builds an understanding of local, state, and federal requirements related to students’ | …and  □ Develops classroom adaptations according to student plans. | …and  □ Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements. | …and  □ Enlists colleagues in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning. |
| *AQTS 5.5 Complies with local, state, and federal regulations and policies* | The Troy candidate does not demonstrate the indicator | Locates information on local, state, and federal regulations and policies | …and  Reviews information on local, state, and federal regulations and policies | …and  Discusses findings with peers and or classroom teacher | Complies with local, state, and federal requirements related to students’ and teachers’ rights and students plans, including IEPs. | …and  □ Accesses resources and/or referral services available to support student plans. | …and  □ Models the safe, responsible, legal, and ethical use of technology; implements school and district acceptable use policies. | …and  □ Advocates for all students’ equitable learning opportunities and access to resources. |

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***Steps in the Evaluation Process***

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| **STEPS** | **TEACHER** | **EVALUATOR** | **FORMS**  **NEEDED** |
| **Classroom**  **Observations** | The Troy Candidate will have at least 1announced and 1 unannounced observations by Cooperating teacher and University Supervisor at each placement.  (4 observations for each placement) | The observation will last a minimum of 45 minutes.  The evaluator will **take anecdotal notes\*** and **complete a check list** to indicate which activities are observed in the classroom. **After each observation,** the evaluator will have a post-observation conference. | • Observation  Check List  • Classroom Anecdotal Notes |
| **Dialogues & Additional Data** | Intern could possibly discuss questions with the evaluator. | The evaluator will use this form in taking notes, recording conversations, committee meetings, etc. | • Dialogue  Data Form |
| **Collaborative**  **Summary Report** | To complete this form, the Intern will participate in a discussion with the evaluator at the conclusion of the evaluation process for the year. | The evaluator assesses the teacher through evaluating each of the EDUCATE Alabama standards. Part of the form is completed after each observation and includes data collected from dialogue and other sources. | • Collaborative Summary Report  (Each Placement before PLP form) |
| **Professional**  **Learning Plan** | The PLP is developed jointly with the university evaluator and teacher working together to identify goals for the next school year. | The university supervisor will lead the intern to develop a successful PLP with realistic goals and activities. The university supervisor will have final approval of the PLP. | • PLP Form  (Each Placement) |

\*Anecdotal notes take the place of scripting during classroom observations.

**TROY UNIVERSITY   
COLLEGE OF EDUCATION**

**INTERNSHIP ASSESSMENT**

**Troy Candidate Pre/Post Observation Conference Record**

**(The Troy Candidate should have the majority of this form completed before the post observation conference)**

**Candidate’s Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
University Supervisor Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Troy Candidate Campus Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester of Observation: \_\_\_\_\_\_\_\_\_\_\_\_**

***Please place an X to indicate which placement Please place an X to indicate which observation*  
Placement 1st\_\_\_\_ 2nd\_\_\_\_3rd\_\_\_\_ Formative Observation 1 \_\_\_\_ 2 \_\_\_\_   
Subject Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Troy Candidate Campus Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
*Please enter responses in the space below.***

1. What is the content/topic of the unit of instruction of which this lesson was a part?
2. What has been previously taught (this unit)? What will be taught following this lesson (this unit)?

1. How is this unit aligned with Alabama’s Courses of Study/College to Career Readiness Standards?
2. What were your specific objectives for this lesson?
3. What learner differences exist in this class? What accommodations did you make for some or all of them in this class? This unit?

*Place an X next to those learner differences observed during this class.*

\_\_\_\_\_ Special Needs \_\_\_\_\_ Achievement \_\_\_\_\_ Motivation \_\_\_\_\_ Developmental Levels  
\_\_\_\_\_ Learning Styles \_\_\_\_\_ Language(s) \_\_\_\_\_ Interests \_\_\_\_\_ Other

*Please describe any accommodations, which were made for some or all indicated above within this class/unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. What student and Troy Candidate activities were planned for today?
2. How will the accomplishment of objectives be measured? *(if not measured during the lesson)*

*Please place an X beside any applicable measurements listed below which is used in measuring the unit objective(s).*

\_\_\_\_\_Candidate Made Tests \_\_\_\_\_Commercially Made Tests \_\_\_\_\_Textbook Made Test \_\_\_\_\_Standardized Tests  
\_\_\_\_\_System Developed Tests \_\_\_\_\_Homework \_\_\_\_\_Work Products/Project \_\_\_\_\_Student Performance   
\_\_\_\_\_Other: If you chose other please specify : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observation Checklist:**

**Instructions:**   
*The University Supervisor/Cooperating Teacher will assess the K-12 candidate’s knowledge and skills by placing the first letter of the student’s observed level of performance being* ***NI, BP, EP, AP, IP, ET, AT, N/O*** *the space next to each standard. Next to each indicator you observe place an* ***X*** *so you can provide a holistic performance level.*  
  
**Levels of Performance**

**(NI)** - Needs Improvement   
**(BP)** - Beginning at Pre-service Level   
**(EP)** - Emerging at Pre-service Level   
**(AP)** - Applying at Pre-service Level   
**(IP)** - Integrating at Pre-service Level (our interns should be preforming at least at this level)  
**(ET)** - Emerging Teacher Level   
**(AT)** - Applying at Teacher Level   
**(N/O)** - Not Observed

**Please see performance levels above. Please place the level of performance observed in regards to the candidate for each indicator below.**

**Standard 1: Content Knowledge**

**1.1 Knowledge of subject matter\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Knows subject matter

\_\_\_\_\_\_\_\_Delivers developmentally appropriate lessons

\_\_\_\_\_\_\_\_Challenges all learners

**1.2 Activates learners’ prior knowledge \_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Incorporates relevant activities

\_\_\_\_\_\_\_\_Identifies misconceptions

\_\_\_\_\_\_\_\_Scaffolds to develop new understanding

**1.3 Connects curriculum to other content areas\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Connects content to previous learning  
\_\_\_\_\_\_\_\_Connects content to other subject areas  
\_\_\_\_\_\_\_\_Teaches rigorous and relevant lessons

**1.4 Designs instruction based on ACOS/CCRS\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Aligns activities with ACOS/CCRS Integrates multiple content   
 standards  
\_\_\_\_\_\_\_\_Communicates connections between standards and knowledge/skills  
\_\_\_\_\_\_\_\_Uses multiple resources in units/lessons

**1.5 Accommodations/modifications meet individual needs\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Identifies individual differences  
\_\_\_\_\_\_\_\_Accommodates differences in learners with appropriate resources  
\_\_\_\_\_\_\_\_Modifies instructional strategies to challenge learners

**Standard 2: Teaching and Learning Environment**

**2a - Organization and Management of the Learning  
2a.1 Classroom Organization & Management\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Organizes classroom for optimum response

\_\_\_\_\_\_\_\_Ensures all learners are on task  
\_\_\_\_\_\_\_\_Addresses positive and negative behavior appropriately

**2a.2 Fair & respectful climate Models respectful interaction Establishes positive rapport \_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Implements positive disciplinary strategies  
\_\_\_\_\_\_\_\_Teaches behavioral strategies to promote a positive classroom

**2a.3 Safe, orderly, stimulating learning environment\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Establishes routines to involve students

\_\_\_\_\_\_\_\_Questions to engage and motivate learners

\_\_\_\_\_\_\_\_Provides engaging, enriching, and stimulating environment

**2b – Using Instructional Strategies to Engage Learners  
2b.1 Develops standards-based goals\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Teaches the ACOS/CCRS and county curriculum guides

\_\_\_\_\_\_\_\_Uses data to determine student needs

\_\_\_\_\_\_\_\_Determines individualized, challenging academic goals

**2b.2 Student-developed learner goals\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Teacher establishes and communicates academic goals

\_\_\_\_\_\_\_\_Provides feedback (individual and whole group)

\_\_\_\_\_\_\_\_Ensures that students set and reflect on academic and behavioral   
 goals

**2b.3 Designs effective lesson plans Teaches mandated lessons (see 2b.1)\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Communicates objective(s) and learning tasks Selects appropriate   
 instructional strategies

**2b.4 Learning activities for optimum student growth\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Moves beyond textbook

\_\_\_\_\_\_\_\_Uses higher-order questioning  
\_\_\_\_\_\_\_\_Presents instruction at different levels  
 **2c – Assessment of Learning  
2c.1 Formative assessment\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_Implements required

\_\_\_\_\_\_\_\_\_Shares assessment results  
\_\_\_\_\_\_\_\_\_Checks for understanding   
\_\_\_\_\_\_\_\_\_Uses assessment results to adjust instruction as needed

**2c.2 Summative Assessment\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Develops and administers appropriate summative assessments (grades K-12)

\_\_\_\_\_\_\_\_At grades K-12, uses a variety of assessment methods including   
 online and computer technology

\_\_\_\_\_\_\_\_Individualizes assessments meet student needs

**Standard 3: Literacy**

**3a – Oral/Written Communication  
3a.1 Standard oral/written communication Uses correct grammar, pronunciation Uses correct structure, volume, and pacing.\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Uses standard spoken and oral communication (grammar,   
 pronunciation, sentence structure, volume, pacing)

\_\_\_\_\_\_\_\_Interacts effectively with individuals/groups

\_\_\_\_\_\_\_\_Enhances communication (questioning, paraphrasing, extending   
 ideas, suggests additional viewpoints)

**3a.2 Verbal and nonverbal communication\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Responds to verbal and nonverbal expressions

\_\_\_\_\_\_\_\_Creates a learning environment to initiate verbal and nonverbal communication (enhance understanding, critical thinking and positive relationships)

\_\_\_\_\_\_\_\_Responds with communication to maintain individual and group   
 focus and on-task behavior

**3b – Reading Skills/Literacy  
3b.1 Uses strategies to improve skills in fluency, vocabulary, and comprehension\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Uses materials and strategies to assist learners in reading   
 comprehension within and across subject areas

\_\_\_\_\_\_\_\_Provides vocabulary instruction in content areas

\_\_\_\_\_\_\_\_Monitors learner progress in literacy skills as well as content   
 knowledge

**3c – Development/Application of Math Skills  
3c.1 Teaches problem solving with mathematical skills across subject areas\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Guides learners to use math to interpret data and draw conclusions

\_\_\_\_\_\_\_\_Integrates math problem-solving strategies in content areas

**3c.2 Communicates mathematical concepts within the content\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Leads students to identify math issues across content areas

\_\_\_\_\_\_\_\_Teaches mathematical vocabulary and concepts across content areas

**3d – Technology  
3d.1 Integrates technology into all content areas\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Integrates technological resources

\_\_\_\_\_\_\_\_Uses technology to address individual learner difference

**3d.2 Facilitates learners’ use of technology and evaluates their technological proficiency\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Teaches procedures and routines in using technology

\_\_\_\_\_\_\_\_Engages students in learning experiences requiring the use of   
 technology

\_\_\_\_\_\_\_\_Works to improve learner abilities to use technology

**Standard 4: Diversity**

**4a Cultural/Ethnic/Social Diversity  
4a.1 Develops culturally responsive curriculum Demonstrate positive regard for various cultures, genders, linguistic backgrounds, and socioeconomic status through the selection of specific lessons.\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Uses resources and lessons that teach the contributions of people of diverse cultures/backgrounds to the content area

**4a.2 Respect for and sensitivity to diversity\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Adjusts communication to create positive interactions

\_\_\_\_\_\_\_\_Lessons ensure that all learners have equitable opportunities to   
 participate and feel safe in doing so

**4b Language Diversity  
4b.1 Enables learners to accelerate language acquisition by using native language and background\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Connects curriculum content to native languages to support transfer   
 of learning, when possible

**4b.2 Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning**

\_\_\_\_\_\_\_\_Uses available program materials for second language instruction

\_\_\_\_\_\_\_\_Uses visuals and modeling to augment auditory directions and   
 information

\_\_\_\_\_\_\_\_Uses a variety of ELD strategies to make program materials more   
 accessible to students at all language proficiency levels

**4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Uses available materials to reteach skills and concepts to students   
 with learning difficulties  
\_\_\_\_\_\_\_\_Provides cognitive and/or linguistic scaffolds for learners during   
 instruction

**4c – Special Needs  
4c.1 Recognizes characteristics of exceptionality in learning and provides appropriate interventions\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Adjusts lessons based on learner exceptionalities and needs

**4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Incorporates instructional activities for exceptional learners  
\_\_\_\_\_\_\_\_Provides modeling and visuals that address the needs of all   
 exceptional learner

**Standard 5: Professionalism**

**5.1 Collaborates with stakeholders to facilitate student learning and well-being.\_\_\_\_\_\_\_**  
\_\_\_\_\_\_\_\_\_Anticipates instructional challenges

**5.2 Engages in ongoing professional learning to move practice forward.\_\_\_\_\_\_\_**  
  
\_\_\_\_\_\_\_\_Constructs short-term and long-term objectives for student   
 improvement and develops action plan

***5.3 Indicators not observable – can be documented on the Documentation for Other Data Sources Form***

**5.4 Promotes professional ethics and integrity.\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Adheres to “Alabama Educator Code of Ethics”

\_\_\_\_\_\_\_\_Exhibits professional conduct

\_\_\_\_\_\_\_\_Demonstrates respect and consideration in interactions with others

\_\_\_\_\_\_\_\_Demonstrates punctuality

**5.5 Complies with local, state, and federal regulations and policies.\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_Complies with legal requirements related to students’ and teachers’   
 rights

\_\_\_\_\_\_\_\_Complies with laws and policies regarding exceptional and at risk   
 learners

\_\_\_\_\_\_\_\_Develops and implements classroom adaptations in accordance with   
 student plans

**Strengths Observed:**

|  |  |
| --- | --- |
| ***Standard/Indicator/Rubric:*** | ***Comments/Suggestions:*** |
|  |  |
|  |  |
|  |  |

**Areas of Opportunity:**

|  |  |
| --- | --- |
| ***Standard/Indicator/Rubric:*** | ***Comments/Suggestions:*** |
|  |  |
|  |  |
|  |  |

**Comments Troy Candidate:**

**Comments Cooperating Teacher:**

**Comments University Supervisor:**

Troy Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Cooperating Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Troy Candidate’s signature indicates this form has been reviewed and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.*

Should a *Troy Candidate* receive performance ratings at or below the Applying at Pre-service Level, remediation must be developed by the Cooperating Teacher, the University Supervisor, and the *Troy Candidate.* The agreed upon Remediation Plan must be implemented immediately and improved performance demonstrated in the areas of deficits to the Integrating at Pre-service Level for the Candidate to pass the Internship.  If the *Troy Candidate* fails to bring any area(s) of deficit to the Integrating at Pre-service Level, this may result in the *Troy Candidate* repeating a portion or all of their Troy Internship thus postponing graduation. This decision will be made by the Dean of the College of Education, the Multi-Campus Director of Teacher Education, Cooperating Teacher, and the University Supervisor.  The Dean of the College of Education will be informed of the decision.

Observation Record: Anecdotal Notes

*Troy Candidate’s Name: Page:*

Evaluator's Name:



**COLLABORATIVE SUMMARY REPORT  
 Troy University  
College of Education   
Troy Internship Candidate**

Troy Internship Candidate Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Troy Internship Candidate Campus Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Subject Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
School/Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please indicate the placement number with an X below.***

First Placement\_\_\_\_\_ Second Placement\_\_\_\_\_ Third Placement\_\_\_\_\_  
Semester of Observation: \_\_\_\_\_\_\_\_\_\_\_\_   
Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observation Evaluated by:*****(Please indicate with an X below)***

\_\_\_\_\_\_\_University Supervisor \_\_\_\_\_\_\_Cooperating Teacher

University Supervisor/Cooperating Teacher Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Formative Observation:**

1st CSR with Cooperating Teacher: \_\_\_\_\_\_

2nd CSR with Cooperating Teacher: \_\_\_\_\_\_

1st CSR with University Supervisor: \_\_\_\_\_\_

2nd CSR with University Supervisor: \_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLLABORATIVE SUMMARY REPORT** Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.  Place an **X** in the boxes below which correlates the intern candidate’s current level of practice in relation to each standard listed. | | | ***Levels of Practice*** | | | | | | | |
| **(NI) - Needs Improvement** | **(BP) - Beginning at Pre-service Level** | **(EP) - Emerging at Pre-service Level** | **(AP) - Applying at Pre-service Level** | **(IP) - Integrating at Pre-service Level** | **(ET) - Emerging Teacher Level** | **(AT) - Applying at Teacher Level** | **(N/O) - Not Observed** |
| **Standard 1: Content Knowledge** | | |  | | | | | | | |
| 1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills | | |  |  |  |  |  |  |  |  |
| 1.2 Activates learners’ prior knowledge, experience, and interests and uses this information | | |  |  |  |  |  |  |  |  |
| 1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance | | |  |  |  |  |  |  |  |  |
| 1.4 Designs instructional activities based on state content standards | | |  |  |  |  |  |  |  |  |
| 1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner | | |  |  |  |  |  |  |  |  |
| Overall holistic level of practice | | |  |  |  |  |  |  |  |  |
|  | **Classroom Observation 1 Comments** | **Classroom Observation 2 Comments** | **Dialogue/Additional Data** | | | | | | | |
| 1.1 |  |  |  | | | | | | | |
| 1.2 |  |  |  | | | | | | | |
| 1.3 |  |  |  | | | | | | | |
| 1.4 |  |  |  | | | | | | | |
| 1.5 |  |  |  | | | | | | | |
| **Troy Candidate/Evaluator Comments:** | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSR page 2 Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.  Place an **X** in the boxes below which correlates the intern candidate’s current level of practice in relation to each standard listed. | | | ***Levels of Practice*** | | | | | | |
| **(NI) - Needs Improvement** | **(BP) - Beginning at Pre-service Level** | **(EP) - Emerging at Pre-service Level** | **(AP) - Applying at Pre-service Level** | **(IP) – Integrating at Pre-service Level** | **(ET) - Emerging Teacher Level** | **(AT) - Applying at Teacher Level** |
| **Standard 2: Teaching and Learning Environment Standard 2a: Organization and Management of the Learning** | | | | | | | | | |
| 2a.1 Classroom organization/management built upon expectations and research-based strategies for positive behavior | | |  |  |  |  |  |  |  |
| 2a.2 Creates a climate that promotes fairness and respect | | |  |  |  |  |  |  |  |
| 2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners | | |  |  |  |  |  |  |  |
| **Standard 2b: Using Instructional Strategies to Engage Learners** | | | | | | | | | |
| 2b.1 Develops challenging, standards-based academic goals for each learner | | |  |  |  |  |  |  |  |
| 2b.2 Engages learners in developing and monitoring goals for their own learning and behavior | | |  |  |  |  |  |  |  |
| 2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies | | |  |  |  |  |  |  |  |
| 2b.4 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment | | |  |  |  |  |  |  |  |
| **Standard 2c: Assessment of Learning** | | | | | | | | | |
| 2c.1 Uses formative assessments to provide specific and timely feedback and to adjust instruction | | |  |  |  |  |  |  |  |
| 2c.2 Uses summative assessments to measure learner attainment of specified learning targets | | |  |  |  |  |  |  |  |
| 2c.3 Maintains evidence and records of learning performance to communicate progress | | |  |  |  |  |  |  |  |
| 2c.4 Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes | | |  |  |  |  |  |  |  |
| Overall holistic level of practice | | |  |  |  |  |  |  |  |
|  | **Classroom Observation 1 Comments** | **Classroom Observation 2 Comments** | **Dialogue/Additional Data** | | | | | | |
| 2a |  |  |  | | | | | | |
| 2b |  |  |  | | | | | | |
| 2c |  |  |  | | | | | | |
| **Troy Candidate/Evaluator Comments:** | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSR page 3  Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.  Place an **X** in the boxes below which correlates the intern candidate’s current level of practice in relation to each standard listed. | | | | ***Levels of Practice*** | | | | | | | |
| **(NI) - Needs Improvement** | **(BP) - Beginning at Pre-service Level** | **(EP) - Emerging at Pre-service Level** | **(AP) - Applying at Pre-service Level** | **(IP) - Integrating at Pre-service Level** | **(ET) - Emerging Teacher Level** | **(AT) - Applying at Teacher Level** | **(NI) - Needs Improvement** |
| **Standard 3: Literacy Standard 3a: Oral and Written Communication** | | | | | | | | | | | |
| 3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies | | | |  |  |  |  |  |  |  |  |
| 3a.2 Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate | | | |  |  |  |  |  |  |  |  |
| **Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources** | | | | | | | | | | | |
| 3b.1 Instructional strategies appropriate to learners/content area to improve learners’ skills in fluency/vocabulary/comprehension | | | |  |  |  |  |  |  |  |  |
| 3b.2 Integrates narrative/expository reading strategies across the curriculum | | | |  |  |  |  |  |  |  |  |
| **Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas** | | | | | | | | | | | |
| 3c.1 Teaches problem solving which requires mathematical skills within and across subject areas | | | |  |  |  |  |  |  |  |  |
| 3c.2 Communicates mathematical concepts, processes, and symbols within the content taught | | | |  |  |  |  |  |  |  |  |
| **Standard 3d: Utilizes Technology** | | | | | | | | | | | |
| 3d.1 Identifies and integrates available emerging technology into the teaching of all content areas | | | |  |  |  |  |  |  |  |  |
| 3d.2 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency | | | |  |  |  |  |  |  |  |  |
| Overall holistic level of practice | | | |  |  |  |  |  |  |  |  |
|  | **Classroom Observation 1 Comments** | **Classroom Observation 2 Comments** | **Dialogue/Additional Data** | | | | | | | | |
| 3a |  |  |  | | | | | | | | |
| 3b |  |  |  | | | | | | | | |
| 3c |  |  |  | | | | | | | | |
| 3d |  |  |  | | | | | | | | |
| Teacher/Evaluator Comments: | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSR page 4  Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.  Place an **X** in the boxes below which correlates the intern candidate’s current level of practice in relation to each standard listed. | | | | ***Levels of Practice*** | | | | | | | |
| **(NI) - Needs Improvement** | **(BP) - Beginning at Pre-service Level** | **(EP) - Emerging at Pre-service Level** | **(AP) - Applying at Pre-service Level** | **(IP) - Integrating at Pre-service Level** | **(ET) - Emerging Teacher Level** | **(AT) - Applying at Teacher Level** | **(NI) - Needs Improvement** |
| **Standard 4: Diversity  Standard 4a. Cultural, Ethnic, and Social Diversity** | | | | | | | | | | | |
| 4a.1 Develops culturally responsive curriculum and instruction in response to differences in individuals | | | |  |  |  |  |  |  |  |  |
| 4a.2 Communicates in ways that demonstrate sensitivity to diversity and individual differences | | | |  |  |  |  |  |  |  |  |
| 4a.3 Demonstrates and applies an understanding of how cultural biases can affect teaching and learning | | | |  |  |  |  |  |  |  |  |
| **Standard 4b. Language Diversity** | | | |  |  |  |  |  |  |  |  |
| 4b.1 Enables learners to accelerate language acquisition by utilizing their native language and background | | | |  |  |  |  |  |  |  |  |
| 4b.2 Guides second language acquisition and utilizes English Language Development strategies to support learning | | | |  |  |  |  |  |  |  |  |
| 4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning | | | |  |  |  |  |  |  |  |  |
| **Standard 4c: Special Needs** | | | |  |  |  |  |  |  |  |  |
| 4c.1 Recognizes characteristics of exceptionality in learning; appropriate interventions | | | |  |  |  |  |  |  |  |  |
| 4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners | | | |  |  |  |  |  |  |  |  |
| **Standard 4d: Learning Styles** | | | |  |  |  |  |  |  |  |  |
| 4d.1 Helps students assess their own learning styles and build upon identified strengths | | | |  |  |  |  |  |  |  |  |
| 4d.2 Designs learning experiences that engage learning styles and multiple intelligences | | | |  |  |  |  |  |  |  |  |
| Overall holistic level of practice | | | |  |  |  |  |  |  |  |  |
|  | **Classroom Observation 1 Comments** | **Classroom Observation 2 Comments** | **Dialogue/Additional Data** | | | | | | | | |
| 4a |  |  |  | | | | | | | | |
| 4b |  |  |  | | | | | | | | |
| 4c |  |  |  | | | | | | | | |
| 4d |  |  |  | | | | | | | | |
| Teacher/Evaluator Comments: | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSR page 5  Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.  Place an **X** in the boxes below which correlates the intern candidate’s current level of practice in relation to each standard listed. | | | | ***Levels of Practice*** | | | | | | | |
| **(NI) - Needs Improvement** | **(BP) - Beginning at Pre-service Level** | **(EP) - Emerging at Pre-service Level** | **(AP) - Applying at Pre-service Level** | **(IP) - Integrating at Pre-service Level** | **(ET) - Emerging Teacher Level** | **(AT) - Applying at Teacher Level** | **(NI) - Needs Improvement** |
| **Standard 5: Professionalism** | | | | | | | | | | | |
| 5.1 Collaborates with stakeholders to facilitate student learning and well being | | | |  |  |  |  |  |  |  |  |
| 5.2 Engages in ongoing professional learning to move practice forward | | | |  |  |  |  |  |  |  |  |
| 5.3 Participates as a professional learning community member in advancing school improvement initiatives | | | |  |  |  |  |  |  |  |  |
| 5.4 Promotes professional ethics and integrity | | | |  |  |  |  |  |  |  |  |
| 5.5 Complies with local, state, and Federal regulations and policies | | | |  |  |  |  |  |  |  |  |
| Overall holistic level of practice | | | |  |  |  |  |  |  |  |  |
|  | **Classroom Observation 1 Comments** | **Classroom Observation 2 Comments** | **Dialogue/Additional Data** | | | | | | | | |
| 5.1 |  |  |  | | | | | | | | |
| 5.2 |  |  |  | | | | | | | | |
| 5.3 |  |  |  | | | | | | | | |
| 5.4 |  |  |  | | | | | | | | |
| 5.5 |  |  |  | | | | | | | | |
| Teacher/Evaluator Comments: | | | | | | | | | | | |

**Collaborative Summary Report: page 6**

1. **Areas for Action:**
2. **Intern/Evaluator Additional Comments:**

Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  
  
University Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  
  
Cooperating Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

***Teacher’s signature does not necessarily indicate agreement with the results of the evaluation.***

**TROY UNIVERSITY**

COLLEGE OF EDUCATION - EDUCATEAlabama PROFESSIONAL LEARNING PLAN (PLP)

**Troy Candidate Internship**

# Troy Candidate: Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher/University Supervisor Placement one or two Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** This plan should result from performance ratings on the two formative observations conducted by the Cooperating Teacher, the University Supervisor and the Troy Candidate for this placement. It should focus on the knowledge and practices that would assist the Troy Candidate in achieving the professional learning needed to progress to higher levels of teaching practice found on the AQTS rubrics. The plan should address no more than two indicators, providing time for deeper learning to occur in both areas. The indicators chosen should be prioritized based on agreed-upon needs. Please complete both goal one and goal two for each placement.

|  |  |  |
| --- | --- | --- |
| **Goal 1 Focus** | **Proposed Action Steps, Activities, and Outcomes** | **Timelines** |
| Standard/Indicator  Standard: Indicator: |  |  |
| End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning | | |
| Additional Educator /Evaluator Comments | | |

|  |  |  |
| --- | --- | --- |
| **Goal 2 Focus** | **Proposed Action Steps, Activities, and Outcomes** | **Timelines** |
| Standard/Indicator  Standard: Indicator: |  |  |
| End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning | | |
| Additional Educator /Evaluator Comments | | |

## We agree upon the Goals, Action Steps, Activities, Proposed Outcomes and Timeline Listed.

## Troy Candidate Date Cooperating Teacher, University Supervisor Date

***Signatures indicate we have discussed the Reflection and Impact described.***