

AUBURN UNIVERSITY MONTGOMERY

College of Education

Office of Student Services
and Teacher Certification Program

Undergraduate and Alternative Master's Professional Internship Manual

Last Revised 1/27/2015

The contents of the Professional Internship Manual provide materials common to teacher preparation internships for Auburn Montgomery College of Education. Most programs in Education lead to certification through the Alabama Department of Education. Programs resulting in Alabama Teacher Certification are subject to all regulations set forth by the Teacher Education Code. Implementation of additional requirements may be mandated by the Alabama State Department of Education and/or College of Education policy changes and such changes will supersede the current requirements delineated in this Intern Manual. Candidates should consult their education advisor for specific program requirements necessary for graduation and certification.

Auburn University Montgomery
College of Education
Office of Student Services and Teacher Certification
P.O. Box 244023
Montgomery, AL 36124-4023
Office: 334-244-3451
Fax: 334-244-3132

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ACCREDITATIONS AND APPROVALS

The College of Education is accredited by the [National Council for the Accreditation of Teacher Education](#) (NCATE) and all programs are approved by the [Alabama Department of Education](#) (ALSDE). The master's programs in community counseling and school counseling are accredited by the [Council for Accreditation of Counseling & Related Educational Programs](#) (CACREP).

NCATE is recognized by the U.S. Department of Education as the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. Through its voluntary peer review process, NCATE ensures accredited institutions produce competent, qualified teachers and other professional school personnel.

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs.

AUM is one of only 8 institutions in the state of Alabama to be CACREP accredited. AUM was awarded CACREP accreditation on 7/17/2010. Our accreditation for the Master's School Counseling and Community Counseling programs expires 10/31/2018.

CONCEPTUAL FRAMEWORK

Professional study in the College of Education is based on a model that recognizes and prepares teachers as **Professional Educators**. The school is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the vision of the College of Education to prepare **competent, committed, and reflective** professional educators.

- **Competent** - Equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop.
- **Committed** - Dedicated to the ethical practices and collaboration that serve as a foundation of diverse and intellectually vibrant society.
- **Reflective** – Devoted to analyzing their past practices in ways that fuel ongoing learning and improve future practices.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in the school setting. The AUM College of Education recognizes that the development of a competent, committed, and reflective educator means the development of a **Professional Educator**.

All AUM candidates spend extensive time in schools and classrooms as a component of professional education courses. These experiences are involved with diversity in many forms. They provide AUM candidates with practical knowledge of reality as experienced in the P-12 classrooms. The field laboratory experiences provide operative, reflective and collaborative knowledge toward the development of the **Professional Educator**.

The professional dispositions and outcomes are designed to develop the **Professional Educator**. The professional dispositions and outcomes are in concert with the School's program goals, the internship evaluation, the Alabama Department of Education Standards, the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), the National Board of Professional Teaching Standards (NBPTS), and EDUCATEAlabama.

The AUM College of Education adopted the following list of ten outcomes.

1. **Subject Matter Knowledge (Disposition: Competent)** - The Professional Educator understands the central concepts, tools of inquiry, and structures of the disciplines.
2. **Human Development (Disposition: Competent)** - The Professional Educator understands how people learn and develop.
3. **Diversity (Disposition: Competent, Reflective)** - The Professional Educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. **Planning (Disposition: Competent, Committed, Reflective)** - The Professional Educator develops plans based on knowledge of subject matter, students, community, and curriculum goals.
5. **Learning Environment (Disposition: Competent, Committed, Reflective)** - The Professional Educator uses an understanding of individual and group motivation, plus is responsible for managing and monitoring student learning.
6. **Instructional Strategies (Disposition: Competent, Committed, Reflective)** - The Professional Educator understands and uses a variety of instructional strategies.
7. **Communication (Disposition: Competent)** - The Professional Educator uses knowledge of effective verbal, nonverbal, and media communication technologies.
8. **Assessment (Disposition: Competent, Reflective)** - The Professional Educator uses formal and informal assessment strategies to evaluate.
9. **Technology (Disposition: Competent)** - The Professional Educator is proficient in the use of technology to enhance teaching and learning.
10. **Professionalism (Disposition: Committed, Reflective)** - The Professional Educator is a reflective practitioner who evaluates the effects of his/her choices and actions on others, and seeks to grow professionally.

All candidates are expected to become **Professional Educators** through the mastery of these ten outcomes and the three dispositions. During the internship semester, the interns will be expected to demonstrate mastery of the ten outcomes with a minimum rating at the Basic level (with a numeric rating of at least 2).

OVERVIEW OF THE INTERNSHIP

The Professional Internship is a full semester. The candidate enrolls in six to nine semester hours and is assigned to an area school for the full semester. Candidates, faculty, and personnel of cooperative systems are urged to utilize the contents of this manual in order to implement the appropriate experiences during the internship semester. Please feel free to contact the Office of Student Services and Teacher Certification at AUM if there are further questions.

The AUM faculty and staff offer sincere gratitude to the cooperating/mentor teachers, principals, and superintendents for the opportunity to place our interns in their school. This partnership in the professional development of the AUM intern is appreciated.

The AUM College of Education faculty and staff are constantly seeking the improvement of the pre-service teacher education program. The internship experience provides the College of Education and the cooperating school districts opportunities to contribute to the further development of the AUM candidate plus gather information about the quality of teachers produced. Both the Intern and the College of Education program are under review in the internship and feedback is sought about both.

Intern Orientation Meetings

The Director of Student Services and Teacher Certification and/or the University Supervisors will conduct an orientation meeting for the candidates prior to their initial school visit. At this meeting the clinical experience, the role of the Intern, the Cooperating Teacher, the Cooperating Principal and the University Supervisor are discussed. Other topics discussed at the meeting are school and community relations, personal/professional development and evaluations.

The Cooperating Teacher/Principal's orientation is intended to help the intern feel welcome and a part of the instructional team. The candidate should be introduced to all school personnel and made aware of their responsibilities in the school, reports to be completed, and extracurricular expectations.

The Director of Student Services and Teacher Certification and the University Supervisors will conduct an exit meeting for the candidates at the end of the internship. At this meeting, the clinical experience, the teaching certificate application process, and applying for teaching positions are discussed. Other topics discussed at the meeting are school and community relations as well as personal/professional development.

Application Procedures

The Intern is responsible for making application (**Appendix A**) for the internship to ensure appropriate placement. An advising copy of the candidate's **transcript** should be attached to the completed intern application along with the report of the candidate's **field laboratory assignments**.

The final dates for submission of the internship application are the following:

- Fall Semester ----- **March 30**
- Spring Semester ----- **August 30**

Review of the Intern Application

When the Office of Student Services and Teacher Certification receives the completed internship application, a review of the candidate's records occurs to ensure that the following requirements are met.

Undergraduate Candidates:

Prerequisites:

- All candidates must have verification of admission to the professional education program.
- All candidates must have a minimum of 100 semester hours of course work completed which includes the appropriate professional education courses and requirements for majors or their equivalents as designated by the candidate's advisor.

Scholarship and Readiness to Teach:

- All candidates must have a minimum grade point average of 2.5 based on a 4.0 scale on all courses taken prior to admission to the professional internship.
- All candidates must have a minimum grade point average of 2.5 based on a 4.0 scale in all education courses with no individual course grade lower than "C".
- All candidates must have a minimum grade point average of 2.5 in all courses included in their requirements for majors with no grade lower than "C".
- All candidates must have demonstrated evidence of satisfactory competencies related to the laboratory experiences prior to the internship.
- A passing score on all Praxis II must be submitted to the Certification Office by July 1st for Fall internships and December 1st for Spring internships.
 - Candidates who are interning Fall 2013 are allowed to intern without a passing score on the pedagogy Praxis test, *Principles of Learning and Teaching*. Candidates who apply for certification in Fall 2013 who do not pass the *Principles of Learning and Teaching* test and/or the

Teaching Reading test will be issued an “IP” in their Internship until a passing score is earned.

- Beginning Fall 2014, candidates must receive a passing grade on all Praxis II tests required for specific licensure areas (i.e, content knowledge or core tests) **and** all Praxis tests required for all teaching fields (*Principles of Learning and Teaching* pedagogy tests; *Teaching Reading* test) before Professional Internship.
- Candidates in exempt programs who do not pass all Praxis II tests will be issued an “IP” in a course during their final term until a passing score is earned.

Exceptions:

Instructional Leadership – Class A	May be taken final term
School Counseling – Class A	May be taken during Internship II
Physical Education – Class B & Class A	May be taken during Internship
Reading Specialist – Class A	May be taken final term

Graduate Candidates:

- All teaching field candidates must have a minimum grade point average of 3.0 based on a 4.0 scale on all courses taken. All Instructional Leadership candidates must have a minimum grade point average of 3.25 based on a 4.0 scale on all courses taken.
- All candidates must have demonstrated evidence of satisfactory competencies related to the field experiences prior to the internship.
- Beginning Fall 2014, candidates, except for Reading Specialist, Instructional Leadership, and Physical Education must receive a passing grade on all content knowledge Praxis II tests before Professional Internship. A passing score on Praxis II must be submitted to the Certification Office by July 1st for Fall internships and December 1st for Spring internships. Candidates in exempt programs who do not pass all Praxis II tests will be issued an “I” in Comprehensive Exam until a passing score is earned.

When applying for internship, the candidate is required to complete the appropriate application for Professional Internship found in this manual and attach an advising copy of their latest transcript, a recent photograph, and the field lab experiences report documented in LiveText. Candidates select a first and second choice request for internship placement from a list of school systems that have formal agreements with the AUM College of Education or Mentor Teacher Program. This is only a request.

The Office of Student Services and Teacher Certification screens the complete internship application packet, including a review of all field experiences to ensure that candidates have had extensive experiences with students of different racial/ethnic/socio-economic backgrounds and in various grade levels. If an applicant has not had extensive experiences in each of these areas, he/she will be placed in a setting that meets these requirements for

Professional Internship. The candidate is notified of their internship placement by letter of admission or denial. In the event of denial the candidate may request an interview. The candidate may reapply for admission after the deficiencies are met and the interview process has been completed.

Teaching is a specialized profession that requires the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program, the faculty reserves the right to recommend to the department head and the dean **the exclusion of candidates from the internship based on criteria other than scholarship** (i.e., unprofessional conduct defined by the COE faculty, unacceptable scores on course indicators or the disposition rubric).

Placement and Assignment of the Teacher Candidate

AUM and school systems work collaboratively to assign interns to qualified teachers. Teachers must meet the following State Board of Education requirements for Cooperating Teachers. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A Level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A Certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area(s) of specialization.

If the recommended assignment is satisfactory to the University, the Office of Student Services and Teacher Certification notifies the intern in writing of the internship placement. The notification letter includes the dates of the orientation and evaluation seminars and the length of the internship.

Preparation for the Internship

The candidates plan their program completion so that no courses will be taken in conjunction with the internship. The internship is a full-time experience for a full semester in the teaching field for which certification is sought and may include more than one classroom or grade level. The intern is required to progress to the full responsibilities of the teacher for a **minimum** of 20 full days including at least 10 consecutive days. An intern who is absent for one day during the 10 consecutive day assignment for a reason deemed acceptable by both AUM and the assigned school may exercise full responsibilities on the eleventh consecutive day. The internship requires the full commitment of the intern; therefore, any deviation must be approved by intern cooperating teacher, university supervisor **and** department head. AUM may require the intern to meet on campus for special activities (example: Comprehensive Exam, Teacher Interview Day, etc.) for no more than five days during the internship semester. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics **or** Elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields. For P-12 programs and for individuals seeking certification in collaborative special education at **both** the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades. For early childhood and early childhood special education programs, the internship shall include a pre-school or kindergarten placement and a placement in grades 1, 2, or 3 unless substantial field experiences were completed at both levels. For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-

3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

The candidate must request in writing permission to enroll in **additional course work during the internship semester**. Approval by the candidate's advisor and department head must be granted before enrolling in additional coursework. AUM will use its discretion concerning internship semester days designated for final examinations.

The Cooperating Principal and Cooperating Teacher plan for the arrival of the Intern by acquainting the community, faculty and pupils with the purposes of the internship along with the status and role of the Intern. The Intern should be viewed as another professional who will be contributing to all aspects of the school's instructional program and activities.

The Cooperating Teacher will have online access to the Internship Manual. The Cooperating Teacher should arrange for the Intern to examine copies of their school faculty handbook, school policies manual, teacher's edition of the textbooks, school system curriculum guides, and other useful information. Arrangements should be made to provide proper workspace for the Intern.

Internship Registration

After being successfully screened and notified of approval for the professional internship, candidates must register for the appropriate course(s).

The semester course names and numbers for undergraduate candidates are:

- ECEL 4924 Internship in Childhood Education (9 semester hours)
- ESPE 4924 Professional Internship in Special Education (9 semester hours)
- PHED 4924 Professional Internship in Physical Education (9 semester hours)
- SCED 4924 Professional Internship in Secondary Education (9 semester hours)

The semester course names and numbers for graduate candidates are:

- ECEL 6924 Internship in Childhood Education (6 semester hours)
- ESPE 6924 Professional Internship in Special Education (6 semester hours)
- PHED 6924 Professional Internship in Physical Education (6 semester hours)
- SCED 6924 Professional Internship in Secondary Education (6 semester hours)

Internship Requirements *(for graduate students ONLY)*

The following conditions must be followed and satisfied in order for an AUM College of Education candidate to complete an alternate internship. Approval for a candidate to complete an alternate internship is based on the following procedures:

1. The candidate must submit a letter requesting the alternate internship experience. The application letter must provide reasons for the request. This letter must accompany the intern application, and it should adhere to published deadlines for submission of intern applications.
2. The Director of Student Services and Teacher Certification will screen the materials, and the candidate must satisfy all prerequisite course work and GPA requirements for the AUM internship.
3. The principal must provide a letter on school letterhead with the following information:
 - a. The full name of a master or bachelor level teacher who holds a valid teaching certificate for their present assignment, has at least 3 years of educational experience in their field, and is currently teaching classes in the intern's area of specialization. The identified teacher will provide daily oversight and evaluate the intern.
 - b. Verification that the candidate has completed at least one full year of successful teaching experience and that the candidate will be teaching in the field in which certification is sought.

Time spent as a substitute teacher will not count toward satisfying the one-year experience requirement.

4. The proposed alternate internship must be in an accredited school (Southern Association or Alabama State Department of Education).
5. Candidates enrolled in certification programs that require dual assignments must complete internship experiences in both settings.
6. All applications for an alternate internship arrangement must be approved by a departmental committee, the Department Head and the Dean. The Certification Officer will be an ex officio member of the departmental committee. When the alternate internship request concerns a graduate student, the Graduate Coordinator will serve as an ex officio member. The Department Head will appoint the committee and chair the meeting. In most cases faculty that taught the candidate's methods classes will serve as members of the departmental committee.
7. The candidate will receive written notification of results. If approved, the candidate must register for the internship course. An AUM supervisor will evaluate progress and assign the final grade.

Responsibility of Participants

The responsibilities of the Cooperating Teacher, the Cooperating Principal, the University supervisor and the Director of Student Services and Teacher Certification are as follows.

Responsibilities of the Intern/Candidate

In most internship teaching experiences, it is desirable for the Intern to observe the Cooperating Teacher for a few days before being given any total group responsibilities. However, even on the first day there are many introductory activities in which the Intern can assist the Cooperating Teacher in order to become acquainted with the students and the classroom. The items below are only a few responsibilities the Intern may assume early in the internship experience.

Initial Activities

The Intern should....

- Learn the names of the students.
- Make a seating chart of the classroom to aid in learning students' names (if appropriate).
- Discuss pupils with the Cooperating Teacher.
- Learn school policies concerning discipline rules, accidents, assembly, dismissal, and teacher duties. Review and be prepared for all fire, bomb, bad weather signals, intruder, and contingency plans for emergency situations.
- Make plans with the Cooperating Teacher throughout the internship experience.
- Review cumulative folders of students. This activity must be done in a professional and confidential manner.

Continuing Activities

The Intern should....

- Distribute materials to students.
- Take roll and record attendance.
- Learn attendance registration procedures.
- If appropriate, handle any monetary duties.
- Record grades, check notebooks, workbooks or class work.
- Meet other faculty members.
- Attend PTA/PTO activities, faculty meetings, parent conference, and other professional meetings that are appropriate (i.e., school board meetings).
- Teach students, individually or in small groups, as soon as possible.
- Assist in plans and arrangements of bulletin boards or small learning activity centers in the room.

- Assume full responsibility for the class, and keep that full responsibility for a **maximum amount of time**.
- Visit the office and/or other classrooms.
- Complete other responsibilities assigned by the Cooperating Teacher and the University Supervisor.

At the end of the Intern’s first week in the classroom, he/she will have done as many of the previously listed activities as possible. In order for the candidate to learn by this observation and participation, the Cooperating Teacher should plan for conferences with the Intern to explain why a particular experience or plan was used; how it was designed; and what was achieved as well as the things that could go wrong with the lessons.

The Intern, in order to get as much actual teaching experience during the semester, should be in complete charge of the class by the latter part of the term. How long he/she should stay in charge of the class will depend on the progress and the evaluation of the Intern’s ability to maintain the high standards to which the class has become accustomed.

As the final week of the internship approaches, the Intern should handle most if not all of the classroom responsibilities. To assist the Intern in his/her responsibilities, a checklist may be used as quick guide and reference (**Appendix B**).

Responsibility of Cooperating Principal

The Cooperating Principal should...
<ul style="list-style-type: none"> • Conduct an orientation session with the assigned interns during the first week of the internship.
<ul style="list-style-type: none"> • Work as a team member with the University Supervisor and the Cooperating Teacher to insure that a successful internship occurs.
<ul style="list-style-type: none"> • Assist the Cooperating Teacher in providing an open and well-balanced learning and teaching experience for the Intern.
<ul style="list-style-type: none"> • Allow the Intern to spend a maximum of one day observing and assisting in the office procedures.
<ul style="list-style-type: none"> • Arrange with members of the faculty a schedule of Intern visits in other grade levels during the semester.

Responsibility of Cooperating/Mentor Teacher

The Cooperating/Mentor Teacher should...
<ul style="list-style-type: none">• Provide the Intern with working space and materials to foster the Intern's becoming a member of the professional team.
<ul style="list-style-type: none">• Assist the Intern with information that will lead to success in the classroom. The intern may plan support activities to be provided by the cooperating teacher.
<ul style="list-style-type: none">• Provide the Intern with continuous feedback on progress and skills developed.
<ul style="list-style-type: none">• Provide the Intern with information about students, time schedules, and daily class routines.
<ul style="list-style-type: none">• Complete Form II Intern Progress Report – Formative Evaluation and the Supplemental Evaluation Forms for the two to four formal observations of the Intern's teaching depending upon whether there is a split or full term internship assignment. This should be given to the University Supervisor and a copy to the Intern. The University Supervisor will forward evaluation forms to the Office of Student Services and Teacher Certification at the conclusion of the internship.
<ul style="list-style-type: none">• Forward evaluation forms that were completed by the Cooperating Teacher to the AUM SOE Office of Student Services and Teacher Certification at the conclusion of the internship.

*The Cooperating Teacher is furnished with a checklist to be used as a quick guide to the responsibilities of the Cooperating Teacher during the internship period (**Appendix C**).

Responsibility of AUM University Supervisor/Instructor

The AUM University Supervisor/Instructor should...

- Discuss with the Intern, the role of the Principal and Cooperating Teacher at the assigned school early in the internship.
- Make a minimum of 3-4 observation visits during the semester to observe the Intern teach.
- Complete Form II Intern Progress Report and Supplemental Evaluation Form during each observation visit. Copies will be given to the Intern and the Cooperating Teacher at the conclusion of the visit for immediate feedback.
- Provide constructive feedback to the intern after each observation visit.
- Discuss the observation visit with the Cooperating Teacher each time.
- Conduct seminars during the semester with the Interns and University Supervisor's team and maintain continuous communication (i.e., email).
- Serve as a liaison between the assigned school and AUM.
- Complete the final evaluation on the Intern and forward the originals of other evaluation forms to the Office of Student Services and Teacher Certification at the conclusion of the internship.
- Act as the instructor for the professional internship by assigning the final grade.
- Forward evaluation forms that were completed by the Cooperating Teacher to the Office of Student Services and Teacher Certification at the conclusion of the internship.
- Faculty designated as program specialist and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.

Responsibility of the Office of Student Services and Teacher Certification:

The Director of Student Services and Teacher Certification should...

- Plan with local education agency personnel in making internship assignments.
- Keep records, of Intern assignments, Cooperating Teachers, Cooperating Schools and their ratings and eligibility.
- Plan with the University Supervisor concerning the internship program.
- Coordinate evaluation procedures for the internship.
- Coordinate certification procedures for the Intern.
- Conduct orientations and evaluation seminars for interns in cooperating with the University Supervisor.

Major Components of the Internship/Clinical Experience

Purposes of the Internship:

- To provide practical experiences for realistic interpretations and application of educational theory in terms of pupil growth and development.
- To provide experiences that will give the pre-service teacher opportunities to integrate theoretical and field-based concepts, skills, attitudes, and knowledge.
- To provide opportunities for integration of subject matter with teaching experiences.
- To prepare candidates to become professional educators.
- To provide the College of Education an opportunity to evaluate its pre-service program in teaching education to ensure continuous improvement.

Requirements of the internship/clinical experience:

The internship experiences must satisfy the following requirements:

- Candidate internship must be full-time in the schools for sixteen weeks *Candidate clinical experience must be full-time and must include sixteen weeks (AUM's internships will last 16 weeks).*
- Interns must be given experiences in all responsibilities of the classroom teacher.
- Interns must have full responsibilities for the entire school day during the internship. The intern is required to progress to the full responsibilities of the teacher for a **minimum** of 20 full days including at least 10 consecutive days. (AUM would like the intern to have full responsibilities for much longer than the minimum requirement). An intern who is absent for one day during the 10 consecutive day assignment for a reason deemed acceptable by both AUM and the assigned school may exercise full responsibilities on the eleventh consecutive day.
- Interns must be responsible for planning, teaching, and evaluating at least one major unit of work.
- Interns must demonstrate readiness to teach through on-the-job performance as assessed by AUM's College of Education Outcomes and Indicators on LiveText, plus a supplemental evaluation form for each specific teaching major.
- Interns must make a satisfactory score on the appropriate comprehensive examination prior to graduation and certification.
- Interns are required to be at school each day during internship. Any absences must be approved by the Cooperating Teacher and the University Supervisor and must be made up by spending additional time at the school.
- For elementary education majors, the clinical experiences must include upper and lower elementary placements (unless substantial field experiences were completed at both levels)
- For early childhood majors, the clinical experience must include a preschool or kindergarten placement unless substantial field experiences were completed at those levels.
- For P-12 programs, the clinical experiences must be divided between early childhood/elementary and secondary grades.

Additional Requirement for Graduate students ONLY - Candidates must complete the Teacher Education program no later than five years after admission to the graduate program.

Intern Evaluation

The intern will be assessed on the mastery of AUM's Outcomes and Dispositions and a course grade will be assigned. The Intern Progress Reports are organized around ten Outcomes. A definition of the different letter grades is also provided in this section.

Form II Intern Progress Report – Formative Evaluation

Both the University Supervisor and the Cooperating Teacher evaluate the intern several times during the semester. Form II (**Appendix D**) is the evaluation instrument used for classroom observation and assessment. The University Supervisor and the Cooperating Teacher complete this form each time the Intern is formally observed. The Cooperating Teacher is responsible for a **minimum of two/three** formal observations (depending on whether the intern has a split or full term assignment). The University Supervisor is responsible for **2-3 observations**. This form is signed by the Intern and sent to the Office of Student Services and Teacher Certification at the conclusion of the semester. The signature of the Intern does not indicate agreement or disagreement with the evaluation; it merely indicates that the candidate has seen the evaluation.

Supplemental Evaluation

Additional intern attributes are evaluated on a supplemental evaluation form (**Appendix E**), which is required for all majors. These attributes are required by the State Department of Education, and the intern must demonstrate competence at the Basic level (Level 2) or higher on these attributes in order to successfully complete the internship experience.

Internship Grades

The University Supervisor assigns the final grade for the internship based on progress reported by the Cooperating Teacher and the University Supervisor. Letter grades of **A, B, C, D** and **F** will be assessed on progress documented by the Form II evaluations, the supplemental form and the overall evaluation on LiveText. An Intern may receive a grade of **I** = Incomplete, under special circumstances.

An "A" Intern

A grade of **A** in the internship is earned when evaluators can confidently say that the Intern is fully capable of beginning the first year of the profession in a highly successful manner. The Intern's work has been **outstanding**. The Intern demonstrated vitality and enthusiasm, met all provisions for the **B** grade in a **superior** manner, and showed **unusual** aptitude for handling pupils and for stimulating learning. Moreover, the Intern was a valuable member in the life of the entire school.

A “B” Intern

The grade of **B** in the internship is indicative of the kind of person AUM is proud to recommend as a beginning professional. It is an above-average grade but within the reach of any Intern who does a thorough, competent, and imaginative job in the classroom and related programs of the school. It means the Intern can be expected to solve his/her problems in discipline, classroom management and curriculum organization. The Intern’s oral and written communication skills are at an appropriate professional level. Work is done with promptness, efficiency, and accuracy. The Intern is punctual and demonstrates a commitment to responsibilities of the internship and to the education profession.

Specifically, **B** interns have succeeded in all the following:

- Knowledge of subject matter was adequate in the judgment of both the clinical teacher and university supervisor. The Intern demonstrated correct oral and written communication skills.
- An appropriate variety of instructional techniques were used. The Intern reflected knowledge of growth and development and the psychology of learning.
- A variety of instructional materials were used appropriately.
- Classroom management, which includes control, was efficient and appropriate.
- Personal qualities of a high caliber were manifested—professional appearance; ability to get along well with others; maturity in social, educational and personal affairs; cooperation; dependability; appropriate and positive attitude toward the profession, and toward pupils, parents, and other professionals.
- Lesson plans were carefully developed for each lesson taught, and were submitted to the on site clinical supervisor for approval and discussion prior to being taught.
- The Intern evaluated papers accurately, assisted in maintaining records (attendance, grade, etc.), assisted with homeroom and curricular activities of the school, and attended professional meetings as part of the normal internship experience.

A “C” Intern

The grade of **C** in internship means the Intern has not met all of the qualifications listed for a **B** grade. However, the Intern demonstrates potential for average success as a teacher, and would require continued supervision during the first year of the profession.

A “D” Intern

The grade of **D** in internship means the Intern’s work is inadequate. It is recommended that the candidate repeat the internship; and it is required before graduation.

The “F” Intern

A grade of **F** in the internship means the Intern has not clearly demonstrated a level of knowledge in the subject matter, the principles of learning, growth and development, or the ability to personally adjust to the professional setting.

The Intern may not retake the internship until approval is given by the Committee for Admission to Professional Internship composed of the Director of Student Services and Teacher Certification, the candidate’s advisor, and other faculty members that are appropriate. When the committee has given permission, the candidate may register for the internship. The Intern must also register and pay necessary tuition to repeat the internship. A grade of “C” or higher is required before graduation.

SPECIAL CONCERNS RELATING TO THE INTERNSHIP

- Absences

If the Intern must be absent, the Cooperating Teacher and the University Supervisor should be notified as soon as possible. Frequent absences must be made up and if they are excessive, the internship grade may be lowered, the intern must drop the course, or if after the drop date, may appeal to the university supervisor for a grade of I = Incomplete.

- Alabama Code of Ethics

- 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. A link to the Alabama Educator Code of Ethics is provided at the end of this section. Take time to read and follow this important information.
- <https://docs.alsde.edu/documents/66/Alabama%20Educator%20Code%20of%20Ethics.pdf>

- Alabama Educator Certification Testing Program (AECTP) Information

The Subject Matter portion of the AECTP consists of selected tests from the Praxis II: Subject Assessments, which are administered by Educational Testing Service (ETS). The assessments measure subject-specific teaching skills and knowledge. Test applications can be completed via the Internet (www.ets.org/praxis) or by telephone (800-772-9476 or 609-771-7395). **Candidates are required to pass the appropriate Praxis II assessments before interning. A Passing Score (hard copy) must be received by the Office of Student Services and Teacher Education no later than JULY 1st for individuals interning FALL Term and no later than DECEMBER 1st for individuals interning SPRING Term.** A list of the appropriate Praxis II assessments required for each of AUM's majors is available in room 301 Education www.ets.org/praxis .

- Certification

During the Exit Seminar for Clinical Experience, the candidate should make application to the Office of Student Services and Teacher Certification in the College of Education for his/her teaching certificate. There is a fee for the certificate.

- Dress Code for Field Experiences/Internships

Many area public schools have strict dress codes. Some elementary and middle schools require uniforms. As a visitor to a public school and a representative of AUM College of Education, make sure you are dressed appropriately. Some schools may have additional requirements that you must abide by, but the following list will help you present yourself in a professional and respectful manner.

- Wear clothing that is neat, clean and professional.
 - Do not wear hats, flip-flops or backless shoes to an assignment.
 - Do not wear tank tops or t-shirts (men), strapless, spaghetti strapped, low-cut tops (women), tops that are too short (reveals the midriff).
 - Do not wear or pants that are too low (reveals underwear) or skirts that are too short (no more than 5 inches above the middle of the knee).
 - Do not wear shirts with inappropriate slogans (such as references to cigarettes, alcohol, drugs, sex, or profanity).
 - Do not wear shorts that are not applicable to physical education students.
 - Do not wear facial jewelry (i.e., brow, nose, tongue)
 - At some schools, faculty can wear jeans on Fridays; the best policy is always to ask your mentor teacher and follow his/her lead.
 - Failure to adhere to your school placement dress policies will result in dismissal from your field experience or internship with no additional placement for that term.
- Full-time Teaching
The Intern is responsible for full-time teaching for a maximum amount of time during the internship. It is recommended that the Cooperating Teacher not be present in the classroom during this time, *if the Intern is ready for this responsibility*. The following State Board of Education requirements for clinical placements and intern requirements will meet Administrative Code 290-3-3-.02(4)(g)1.
 - Graduate School
The candidate who receives a Class B teaching certificate is eligible to apply for a Master's degree program in a support area or in the teaching field in which the undergraduate degree is held. The Alternative A Master's degree candidate who receives a Class A teaching certificate is eligible to apply for an Educational Specialist's degree program in a support area or in the teaching field in which the graduate degree is held. Applications are online at www.aum.edu
 - Graduation
In order to Graduate you must apply on-line your last semester of coursework BEFORE your Clinical Experience OR the 1st week of your last term. The candidate should contact the Registrar's Office at AUM if you have questions concerning applying for graduation. There is a fee for graduation. All transfer credit and grade changes must be in the Registrar's Office prior to graduation. The Candidate should check with his/her advisor to be sure a program plan has been completed for the certification check. Check AUM's webpage or contact the Registrar's Office for the final deadline for graduation applications. The Office of Student Services and Teacher Certification (#301) will need OFFICIAL transcripts from each college attended for your first Undergraduate Degree and/or for any pre-requisites required

for admission to the Master's Program. Have EACH college or university send the Official Transcripts directly to the AUM Teacher Certification Office.

- Instructional Supplies

The Cooperating School will furnish normal instructional, consumable supplies to the Intern to be used with pupils during the internship. Those materials furnished by the intern, such as intern-constructed activities and other teaching aids, may remain the property of the intern.

- Comprehensive Examination

All candidates are required to meet State Department of Education requirements relating to a program completion assessment (comprehensive examination). See your advisor for further details about this requirement. Candidates are expected to register for the appropriate comprehensive examination.

- Liability Insurance

Each Intern may elect to be insured through membership in the Student Alabama Education Association (SAEA). Candidates may contact the SAEA faculty sponsor or the chapter president in the College of Education for further information.

- Observation of Intern's Teaching

The University Supervisor makes between three to five visits to the school during the internship. Visits will be made by the University Supervisor to observe teaching and instructional techniques of the Intern. The final visit by the University Supervisor is for the purpose of sharing the final evaluation of the internship. The Cooperating Teacher makes two/three formal observations of the Intern in teaching situations. The Cooperating Teacher completes Form II plus a supplemental evaluation at the end of the internship assignment.

Arrangements should be made so that a conference can be held immediately following the observation in order that the University Supervisor/Cooperating Teacher can share suggestions and recommendations. The Intern will also receive a copy of the evaluation forms at these conferences and should sign that he/she has read it.

- Professional Activities

- The Intern submits two progress reports to the Office of Student Services and Teacher Certification (one at the end of 8th week, and the other at the end of the 12th week - **Appendix F**).
- The Intern completes a form evaluating the internship experience. These forms are turned in at the final Intern Evaluation Seminar (**Appendix G**).

- The Intern completes a Daily Class Schedule as soon as possible and sends a copy to the University Supervisor. This schedule is critical so that the University Supervisor can make specific plans for his/her observation visits (**Appendix H**).
 - The Cooperating Teacher completes an evaluation report of the Internship experiences (**Appendix I**) and forwards it to the Office of Student Services and Teacher Certification Programs along with Form II and supplemental evaluations at the conclusion of the internship.
- Schedule
When possible, the internship will include the opening and/or the closing of a school year. The Intern's first full day will begin after the initial intern on-campus seminar. The last day of the internship will be noted in the assignment letter. The Intern and the Cooperating Teacher will need to organize their time so that the two of them will have ample time to plan responsibilities before, after, and during school.
 - Seminars
Orientation and evaluation seminars are held in conjunction with university faculty at various times during the internship. Topics for the seminar will vary according to the University Supervisor and the needs of the Intern. Seminars are generally not held during school hours.
 - Substitute Teaching
Interns are not allowed to be used as a substitute teacher. It is expected that the Cooperating Principal will not use the Intern as a substitute; this will assure the continued success of both the Intern and the pupils. Also, if the Cooperating Teacher is absent, the school should hire a substitute teacher to be in the classroom along with the Intern.
 - Teacher Placement Services
The AUM Office of Career Development offers each AUM candidate the opportunity for free career counseling and placement assistance. Materials that enable the Intern to initiate a placement file should be completed at the conclusion of the internship.
 - Education/Teacher Interview Day
Each fall and spring semester the AUM and Auburn (main campus) Office of Career Development invite school system representatives to the Auburn Hotel and Conference Center to interview prospective teachers. Any intern or candidate ready to graduate by the end of the fall, spring or summer semester is eligible for the education/teacher interview day. The interns may participate during the school day in the education/teacher interview day. The Cooperating Teacher and the University

Supervisor must approve ALL absences for this and other interviews, and the time missed from the intern's classroom must be completed.

- Teacher Work Sample

The Intern is responsible for planning, teaching and evaluating at least one major Teacher Work Sample in each school setting. The Intern should consult with the University Supervisor to receive instructions of what content should be included in their Teacher Work Sample. There should be agreement among the Cooperating Teacher, Intern, and University Supervisor on the nature of the project and the implementation date. The decisions about the topic, and the implementation date should be made as soon as possible during the internship experience. The Intern should present the Teacher Work Sample to the Cooperating Teacher and have it approved by the Cooperating Teacher prior to beginning. The Teacher Work Sample should be placed in the electronic portfolio.

Electronic Portfolio Requirements

A professional electronic portfolio is required of all undergraduate candidates. The portfolio is a means of screening candidates for graduation. The portfolio is also a professional document to be used by candidates beginning the interview process for employment. The portfolio is a component of the process that ensures all graduates have the skills needed to be a "Professional Educator" as defined in the AUM College of Education model. The electronic portfolio also provides opportunities to demonstrate abilities to use technology that enhance professional growth. Candidates should see their academic advisor to discuss the preparation of their professional portfolio.

College of Education Warranty of Graduates

The AUM College of Education shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specializations. AUM shall provide remediation at no cost to such individuals who performance indicates the need for additional support. For example, a) receive less than the required minimum composite score, as determined by the Alabama State Board of Education on EDUCATEAlabama or another State adapted evaluation instrument; or b) are within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendations by AUM. In no case, shall AUM be required to provide remediation for more than the first two years of employment.

APPLICATION FOR ALABAMA CERTIFICATION

Candidates in undergraduate and alternative master's programs receive materials for Alabama certification at the required internship exit seminar/meeting. Directions for completing these materials are provided at that time. To be recommended for Alabama certification, the following documents must be submitted to the College of Education Office of Student Services and Teacher Certification, P O Box 244023, Montgomery, AL 36124, ATTN: Melissa Card.

- Completed certification application with required processing fee
- Official AUM transcript documenting completion of degree (requested by our office)
- Official transcripts for all non-AUM course work used to meet admission requirements and degree requirements.

Program graduates who delay obtaining Alabama certification may be subject to changes made in teacher certification requirements between the time of graduation and the time of the certification request. If an individual is not recommended for certification within five years (60 calendar months) of program completion, the individual will be required to complete current approved program requirements.

Contact:

AUM Office of Student Services and Teacher Certification

Education Bldg Rom 301

334-244-3451

mcard@aum.edu

Appendix A

Intern Application



CHILDHOOD EDUCATION ONLY
APPLICATION FOR PROFESSIONAL INTERNSHIP

COLLEGE OF EDUCATION

Please complete this form and return it to the Office of Student Services and Teacher Certification by the dates listed below.

Attach an advising copy of your latest AUM transcript, a recent small photograph and the field lab experiences report form LIVETEXT (observation and participation). Contact Russ McKinney if you need assistance with the form rmckinn1@aum.edu).

Please check the semester in which you wish to intern:

___ Fall Semester, 20___ (Application due by March 30)
___ Spring Semester, 20___ (Application due by August 30)

Name: _____ Advisor: _____ Student Number _____

Address _____

Phone _____ street _____ city _____ state _____ zip _____
E-Mail Address _____ UG or AMED _____

Gender/Sex* _____ Ethnic Origin* _____

**This information is not mandatory, but is used for data and reporting purposes ONLY; failure to provide this information will NOT affect your application/placement.*

AUM College of Education requires the **successful completion** of the Alabama Educator Certification Testing Program (AECTP) assessment and the appropriate Praxis II assessments prior to internship.

AECTP Date _____ Praxis II Date/Score _____

Praxis II Date/Score _____ Praxis II Date/Score _____

Praxis II Date/Score _____ Praxis II Date/Score _____

Identify your 1st, 2nd and 3rd choice of systems where you are requesting an internship placement.

___ Alexander City ___ Auburn City ___ Autauga
___ Butler ___ Elmore ___ Monroe
___ Montgomery ___ Tallasse City ___ Troy City

FOR ADMINISTRATIVE USE ONLY

School _____ Mentor Teacher _____ Grade/Subject _____

Date to Begin Internship _____ Date to End Internship _____

School _____ Mentor Teacher _____ Grade/Subject _____

Date to Begin Internship _____ Date to End Internship _____



Attach photo here

APPLICATION FOR PROFESSIONAL INTERNSHIP

COLLEGE OF EDUCATION

Please complete this form (type or print neatly) and return it to the Office of Student Services and Teacher Certification. Attach an advising copy of your latest AUM transcript, a recent small photograph and the field lab experiences report.

Name: _____ Advisor: _____ Student Number _____

Address _____
street city state zip

Phone _____ E-Mail Address _____ UG or AMED _____

Identify the major/program area in which you wish to intern: _____

- a. Please check the semester in which you wish to intern:
 - ___ Fall Semester, 20_____ (Application due by March 30)
 - ___ Spring Semester, 20___ (Application due by August 30)

b. System in which you are **requesting** placement – Identify your 1st and 2nd choices:

- | | | | |
|--------------------------|--------------------|-------------------|----------------|
| ___ Alexander City | ___ Andalusia City | ___ Auburn City | ___ Autauga |
| ___ Covington County | ___ Baldwin | ___ Brewton City | ___ Butler |
| ___ Chilton | ___ Conecuh | ___ Crenshaw | ___ Elmore |
| ___ Hoover City | ___ Houston | ___ Lee Co. | ___ Montgomery |
| ___ Monroeville (Monroe) | ___ Opelika City | ___ Ozark City | ___ Selma City |
| ___ Sylacauga City | ___ Tallapoosa | ___ Tallasse City | ___ Troy City |

c. Course number and name, plus credit hours of the internship course for which you will register:
_____ MAJOR _____
Undergrad. OR Master's Number of hours credit

d. Sex* _____ Ethnic Group* _____
*This information is not mandatory, but is used for storage, retrieval, and reporting of information. Failure to provide this will in no way affect your application and placement.

e. AUM College of Education requires the **successful completion** of the Alabama Educator Certification Testing Program (AECTP) Test and the appropriate Praxis II Test content knowledge prior to internship.
AECTP Date _____ Praxis II Date/Score _____

f. Please attach to the application the report of your field laboratory experiences – From LIVETEXT (observation and participation). Contact Russ McKinney if you need help with this (rmckinn1@aum.edu)

FOR ADMINISTRATIVE USE ONLY

School _____ Cooperating Teacher _____ Grade/Subject _____
Date to Begin Internship _____ Date to End Internship _____

School _____ Cooperating Teacher _____ Grade/Subject _____
Date to Begin Internship _____ Date to End Internship _____

University Supervisor _____

Appendix B

Intern Checklist

1. At the end of the first week of the internship, have you...

- a. sent your University Supervisor a completed Daily Class Schedule?
- b. determined the dates of your full-time teaching and what project or unit you will implement?
- c. learned the names of all your students?

2. At the end of the seventh week of the internship, have you...

- a. sent your Progress Report to the Office of Student Services and Teacher Certification?
- b. been evaluated by your University Supervisor and made steps toward improvement in areas of deficiencies?
- c. been evaluated by your Cooperating Teacher and made steps toward improvement in areas of deficiencies?
- d. had conferences with both your University Supervisor and your Cooperating Teacher?

3. At the end of the fifteenth week of the internship, have you...

- a. sent your Progress Report to the Office of Student Services and Teacher Certification?
- b. been evaluated by your Cooperating Teacher and made steps toward improvement in areas of deficiencies?
- c. been evaluated by your University Supervisor and made steps toward improvement in areas of deficiencies?
- d. had conferences with both your University Supervisor and your Cooperating Teacher?
- e. been in the process of completing your full-time teaching requirement?
- f. submitted your LiveText portfolio for review by the University Supervisor?

4. At the last week of the internship, have you...

- a. returned all materials that belong to your University Supervisor, Cooperating Teacher, or the school?
- b. completed the form entitled Evaluation of Internship Experiences?
- c. checked to see if your Cooperating Teacher has completed two Form II's and the form entitled Evaluation of Cooperating Teacher's Experiences?
- d. checked to see if your University Supervisor has completed all Form IIs?
- e. made sure the Office of Student Services and Teacher Certification and the University Supervisor have copies of your Praxis II: Subject Matter Assessment scores?

Appendix C

Cooperating Teacher Checklist

1. At the end of the first week of the internship, have you...

- a. introduced the Intern to the class and defined the role of the intern?
- b. determined the responsibilities of the Intern and set a schedule for teaching duties?
- c. set the dates for the intern's full-time teaching and determined the scope of the project or unit for which the Intern is responsible?

2. At the end of the Mid Point of the internship, have you...

- a. made at least two formal evaluation of the Intern's teaching lesson(s) and completed a Form II which has been signed by you and the Intern?
- b. made informal observation of the Intern's teaching and held several conferences with the Intern?
- c. checked the plans for the Intern's unit or project and made constructive suggestions for improvement, if needed?
- d. assisted the Intern toward preparation for the minimum two weeks of full-time teaching by gradually increasing the Intern's responsibilities?

3. At the end of the three-fourths point of the internship, have you...

- a. made the third formal observation of the Intern's teaching lesson(s), and completed a Form II which has been signed by you and the Intern?
- b. had final series of conferences with the University Supervisor and shared your evaluation of the Intern?

4. At the last week of the internship, have you...

- a. completed the final evaluation, which is a summary of the entire internship?
- b. completed the form entitled Evaluation of Cooperating Teacher Experiences?
- c. mailed or sent by the University Supervisor all of the Form II's, and the corresponding Supplemental evaluations to the Office of Student Services and Teacher Certification? Please check to see that you and the Intern sign all forms.
- d. had a final conference with the Intern and the University Supervisor?

Appendix D

Intern Evaluation Form II

Note: **Make duplicate copies of this document** after each evaluation session. The intern, the cooperating teacher, and the university supervisor should receive a copy of the evaluation for **each observation**.



COLLEGE OF EDUCATION

Intern Progress Report – Formative Evaluation – Form II

Theme: The Professional Educator

Name of Intern _____ School _____ Grade _____

Form II is designed for the evaluation of specific lessons. It is also designed for **two observations**. Write the assigned rating for the first observation in the column labeled First and the rating for the second observation in the column labeled Second. All written comments should be dated and attached to the back of this evaluation. Please sign each observation and have the intern sign it after you have the conference with the intern about the evaluation. Copies of the evaluation should be given to the cooperating teacher, university supervisor, and intern.

- | | | |
|------------|----------|--|
| Key | 1 | Unsatisfactory: Indicates the performance in this area is not acceptable. Improvement activities must be undertaken immediately. |
| | 2 | Basic: Indicates the performance is acceptable but needs additional work and attention. Additional activities are required to improve in this area. |
| | 3 | Competent: Indicates the performance meets and sometimes exceeds expectations. Current practices are clearly acceptable. |
| | 4 | Exceptional: Indicates the performance is outstanding. No improvement is readily identifiable. |

First Observation Date _____ Second Observation Date _____

Subject _____ Subject _____

First **Second**

_____ _____ **Preparation**

- Plans based on student needs and state and local objectives
- Prepares materials appropriate for all students including those with special needs
- Plans for use of a variety of current and accurate materials/manipulative
- Ensures equipment works properly

_____ _____ **Introduction**

- Secures attention (motivates, etc.)
- Relates lesson to prior activities
- Gives clear directions

_____ _____ **Presentation**

- Sequences lesson effectively
- Emphasizes main idea
- Explicitly teaches when appropriate
- Provides modeling when appropriate
- Provides examples and/or personal experiences when appropriate
- Uses materials/manipulative appropriately
- Questions effectively
- Identifies misconceptions
- Encourages students to question and present own perspectives

_____ _____ **Conclusion**

- Identifies misconceptions
- Provides guided and/or independent practice when appropriate
- Provides review when appropriate
- Emphasizes main idea

Technology

Use technology appropriate for the lesson and students' needs
Uses technology for planning and managing the teaching and learning environment
Uses technology for school-home communication
Uses technology to conduct assessments including data collection
Selects, designs, and uses technology required to educate individuals whose exceptional learning needs interfere with communication
Identifies, uses, and maintains assistive technologies

Content

Presents content that fits objectives
Relates content to other subject areas when appropriate
Responds knowledgeably/accurately to questions
Uses accurate vocabulary
Stimulates interest in and fosters appreciation for books/reading when appropriate
Uses technology when appropriate
Displays a knowledge of child development

Assessment

Measures student progress effectively
Uses a variety of assessment techniques
Modifies teaching based upon student needs
Provides appropriate feedback to students

Behavior Management

Establishes appropriate standards and uses sanctions and rewards properly
Uses teaching time wisely
Arranges furniture/equipment to minimize disruptions
Arranges schedule of activities to minimize disruptions
Handles transitions smoothly
Sets timelines for completion when appropriate
Develops a plan for equitable use of technology when appropriate
Encourages students to assume increasing responsibility for themselves
Redirects digressions and handles interruptions effectively
Anticipates and intervenes when necessary
Uses verbal/nonverbal cues appropriately

Student Involvement/Rapport

Varies student groupings when appropriate (small, large, individuals)
Encourages participation of all students including those with special needs
Communicates optimal expectations in a positive way
Elicits responses effectively and seeks elaboration
Uses student ideas/responses
Varies roles in instructional process (instructor, facilitator, coach, and listener)
Demonstrates respect, confidence, and enthusiasm

Communication

Uses standard speech when writing and speaking
Speaks clearly and coherently
Uses correct pronunciation
Spells correctly
Writes legibly
Uses appropriate vocabulary
Uses communication skills effectively with special needs students

First Evaluation:

Intern's Signature Date

Evaluator's Signature Date

Second Evaluation:

Title (Cooperating Teacher or AUM Supervisor)

Intern's Signature Date

Evaluator's Signature Date

Title (Cooperating Teacher or AUM Supervisor)

Appendix E

Intern Supplemental Evaluation

Cooperating Teacher's Supplemental Evaluation
Form Enclosed in Intern Packet

**University Supervisor Required to Submit
on LIVETEXT**

Appendix F

Progress Reports

- After the Eighth Week
- After the Sixteenth Week

Semester _____, 20____

The AUM Intern/Candidate should complete this form and mail it to the AUM SOE Office of Student Services and Teacher Certification. Your feedback on your clinical experiences is very important.

Name _____ Date _____

School Assignment _____

University Supervisor _____ Cooperating Teacher _____

A. Please circle the appropriate response. (Circle **A** if the appropriate response is **ALWAYS**, **O** represents **OFTEN**, and **N** means **NEVER**.) Your responses will be held in confidence until the end of the semester, and then they will be shared with the appropriate persons.

- | | | | |
|---|----------|----------|----------|
| 1. I plan with my Cooperating Teacher | A | O | N |
| 2. My Cooperating Teacher is helpful in my progress. | A | O | N |
| 3. My Cooperating Teacher keeps me informed on my progress. | A | O | N |
| 4. My University Supervisor is accessible to me when I make my needs know. | A | O | N |
| 5. My University Supervisor keeps appointments at agreed times. | A | O | N |
| 6. My University Supervisor conducts evaluation conferences that help me to improve my teaching skills. | A | O | N |
| 7. My University Supervisor really cares about my success. | A | O | N |

B. Please answer the following questions.

1. How many formal observations was your University Supervisor made in order to watch you teach? _____
2. Was an evaluation conference held after each observation? _____
3. Has your Cooperating Teacher formally observed you teach and completed Form II? _____
4. Are you receiving the type of feedback and helpful suggestions from your Cooperating Teacher and University Supervisor? _____
5. Comments:

Semester _____, 20____

The AUM Intern/Candidate should complete this form and mail it to the AUM SOE Office of Student Services and Teacher Certification. Your feedback on your clinical experiences is very important.

Name _____ Date _____

School Assignment _____

University Supervisor _____ Cooperating Teacher _____

A. Please circle the appropriate response. (Circle **A** if the appropriate response is **ALWAYS**, **O** represents **OFTEN**, and **N** means **NEVER**.) Your responses will be held in confidence until the end of the semester, and then they will be shared with the appropriate persons.

- | | | | |
|---|----------|----------|----------|
| 1. I plan with my Cooperating Teacher | A | O | N |
| 2. My Cooperating Teacher is helpful in my progress. | A | O | N |
| 3. My Cooperating Teacher keeps me informed on my progress. | A | O | N |
| 4. My University Supervisor is accessible to me when I make my needs know. | A | O | N |
| 5. My University Supervisor keeps appointments at agreed times. | A | O | N |
| 6. My University Supervisor conducts evaluation conferences that help me to improve my teaching skills. | A | O | N |
| 7. My University Supervisor really cares about my success. | A | O | N |

B. Please answer the following questions.

- How many formal observations has your University Supervisor made in order to watch you teach? _____
- Was an evaluation conference held after each observation? _____
- Has your Cooperating Teacher formally observed you teach and completed Form II? _____
- Are you receiving the type of feedback and helpful suggestions from your Cooperating Teacher and University Supervisor? _____
- Comments:

Appendix G

Evaluation of Internship Experience(s) by the Candidate

Name _____ School _____

Cooperating Teacher _____ Date _____

University Supervisor _____

Use the back of this sheet if necessary. **Return the completed form to the AUM SOE Office of Student Services and Teacher Certification at the completion of the internship experiences.**

1. What was the most impressionable experience you encountered about your Clinical experience?

2. What did you observe to be the greatest strengths of the following?

a. Your assigned School.

b. Your Cooperating Teacher.

c. Your University Supervisor.

3. What did you find were the greatest weaknesses of the following?

a. Your assigned School.

b. Your Cooperating Teacher.

c. Your University Supervisor.

Additional Comments:

Name _____ School _____

Cooperating Teacher _____ Date _____

University Supervisor _____

Use the back of this sheet if necessary. **Return the completed form to the AUM SOE Office of Student Services and Teacher Certification at the completion of the clinical experiences.**

1. What was the most impressionable experience you encountered about your Clinical experience?

2. What did you observe to be the greatest strengths of the following?

a. Your assigned School.

b. Your Cooperating Teacher.

c. Your University Supervisor.

3. What did you find were the greatest weaknesses of the following?

a. Your assigned School.

b. Your Cooperating Teacher.

c. Your University Supervisor.

Additional Comments:

Appendix H

Daily Class Schedule

Daily Class Schedule

Name of Candidate _____

_____ Home Telephone

Address:

E-Mail Address: _____

Date Class Schedule was submitted to University Supervisor: _____

(If split clinical experience - which assignment? ___ First ___ Second)

Cooperating Teacher: _____

School Assignment: _____

School Address: _____

_____ School Telephone

Principal: _____

Cooperating Teacher's Daily Schedule (give exact times)

Time Period (if Applicable) Subject Room Number

School Calendar Information:

Teacher Workdays and/or Holidays _____

Time for Cooperating Teacher Conferences _____

Time for University Supervisor Conferences _____

Comments:

Daily Class Schedule

Name of Candidate _____

_____ Home Telephone

Address: _____

E-Mail Address: _____

Date Class Schedule was submitted to University Supervisor: _____

(If split clinical experience - which assignment? ___ First ___ Second)

Cooperating Teacher: _____

School Assignment: _____

School Address: _____

_____ School Telephone

Principal: _____

Cooperating Teacher's Daily Schedule (give exact times)

Time	Period (if Applicable)	Subject	Room Number
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

School Calendar Information:

Teacher Workdays and/or Holidays _____

Time for Cooperating Teacher Conferences _____

Time for University Supervisor Conferences _____

Comments:

Appendix I

Evaluation of Internship Experience(s) by The Cooperating Teacher

Name _____ School _____

Candidate's Name _____ Date _____

University Supervisor _____

Use the back of this sheet if necessary. **Return the completed form to AUM SOE Office of Student Services and Teacher Certification at the completion of the clinical experiences.**

1. What was the most impressionable experience you encountered about your intern?

2. What did you observe to be the greatest strengths of the following?

a. The Candidate.

b. The University Supervisor.

3. What did you find were the greatest weaknesses of the following?

a. The Candidate.

b. The University Supervisor.

4. What did you feel was lacking in your Candidate's preparation program?

Additional Comments: