

Troy University
College of Education
Professional Internship Handbook
(Revised 2015)



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; Helderbran, 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

- A. 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.
1. Candidates are not permitted to arrange their own placement.
 2. Candidates are not permitted to intern in schools where relatives work, family members attend, or where the candidate attended school.
 3. 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.

4. Internships must be conducted in schools with full SACS accreditation. Preference is given to public schools whenever possible.
 5. 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.
- B. 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.
 - C. 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.
 - D. 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.
 - E. 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.
 - F. 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.
 - G. 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.
 - H. 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.

- I. 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

- A. 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.
- B. 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.)
- C. Candidates are expected to present themselves in a professional manner at all times. This includes behavior.
- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. 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.

- I. 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.
- J. 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.
- K. 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.
- L. Cell phone use and text messaging are prohibited in schools.
- M. Drugs, tobacco, alcohol, guns, and weapons are prohibited. Make sure that none of these items are on your person or in your vehicle.

Attendance

- A. 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.**
- B. 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.
- C. 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.
- D. The candidate must also remember to notify his/her University Supervisor(s) in case an observation is planned for that day.
- E. Routine dental and doctor appointments are **not** considered excused absences.
- F. All excused absences including days of partial attendance must be made up.
- G. Excessive absences or unexcused absences will result in a grade of “F” for internship.
- H. 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.
- I. Candidates will arrive and depart according to school policy and guidelines.
- J. 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.
- K. Leaving the assigned school without permission of the cooperating teacher and principal may result in the assignment of a grade of “F” for internship.

- L. It is the candidate's responsibility to arrange for transportation to and from the assigned school(s).

Lesson Plans

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. 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

- a. The Candidate's copy of the Internship Handbook
- a. A short autobiography (1-2 pages)
- b. The Candidate's Philosophy of Education

2. Report of Attendance

- a. Complete daily recording hours carefully, accurately and neatly
- b. Must be signed by Cooperating Teacher

3. General Information

- a. School policies, procedures, school and faculty handbook
- b. Classroom sketch
- c. Student seating chart
- d. Rules with consequences
- e. Class schedule

4. Lesson Plans

- a. Organized by subject area.
- b. Follow lesson plan guideline in Internship Handbook

- c. 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.
- d. Date and keep plans in the order in which lessons are taught.
- e. Reflect daily on each lesson taught. Lack of reflections on lesson plans can result in a grade of "F" for internship.

5. Evaluations

- a. Evaluations completed by Cooperating Teacher(s)
- b. 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:

- a. Understand that the candidate is not and should not be a clone of the Cooperating Teacher.
- b. Accept the candidate as a professional equal.
- c. Include the candidate in more than the immediate classroom environment.
- d. Encourage the input of the candidate in the design, delivery and evaluation of instruction as soon as possible.
- e. 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:

16. Confer with the University Supervisor on a regular basis concerning the progress of the candidate.
17. Work closely with the University Supervisor to avoid giving contradictory information to candidate.
18. 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

- a. Introduce yourself to the candidate.
- b. Explain your philosophies.
- c. Talk about your expectations for your class and the candidate.
- d. Become acquainted with the candidate.
- e. Discuss goals.
- f. Obtain biographical information from your candidate.
- g. Provide an overall picture of your students and class set-up.
- h. Review registration sheets and IEPs with information on each child.
- i. Provide a class roll.
- j. Provide seating charts so the candidate can learn the students' names.
- k. Introduce the candidate to your students in each class or group.
- l. Introduce the candidate to the school staff. This could be done at a faculty meeting.
- m. Establish a weekly conference time. Lesson plans for the following week will be reviewed at this time.
- n. Discuss policies for classroom management.
- o. Discuss responsibilities for materials.
- p. Help the candidate to become familiar with the classroom arrangement, and tour the school facilities.
- q. Provide the candidate with a desk, a school handbook, a daily schedule, teacher manuals, bus schedules, lunch/attendance forms, school safety plan, etc.
- r. 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:

- a. How students are called into a group
- b. How students are dismissed from a group
- c. How the teacher uses verbal and non-verbal signals
- d. How students prepare for lunch, to go outside, to go to the library, etc.
- e. How class routine is established
- f. 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:

- a. Help individual students with seat work, classroom assignments, projects, etc.
- b. Work with small groups.
- c. 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:

- a. The candidate must learn the students' names quickly.
- b. The candidate should have access to class rolls
- c. The candidate should use your seating chart or create one.
- d. To assist with learning names, the candidate could write brief observations of each student, including notes on any special needs of the students
- e. The candidate must begin to establish individual relationships with the students.
- f. The students' names can be reinforced by having the candidate return graded assignments to the students.
- g. The candidate must become familiar with management tasks.
- h. The candidate can take responsibility for daily roll call, lunch count, and snack reports.
- i. The candidate should learn the procedures for transition of groups and activities.
- j. Discuss the report card used by the school system.
- k. The candidate must learn the methods used for determining grades and for keeping records in your classroom.
- l. Engage the candidate in directed observations of your teaching.
- m. The candidate should observe how a group is called together and dismissed, how a lesson is introduced, and how new material is introduced.
- n. The candidate must review the teacher's manuals for your texts and learn the procedures for using them.
- o. When observing your teaching, the candidate should follow your written lesson plan.
- p. Discuss with the candidate the outcome of the lesson you taught.
- q. The candidate must study discipline techniques.

- r. After observing your teaching, the candidate should note classroom management that is effective in each class.
- s. Assist the candidate in establishing his/her authority with the students.
- t. The candidate should begin to participate in the teaching process.
- u. The candidate could teach a lesson he/she planned to the entire group or teach a small group activity planned by the cooperating teacher.
- v. The candidate can work with individual students who are having difficulties.
- w. 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.
- x. The candidate must understand your requirements and expectations. Continue to discuss specific requirements for evaluation as the candidate assumes responsibility.
- y. 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:

- a. Plan to meet students' individual needs.
- b. Evaluate the cooperating teacher's plans and actual teaching to see why certain activities were carried out or were changed.
- c. Differentiate among types of questions asked by the cooperating teacher and understanding why different types of questions are used.
- d. Listen carefully to students to be able to respond in an appropriate manner. The candidate should assume specific academic responsibility by:
- e. Taking responsibility for a group activity, such as teaching a reading group or a specific class.
- f. 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.)

Dates, classes and times University Supervisor should not visit. (Example: field trips, assemblies, scoliosis testing, Honors Day, etc.)

Your Weekly Schedule

Example:	August 27-31	Observation
	September 4-7	Math-1 st period
	September 10-14	Math-1 st period, History-3 rd period
	September 17-21	Math-1 st period, History-3 rd period, Science-6 th
	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

Objectives

Procedures

Materials

Prior Knowledge and Experience

Indicators of Success

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		

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.

<u>Date(s) of Absence</u>	<u>Reason for Absence(s)</u>	<u>Date(s) Time Missed was Made-up</u>	<u>Total hours</u>	<u>Signature of Supervisor</u>

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.

<u>Evaluation Score</u>	<u>Cooperating Teacher- Supervisory Areas</u>	<u>Comments:</u>
	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:

<u>Evaluation Score</u>	<u>Evaluation of University Supervisor by Cooperating Teacher - Areas of Supervision</u>	<u>Comments</u>
	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:			
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Caucasian <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> American Indian <input type="checkbox"/> Alaskan Native <input type="checkbox"/> Other <small>(Voluntary: will not be used in a discriminatory manner)</small>							
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

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

Year	Place	Grade/Subject	Total Years

3. CERTIFICATION INFORMATION (List in order from the most current to the least current.)

Year Issued	State	Type (subject)	Rank

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 candidacy 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 1 announced 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 EducateAlabama 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. *Observation 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