



# CLINICAL GUIDELINES

## Initial Teacher Certification Programs

The mission of the Orlean Bullard Beeson School of Education is to guide, develop, and challenge candidates academically, professionally, personally, and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to candidate success.

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***“Professional Educators Reflect and Respond to Impact Achievement”***

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### **POLICIES REGARDING CLINICAL EXPERIENCE**

1. The School of Education through the Office of Clinical Experience places student aides, student observers, and student teachers in the Greater Metropolitan Birmingham Area and other approved counties.
2. The School of Education requests permission of the school superintendents annually to place candidates in the local school systems for appropriate clinical practice.
3. The School of Education fulfills the standards required by the Alabama State Board of Education applicable to candidates having pre-student teaching experience and student teaching experience, thus we seek to place candidates at these levels.
4. Clinical experiences are designed so that during a candidates program in The School of Education he/she has the opportunity to observe and work with teachers in a variety of settings. Candidates are encouraged through journals, class discussions and other assessment tools to carefully reflect on their experiences and make thoughtful decisions about their own personal philosophy of education, and about classroom instruction and management.
5. The School of Education works through the principal to identify the cooperating teachers for student teachers; the observatory teachers for the student observers; and the support teachers for the student aides.
6. The Director of the Office of Clinical Experience coordinates the clinical experiences by placing the candidate in the clinical, following consultation with other institutional personnel and the local school principals. The director works with the supervisory personnel regarding candidate problems, candidate evaluations, and clinical problems.
7. The School of Education is responsible for the supervision of candidates while they are in the field; however, this supervision may be delegated to other schools or departments of the University for students in specialized fields, if properly qualified personnel are available. At the aide level, the professor who teaches EDUC 222 will be directly responsible for the supervision; at the observer level, the professors who teach the courses in which candidates are enrolled will be directly responsible for the supervision; and at the student teacher level, a faculty member from Samford University will be assigned to supervise the student teaching experience in cooperation with the public school teacher to whom the candidate is assigned.
8. The professional semester is the culminating clinical experience for candidates in The School of Education. It comes in the fall or spring semester of the senior year. The professional semester includes only student teaching (twelve semester hours). To be admitted to the professional semester, a candidate must have a grade point average of 3.0, have been formally admitted to The School of Education, and be in good standing with the University.
9. The School of Education prefers to place only one student teacher with a cooperating teacher, and not to exceed the maximum of two under any circumstances. We depend upon the local school to honor this policy by not placing a student from Samford University under a cooperating teacher to which a student teacher from another university has been assigned previously, unless the arrangement is acceptable in individual cases to the University.
10. The School of Education fulfills the standards required by the Alabama State Board of Education applicable to cooperating teachers, thus, we seek the cooperation of the school principal for verification

of the following criteria relative to the cooperating teacher. A cooperating teacher must hold a Class A Education Professional Certificate, have three years teaching experience, be recommended by the school principal, and be willing to have a student teacher. The primary consideration in placing student teachers is the selection of the optimum environment for their professional growth. In the event such an environment is not available under the supervision of a teacher meeting all of the state criteria, the student may be placed with a teacher that does not meet all the criteria, but who is deemed able to provide a good situation for the candidate's professional development.

11. The University faculty members who have supervisory responsibilities will be partially responsible for the evaluation of the candidate's performance on the clinical. The cooperating and support teachers in the local school are also partially responsible. The support teacher evaluates the student aide and assigns a grade, which is given to the introductory course professor to incorporate into the course grade. The student teacher grade is a composite of evaluations completed by the university supervisor, the cooperating teacher or teachers, and the professional portfolio. The Director of Clinical Experience derives a composite grade and assigns it.
12. In some instances, candidates enrolled in other institutions' approved programs of The School of Education may request enrollment at Samford University for their student teaching. Only upon receipt of a written request from the dean of school or college of education will Samford University consider the application of the candidate for student teaching. Upon acceptance, the candidate must follow the procedures and abide by all rules and regulations for regular Samford University students.

## OVERVIEW OF CLINICAL EXPERIENCE

The School of Education candidates are placed by the Office of Clinical Experience in the public school systems in the Greater Metropolitan Birmingham Area and other approved counties at identified points throughout their School of Education training. The purpose of this exposure is to assist prospective teachers in formulating a realistic view of classroom culture and school life, to provide opportunities for observation and analysis of classroom situations from firsthand experience, and to provide opportunities to practice skills and understanding gained in college education classrooms in actual teaching situations.

All education candidates will be placed in public, and sometimes private, school settings at least three times during their undergraduate training. Because clinical experience is a required part of every professional course with an EDUC prefix in the University catalog, most candidates in The School of Education will visit school settings many more than three times. The number of times varies with the number of required education courses in a candidates program. Every attempt is made to expose all education candidates to a variety of school settings--inner city or urban, suburban, private, and rural.

Placement in the schools occurs at three levels:

Aide --Serving as a student aide represents a unique clinical experience which must occur prior to formal admission to The School of Education. In this experience the candidate is required to serve approximately 45 hours as an aide to a classroom teacher, who is referred to as a support teacher. This clinical experience is intended to be exploratory in nature, allowing the candidate to determine whether or not the candidate desires to enter the formal School of Education program.

Intern --Observing in a classroom represents another type of clinical experience. In each education block course a candidate must go to the field for a minimum of three weeks to observe a classroom, tutor, and prepare and teach lessons small group and whole class lessons.

Student Teacher -- Student teaching is the culminating clinical experience. In this experience, the candidate must go into a classroom for over 420 clock hours, i.e., five days a week for fourteen weeks, to train under the supervision of a master teacher referred to as the cooperating teacher. The primary purpose of the student teaching experience is to prepare the candidate for work as a teaching professional.

### **ROLE OF SUPERINTENDENT**

Each year during the month of July, the superintendent is given an opportunity to enter into an agreement with Samford University for students from the University to come into the local school system for practical, on-site, teacher-learning experiences. This realistic environment enables the candidate to determine whether he/she desires to become a certified teacher.

The procedure for the agreement between the local school system and the institution for higher education is that the agreement be in written form and that it be completed annually, thus the agreement is always current.

### **ROLE OF PRINCIPAL**

The principal is the key to the school. All personnel, university candidates, and the supervising faculty must comply with the school policy concerning reporting to the principal's office when entering and exiting the school.

The Principal is:

1. The person appointed by the school board to be responsible for the operation of the local school.
2. The instructional leader whose primary concern along with the faculty is that of the teaching-learning experience of the student population of the local school.
3. The administrator with whom the Director of Clinical Experience conducts the business of clinical experience once an agreement has been finalized with the superintendent of the school system.

The Principal must:

1. Recommend the teacher qualified to serve as a cooperating teacher, an observatory teacher, and/or a support teacher in a given area or content or a grade level.
2. Consult with the selected teacher to determine if the teacher is willing to have the student teacher, student observer, and/or student aide and confirm the clearance of the assignment.
3. Arrange for a substitute teacher or a regular teacher to be present to assume the responsibility of the substitute role, should the cooperating teacher be absent, although the student teacher is teaching the class.

The Principal should:

1. Conduct orientation or provide orientation for the candidate when appropriate regarding policies, rules and regulations of the school.

### **ROLE OF COOPERATING TEACHER**

The cooperating teacher contributes a major part of the practical training of the candidate in The School of Education program.

The cooperating teacher is:

1. A teacher in a local school.
2. A teacher who has fulfilled the requirements of the State of Alabama for cooperating teachers.
3. A teacher who has willingly chosen to assist in the pre-service training of a student teacher.

The cooperating teacher should:

1. Acquaint the candidate with policies and practices of the school as to grades and records, testing and reporting, internal administrative procedures, supplies and equipment, and use of school facilities. It would be a professional courtesy for the cooperating teacher to introduce the student teacher to fellow faculty members.
2. Provide the opportunity and guidance necessary for the student teacher to learn the art of teaching through involvement with real students.
3. Allow the flexibility necessary for the student teacher to reflect on his/her experiences and make decisions about his/her own style of teaching appropriate and complimentary to the student teacher's own personality.
4. Be responsible for the student teacher's innovative methods, assuring that they are ethical and acceptable within the framework of school policy and professional standards.
5. Require in conjunction with the supervising teacher that the student teacher extend the teaching interval to sufficiently redeem absences caused by illness or emergencies.
6. Allow the student teacher to observe the cooperating teacher teach and arrange for the student teacher to observe a class period or more with other teachers teaching the same grade or content when possible.
7. Allow the student teacher to assist in activities such as the following:
  - a. Individual and group instruction
  - b. Distributing and collecting papers
  - c. Placing or arranging materials on chalkboards and bulletin boards
  - d. Planning teacher units and lesson plans
  - e. Using the audio-visual equipment
  - f. Checking test papers and keeping records
  - g. Team teaching.
  - h. Implementing an action research project
8. Inform the student teacher within the first two weeks concerning the unit of content and action research topic the candidate will be responsible for teaching. Then, share with the student teacher when the content is scheduled to be taught. This planning will allow the student teacher to begin preparation for the teaching weeks.
9. Allow the student teacher to begin teaching a class or subject, gradually adding another class or subject as the adjustment is made to the added responsibilities. The lesson plan must be approved in advance of every class or subject. The strengths and weaknesses of the student teacher's teaching techniques should be discussed in planned conferences.

10. Arrange for the student teacher to gradually add classes and subjects until a full day has been completed. The student teacher must teach a minimum of four weeks (20 days) during the fifteen week period and a minimum of two weeks (10 days) during each placement. A student teacher may teach more than the minimum; however, the required unit(s) and/or action research project must be approved prior to teaching.
11. Arrange for the student teacher to attend a minimum of two faculty meetings and one in-service meeting (if possible).

The cooperating teacher must:

1. Complete one evaluation form on the student teacher. The student teacher will deliver an evaluation to the cooperating teacher at the beginning of the placement. The cooperating teacher will give it to the University supervisor, mail or fax the evaluation, a confidential document, to the University where it becomes part of the candidate's permanent record.
2. Always arrange for a substitute teacher, if any absence is necessary. The student teacher may teach provided the substitute is in the room.
3. Although not required, the supervisory teacher is encouraged to discuss the evaluation with the student teacher. The student teacher has the legal right to see the completed form after it is reviewed by The School of Education of Samford University.

### **ROLE OF UNIVERSITY SUPERVISOR**

The university supervisor occupies a unique role among education professionals, in that the professor in The School of Education program is knowledgeable about teaching in public schools, usually from a firsthand perspective, and engaged in the training of prospective teachers prior to their entrance into the teaching profession.

The university supervisor is:

1. A member of the university teaching staff.
2. One who works primarily or part-time in the public schools supervising the student teacher, yet has no defined employment status in the structure of the cooperating school.
3. A liaison who interprets the University program to the school and the school's program to the University.
4. An intermediary between the cooperating teacher and the student teacher.

The university supervisor should:

1. Be involved in the orientation of the student teacher to the school assigned.



2. Be involved in acquainting the cooperating teacher with her/his responsibilities in relation to the student teacher.
3. Counsel with the student teacher concerning adjustment problems and assist in reconciliation of problems through suggested alternative plans of action.
4. Be involved with helping the student teacher with content the student teacher plans to teach.
5. Be aware of the most recent thinking concerning teaching skills and the area of content of specialty area.
6. Counsel with the student teachers to help them reflect on their experiences and encourage them to make individual decisions about their own personal philosophies of education and about curriculum and instruction.
7. Serve as an evaluator of the progress made by the student teacher.
8. Serve as the first point of contact for purposes of communication from the local school in matters related to the student teacher.
9. Hold a minimum of six seminars per term for student teachers. Participate in on-line dialogues as needed for continued professional growth.
10. Make a minimum of four visits during each student teacher placement:
  - a. a "get acquainted" visit during the first week of the student teaching assignment
  - b. an observatory visit to observe the student teacher leading the class in a learning experience
  - c. an observatory visit to observe the student teacher during the teaching weeks teaching the unit she/he has planned
  - d. a summary visit at the end of the assignment to meet with the student teacher and cooperating teacher to bring closure to the experience
  - e. other visits as the necessity arises.
11. Cooperate with the Director of Clinical Experience.

The university supervisor may:

1. Provide suggestions about clinical sites which fulfill the required accreditation standards in specific content or grade levels.
2. Provide suggestions about school programs or personnel who could meet the unique needs of particular students.
3. Make recommendations regarding the development and revision of forms relating to the student teaching experience.

## **ROLE OF THE STUDENT TEACHER**

The role of the student teacher is to assume the responsibilities of the classroom to which she or he has been assigned by The School of Education through the Office of Clinical Experience under the direct supervision of the cooperating teacher in a local school. This assumption of full teaching responsibility is gradual, occurring over a period of several weeks during the fifteen week period. When the cooperating teacher determines that the student teacher is ready she/he will assume full responsibility for the teaching-learning experience. The student teacher will teach a minimum of one unit and/or implement one action research project to at least one class.

The student teacher is:

1. A candidate who has been admitted to The School of Education at the University by the Admissions Council, and who has reached her or his senior year.
2. A candidate who desires to become a holder of a professional education certificate, thus enabling her/him to be qualified for employment as a professional teacher in the schools of Alabama. The State of Alabama carries liability insurance on each student teacher during the student teaching experience provided the teaching is done in a public school setting.
3. A candidate who is placed in the clinical site by the Director of Clinical Experience in The School of Education in cooperation with the local school principal.
4. A candidate who works directly under the supervision of a cooperating teacher in the local school.

The student teacher must:

1. Be in the clinical fifteen full weeks(the entire semester), arriving in the classroom daily at least thirty minutes before the students arrive and remaining at least thirty minutes after the students depart, or complying with the regular policy of teachers in the school.
2. Attend a minimum of two faculty meetings and one in-service meeting (if possible) with the regular faculty each placement.
3. Report an absence due to illness or an emergency to the cooperating teacher and the university supervisor by 7:15 a.m. of the day the absence is to occur. If the cooperating teacher or the university supervisor cannot be reached, then the student teacher is to call the school office and the message is to be given to the secretary of the principal.
4. Make up all absences due to illness and/or emergencies, with the make-up time arranged with the cooperating teacher by the student teacher. The student teacher, in turn, will inform the university supervisor. When extended absences occur, the student teacher should report to the Office of Clinical Experience for a conference regarding alternatives.
5. Attend the general seminars and supervisory seminars as announced by the Director of Clinical Experience and the university supervisor. Participate in any on-line professional development seminars offered during the professional semester. Absences or nonparticipation from seminars will be recorded. It is the responsibility of the student teacher to become informed of any make-up work required.
6. Follow the planning for teaching procedures. These procedures are as follows:

- a. Immediately, the student teacher may assist the cooperating teacher.
  - b. The student teacher must observe lessons in each subject area for a few days before being expected to start teaching the respective subject. Communicate with Cooperating teacher to discuss action research plans during the first few days also.
  - c. The student teacher will present plans for each lesson taught with the objectives, procedures, and materials needed clearly stated. These plans should be handed to the cooperating teacher at least one day prior to the lesson presentation. Strategies for implementing action research must be approved before project begins.
  - d. The student teacher will prepare one or two units of subject content and/or one action research project for each grade level to which they are assigned. **Early Childhood and Elementary student teachers will prepare one unit the first placement and an Action Research project the second placement. Secondary level student teachers will prepare a unit for their subject area in both placements.** Assistance may be given by the cooperating teacher and/or the university supervisor. The completed requirements are to be uploaded to Live text by the due date posted. Drafts of these requirements may be e-mailed directly to your University supervisor for feedback before uploading your final product.
  - e. Teach a minimum of twenty days in a single 15-week placement or ten days in each of the two placements. This time or a longer period will be arranged with the cooperating teacher. Before the full days of teaching begin, the student teacher will conduct a lesson or an experience in all phases of the school day including experiences in handling all kinds of groupings.
7. Learn and carefully follow the policies and regulations of the school within the first week after arrival at the school.
  8. Seek suggestions for improving from the cooperating teacher and the university supervisor; continuously evaluate one's own teaching performance.
  9. See suggested student teaching schedule which follows for further explanation of the student teaching experience. This schedule is intended as a guideline for university supervisors and cooperating teachers who cooperatively will construct the actual timeline for student teachers under their supervision.
  10. Student teachers are required to give their full attention to the professional semester. Work outside of the student teaching experience and personal plans (such as weddings) should not be allowed to interfere with this intern experience. No days are to be missed for out of state interviews. Students must not ask for or expect special consideration or reduced requirements or expectations due to above circumstances.

## **OUTLINE OF CLINICAL EXPERIENCES FOR EARLY CHILDHOOD/ELEMENTARY EDUCATION MAJORS**

The School of Education Program at Samford University includes a wide variety of clinical experiences. Candidates experience diverse placements in urban, rural, and suburban schools. Each placement is unique in terms of environment and expectations. Listed below is an overview. Candidates will be given specific placements and requirements each semester.

### **INTRODUCTION TO EDUCATION**

Candidates spend 45 clock hours in a rotation of 3 diverse settings. Candidates work with individual and small groups of P-12 students and with the teacher as an aide. This is an opportunity for candidates to experience the classroom from the other side of the desk and to determine whether they wish to pursue formal admittance to The School of Education.

### **EARLY CHILDHOOD SEMESTER**

Candidates spend three days a week throughout the semester in a partnership school from 8:00 a.m. – 12:00 p.m. The purpose of this experience is for candidates to apply what they are learning in their methods courses in the classroom. Candidates observe, work with individual and small groups of students, and teach whole class lessons, including lessons from an author study developed by the candidate or a topic chosen by the teacher. Candidates are involved in authentic experiences while on site also. In addition, candidates complete an action research project.

### **ELEMENTARY SEMESTER**

Candidates spend 3 full weeks, 8:00 a.m. – 12:00 p.m., in the classroom working with the teacher to determine a topic or skill to teach effective lessons. Candidates observe, work with individual and small groups of students, teach whole class lessons, and teach and assess a unit.

### **PRE-PROFESSIONAL SEMESTER**

Candidates spend 12 weeks in inclusion classrooms, 3 rotations of 4-weeks in each placement. Candidates spend Monday, Tuesday, and Wednesday mornings from 8:00 until 12:00 in a classroom. On Thursday and Friday, candidates meet at Samford. Candidates observe, work with individual and small groups of students and teach whole-class lessons, which include modifications and accommodations for students with special needs. In addition, candidates research a topic of interest for each teacher.

### **STUDENT TEACHING**

Candidates spend 14 full weeks in a classroom, two seven-week rotations. Candidates work under a master teacher, observing, teaching, and assessing individual, small and whole group lessons. This is the capstone experience, designed to prepare candidates as a professional educator.

## **ADDITIONAL CLINICAL EXPERIENCE REQUIREMENTS**

### Early Childhood/Elementary Education/Special Education

#### First Day of School

Each education major must observe in a classroom on the first day of school. *(The department strongly recommends that candidates spend more than one day if at all possible.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Candidates may complete this experience in any school or city of his or her choice. Candidates may arrange for the observation on their own outside of the greater Birmingham area. Those desiring to observe in the Birmingham area must apply through the Office of Clinical Experiences. Application must be made no later than June 1 for the upcoming fall.

Candidates should complete the form verification of Full Day Independent Observation; have the form signed by the teacher and return to the clinical office.

#### January Term

1. All ESEC majors will complete a three week clinical experience during a Jan term.
2. This experience can be completed in Birmingham or in another city of the candidates' choice.
3. Candidates will register for and receive one hour credit for the experience.
4. Candidates may register for this experience after they have been formally admitted to Samford's School of Education program.
5. Candidates should have the teacher complete the evaluation form and return it to the clinical office.
6. Jan term in London may count for two of the required three weeks. The other week may be completed in a school or through 35 clock hours of alternative teaching experiences such as tutoring, Bible School, summer camp, etc. The inclusion of alternative hours must be approved by the Office of Clinical Experiences.

*All clinical experiences in the Birmingham/Jefferson County area must be arranged by the Office of Clinical Experiences. Experiences outside of this area may be arranged by the student.*

## **OUTLINE OF CLINICAL EXPERIENCES FOR SECONDARY EDUCATION MAJORS**

Secondary teaching candidates spend time in three different settings prior to their professional semester: urban, rural, and suburban.

They begin their teaching education program with an intensive 45 hour exposure to diverse settings in the first block of foundational classes.

In their second block, they observe and are mentored by members of core teacher teams in our suburban partnership school – Robert F. Bumpus Middle School. They plan, teach, and assess a lesson using a problem-based learning approach. Emphasis is upon building professional communication skills as they select a topic within the on-going curriculum and communicate with their mentor teachers and administrators about the indirect approach they are using in teaching it. They are challenged to manage small groups of students in the inquiry process.

In the third block, secondary candidates are placed in three partnership high schools in diverse settings within Jefferson County. Here they are challenged to consider how students in this context will respond to the interactive lecture-based approach they are asked to implement.

In the fourth block, secondary teacher candidates once again plan, teach and assess a problem-based learning lesson at Hoover High School – another high school with which the The School of Education faculty has established a firm partner relationship. Here they encounter the challenge of a large, affluent suburban school where students and teachers are held to very high standards by the community and parents.

Just prior to student teaching, secondary candidates are asked to focus upon professional issues of on-going teacher evaluation as they participate at diverse Homewood High School in a pre-conference with their mentor teacher, teach a lesson using an original research-based approach they design, followed by a post-conference that encourages reflection upon the relationship of desired and actual student outcomes.

All secondary pre-professional experiences are collaboratively developed by experienced classroom practitioners and The School of Education faculty who communicate extensively and design together materials and instruments for guiding secondary candidates into a deeper understanding of the interaction of content, process, and context in the shaping of successful classroom experiences for pre-adolescent and adolescent students.

## **ADDITIONAL CLINICAL EXPERIENCE REQUIREMENTS**

### Secondary Education

#### First Day of School

Each education major must observe in a classroom on the first day of school. *(The department strongly recommends that students spend more than one day if at all possible.)* The purpose of this experience is to observe ways the teacher sets up the classroom and establishes processes and procedures at the opening of school.

Candidates may complete this experience in any school or city of his or her choice. Candidates may arrange for the observation on their own outside of the greater Birmingham area. Those desiring to observe in the Birmingham area must apply through the Office of Clinical Experiences. Application must be made no later than June 1 for the upcoming fall.

Candidates should complete the form verification of Full Day Independent Observation; have the form signed by the teacher and return to the clinical office.

#### January Term

1. All Secondary Education majors will complete a three week clinical experience during a Jan term.
2. This experience can be completed in Birmingham or in another city of the student's choice.
3. Candidates will register for and receive one hour credit for the experience.
4. Candidates may register for this experience after they have been formally admitted to Samford's School of Education program.
5. Candidates should have the teacher complete the evaluation form and return it to the clinical office.
6. Jan term in London may count for two of the required three weeks. The other week may be completed in a school or through 35 clock hours of alternative teaching experiences such as tutoring, Bible School, summer camp, etc. Alternative teaching experiences must be approved by the Office of Clinical Experiences.

#### Independent Observation

1. Secondary Education majors must complete two weeks of independent clinical experiences.
2. The experience may be completed by working full-time in a school for two weeks.
3. One week's experience may be satisfied by the completion of 35 clock hours of alternative teaching experiences. Alternative teaching experiences must be approved by the Office of Clinical Experiences.
4. Candidates should complete the Verification of Full Day Independent Observation form, have it signed by the teacher, and return all forms to the clinical office. Multiple observations of one teacher may be recorded on the same form.
5. Candidates should record their observations on the record form included in the handbook and turn the completed form into the clinical office prior to student teaching.

All clinical experiences in the Birmingham/Jefferson County area must be arranged by the Office of Clinical Experiences. Experiences outside of this area may be arranged by the student.

## **OUTLINE OF CLINICAL EXPERIENCES FOR MUSIC MAJORS**

The School of Education programs at Samford University includes a wide variety of clinical experiences. Candidates experience diverse placements in urban, rural, and suburban schools. Each placement is unique in terms of environment and expectations. Listed below is an overview. Candidates will be given specific placements and requirements each semester.

### INTRODUCTION TO EDUCATION

Candidates spend 45 clock hours in an urban setting. Candidates work with individual and small groups of students and with the teacher as an aide. This is an opportunity for candidates to experience the classroom from the other side of the desk and to determine whether they wish to pursue formal admittance to The School of Education.

### STUDENT TEACHING

Candidates spend 15 full weeks in a classroom with two rotations in different grade levels. Candidates work under a master teacher, observing, teaching, and assessing individual, small and whole group lessons. This is the capstone experience, designed to prepare students as a professional educator

### JANUARY TERM

1. All Music majors will complete a three week clinical experience during a Jan term.
2. This experience can be completed in Birmingham or in another city of the student's choice.
3. Candidates will register for and receive one hour credit for the experience.
4. Candidates may register for this experience after they have been formally admitted to Samford's School of Education program.
5. Candidates should have the teacher complete the evaluation form and return it to the clinical office.
6. Jan term in London may count for two of the required three weeks. The other week may be completed in a school or through 35 clock hours of alternative teaching experiences such as tutoring, Bible School, summer camp, etc. The inclusion of alternative hours must be approved by the Office of Clinical Experiences.

*All clinical experiences in the Birmingham/Jefferson County area must be arranged by the Office of Clinical Experiences. Experiences outside of this area may be arranged by the student.*



## **OUTLINE OF CLINICAL EXPERIENCES FOR PHYSICAL EDUCATION MAJORS**

The School of Education programs at Samford University includes a wide variety of clinical experiences. Candidates experience diverse placements in urban, rural, and suburban schools. Each placement is unique in terms of environment and expectations. Listed below is an overview. Candidates will be given specific placements and requirements each semester.

### **INTRODUCTION TO EDUCATION**

Candidates spend 45 clock hours in an urban setting. Candidates work with individual and small groups of students and with the teacher as an aide. This is an opportunity for candidates to experience the classroom from the other side of the desk and to determine whether they wish to pursue formal admittance to The School of Education.

### **STUDENT TEACHING**

Candidates spend 15 full weeks in a classroom with two rotations in different grade levels. Candidates work under a master teacher, observing, teaching, and assessing individual, small and whole group lessons. This is the capstone experience, designed to prepare students as a professional educator.

## **DRESS CODE**

In order to maintain an atmosphere conducive to learning, the University requires that all candidates exercise good taste with regard to their personal appearance. Attire considered disruptive or that seriously distracts from the learning environment or that could present a health or safety problem is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory. Candidates who fail to follow these rules will be subject to disposition policies.

1. Any clothing, appearance, or personal hygiene and grooming practices that draw an inordinate amount of attention to the individual candidate are considered inappropriate for school. The dress and/or grooming style of any candidate must not interfere with the educational process of any school system.
2. Candidates are to wear clothing in the manner it was designed to be worn, i.e., clothing worn backward or inside-out, suspenders undone, are not allowed. Specifically, pants, worn too low (low riders), too long, or excessively large clothing are not permitted.
3. Candidates are not to wear clothing that reveals the body in an inappropriate manner. (Examples: clothing which is too tight, too short, bare at the midriff, bare at the sides, sun dresses, "spaghetti strap" type tops, and off- the-shoulder tops, low-cut front or back tops, sheer or see-through clothing, etc.). Undergarments should be worn in an appropriate manner and should not be visible.
4. All clothes should be in a state of good repair.
5. Old worn/torn, or other type cut-offs, athletic (gym), umbro" or other nylon type, spandex, sweat type, tennis, or swim suit type shorts are not allowed.
6. Length dresses, skirts, etc., is required to be at least mid-thigh in front and back or 5 inches from mid-knee. Length must be appropriate whether the student is standing or sitting. Long T-shirts are not allowed.
7. Candidates are not to wear jewelry, ornaments, or accessories which distract from the learning environment; excessively noisy jewelry and/or belts. Males may not wear earrings. Facial and/or tongue jewelry is not allowed for males and females.
8. T-shirts or any other type clothing or personal item bearing a reference to alcoholic beverages, tobacco products, drugs, drug-related slogans, and/or any other wording, drawing, pictures, etc., which in any way can be interpreted as being "off-color," suggestive, obscene, or offensive, or relating to, death, the occult, Satanism, etc. are not permitted.
9. Clothing and/or accessories which are disruptive or distracting to the learning environment or which identifies a student as being a member of a gang or any subversive or unlawful organization will be not be allowed.
10. Tops, blouses, shirts, and coordinated outfits may be worn "untucked" if bottom of shirt does not go below bottom opening of side pants pocket.
11. During the school day, candidates are not to wear or carry caps, hats, bandannas, sunglasses, or other headwear.

12. Outerwear (coats, gloves, etc.) are not to be worn in the building during normal school time (unless temperature or individual medical problems dictate this to be appropriate).
13. All candidates are required to wear their hair in such a manner that it is not considered unkempt, unclean, or impairing vision. Candidates are not to wear hair dyed in unusual colors, spiked hair, shaven head areas (including eyebrows), shaven head patterns (numbers, names, symbols, designs, etc.).
14. Candidates are not to wear extreme facial make-up.
15. Candidates are not to wear heavy metal chains, metal spiked apparel, or accessories, etc.
16. Candidates are required to wear appropriate shoes to school at all times. Boots with chains, steel toes, or other metal reinforcement or decorations are not allowed. Five inch heels are not appropriate.
17. Gym style sweat pants are not to be worn except in physical education. (Sweatshirts are allowed.) Nylon warm-up suits that are loose fitting are acceptable.
18. Clothing & accessories designed for concealment is prohibited. Such items may include but not limited to, knives imbedded in belt buckles, flasks hidden in shoes.
19. No JEANS are to be worn unless the school administration extends this opportunity.

## **STATEMENT OF PROFESSIONAL RESPONSIBILITIES**

As The School of Education candidates enter into each clinical experience in the public schools, as aide, observer, and student teacher, they assume many responsibilities of the professional teacher. Whenever one's profession involves working closely with other human beings and with the support of public monies and resources, a special burden of responsibility is assumed to prove one's self worthy of public trust.

The following concerns should be kept in mind from the beginning of clinical experiences in public school classrooms:

1. Become familiar with the policies of the school system, the school, the principal, and the supervising teacher.
2. Make promptness a priority. Children are present and school begins at a designated time each day. The teacher must be there before that time to be prepared for the day.
3. Fit into the school and classroom, rather than attempting to make major changes at this stage of your experience. You are in the schools to learn.
4. Use initiative and find things to do to be of service without always having to be told by the supervising teacher. Offer to do things and be alert to lending a helping hand.
5. Have a receptive attitude toward suggestions, new ideas, and constructive criticism.
6. Plan carefully. Detailed, written lesson and unit plans are required in student teaching. The students deserve your very best effort. This is part of their learning experience, too.
7. Maintain appropriate standards of dress and personal appearance. Spelled out, this means dress professionally. (No between-the-toe sandals or athletic shoes would be appropriate for the classroom. Women – no halters or revealing clothing of ANY kind. Men – Dress shirt and tie is recommended. If in doubt as to the appropriateness of apparel, please ask your university supervisor.
8. Communicate regularly with university supervisors and the Office of Clinical Experience. We expect to know when you are absent from your assigned clinical. Call whenever a problem arises, and certainly before a situation develops which requires the intervention of a representative from The School of Education. If absent call your university supervisor or Mrs. Johnson ext. 4225 and then the teacher.
9. Begin to collect digital documents for a teaching portfolio. It will prove useful as you begin your search for a teaching position. Include sample unit plans, daily lesson plans, activity worksheets you designed, and other artifacts. Include a well designed and current resume in your portfolio. ASK FIRST.
10. Keep physically and mentally fit. Follow a sensible living pattern that includes adequate sleep, a nourishing diet, and some recreation.
11. Respect the confidentiality of students and classroom records to which you have access. You will be observing classroom happenings and interactions between the teacher and students in whose classroom and school you are a guest. Ask the supervising teacher for clarification of situations in the classroom that you observe and do not fully understand. Sometimes a situation appears very different when you have more facts at your disposal.

12. Refrain from passing on information passed to you from the school grapevine. Most of it is probably inaccurate anyway and it is better to reserve your own judgment until you have all of the facts. People can and do get hurt through stories circulated widely.
13. Please turn off cell phones and any electronic devices when in a clinical placement, or better yet, do not take these with you into a classroom setting. These have no place at schools. Do not search the web on school devices or log onto any sites without permission. Be respectful of your Cooperating teacher's property. Feel free to provide your children's caregivers, etc., the telephone number of the school for use in emergencies.
14. If you need to take either an over-the counter medicine or prescription medicines, be sure to check with the cooperating teacher concerning regulations you should follow before taking medicines.
15. Conduct yourself as a professional teacher. You are in the schools to observe and to practice highly sensitive and technical understandings and skills. Concentrate on this purpose.

## STUDENT TEACHER SUGGESTED SCHEDULE

The schedule below is for the student teacher. It is a suggested timeline for gradually preparing the student teacher for assuming full responsibility of the classroom during the final weeks with the cooperating teacher. It is a suggested schedule only to serve as a guide. The Cooperating Teacher and University Supervisor will be the final judges of what the student teacher will be encouraged to do in the classroom and at what points.

Since the Professional Semester is an entire semester averaging about 15 weeks, the following schedule represents suggestions for each student teaching assignment.

Week One: Student teacher will observe. This will provide time for learning the classroom routine, becoming familiar with students' names and perhaps making a seating chart. Classroom procedures and school rules need to be mastered.

As the week progresses the student teacher should now be ready to take a more active role in the classroom: directing activities at the beginning of the day/class period, grading papers, monitoring when students are engaged in class assignments, interacting with students in the capacity of teacher assistant, or helping with audio-visual presentations.

- **Placement 2 only: Action Research project question discussed and identified**

Week Two: Student teacher should now be permitted to present at least one lesson per day using the cooperating teacher's lesson plans and under her/his close supervision. Other classroom responsibilities should expand also: directing small group activities, explaining some part of each lesson, modeling processes at the board, or otherwise interacting with students through the entire day while the cooperating teacher remains in charge of the class.

- **Placement 2 only: Action Research project plans in progress**

Week Three: Student teacher should be teaching one or more lesson(s) per day using the cooperating teacher's topic and fitting in with the cooperating teacher's plans, but developing a mini-plan with an objective, activities, and means of evaluating the objective. The student teacher should actively seek information from the cooperating teacher about classroom control, monitoring of student activities, methods of presentation, appropriateness of activities proposed for the student teacher's teaching week(s), and the means of evaluating student activities of different types.

- **Placement 2 only: Begin implementation of Action Research project**

Week Four: The student teacher should be teaching several lessons each day under close supervision of the cooperating teacher.

- Placement 1 only: The written unit plan for the teaching week(s) should now be approaching final form so that it may be reviewed by the cooperating teacher and approved (signature required) prior to being submitted to the university supervisor. The unit plan draft should be uploaded and sent in sufficient time for the supervisor to review it prior to the supervisor's visit to the classroom during the teaching weeks.

- **Placement 2 only: Continue Action Research strategies/activities**

Weeks Five/Six: Student teacher should take on the role of the teacher while the cooperating teacher becomes the observer/evaluator. The student teacher should "be the teacher", teaching every day for a minimum of ten days, using the previously approved unit plan (placement 1 only) and being responsible for the class as if it were her/his own classroom.

It should be understood, however, that the cooperating teacher will intervene if necessary, should the student teacher give inaccurate information or encounter a discipline problem beyond her/his experience to control.

- **Placement 2: Continue with Action Research until completed**

**END CONFERENCE.** *Schedule conference with Cooperating Teacher and University Supervisor for final evaluation. **Be sure all forms are completed for each placement.***

Week Seven: Student teacher will be winding down in one of the classrooms to which the student teacher has been assigned for student teaching. All assignments including unit plan and/or action research project for either half of the Professional Semester should be completed.

The University Supervisor will make a minimum of four visits during the time the student teacher is assigned to a classroom...during the seven week period. The first visit occurs right at the beginning of each seven week period. It is a "get acquainted" visit. The second visit is an observation visit, to let the university supervisor observe the student teacher actually teaching one class. The third visit is scheduled during the student teacher's teaching weeks so that the university supervisor may observe the student teacher presenting the unit she/he prepared for the teaching weeks and /or an observation of the action research project. The fourth will be a summary visit with the student teacher and cooperating teacher. A lesson observation may be a part of this last visit. Other visits may readily be arranged should the need arise. Another "get acquainted" visit begins the second placement unless the student teacher has not changed to a different assignment. This visit is followed by three other observation evaluation visits as before.

Student teachers will be meeting regularly in seminar with the university supervisor during the professional semester. A minimum of four seminars with the university supervisor is required plus the three general sessions, which include seminars for orientation and certification, interviewing skills, ARI training and follow up. On-line tutorial seminars will be offered for continued professional development.

Responsibilities such as attending faculty meeting, parents 'night, Parent Teacher Organization meetings, or staff normal. It will be a busy professional semester and the student teacher is advised to prepare for it physically and psychologically by keeping regular hours and getting enough rest to ensure adequate energy levels. development (in-service) meetings during the student teaching weeks are to be considered

## **Student Teaching Responsibilities in the Regular Education Classroom**

Student Teacher Binder:

- Copy of letter sent to parents/guardians (week 1)
- Overview of Daily Schedule (week 1)
- Classroom Observation Notes (week 1 & 2)
- Behavior Plan (week 1)
- Lesson Plans (weekly approved by cooperating teacher)

These documents should be kept in your 3-ring binder for viewing by your supervisor during all visits. Lesson plans are to be current with each week's plans identifiable with the date on top.



## **Student Teaching Responsibilities in the Special Education Classroom**

The student teacher in the special education classroom is responsible for completing one unit in either an inclusion classroom with the regular education teacher or in a resource room/self-contained classroom for students with disabilities. The student teacher will complete lesson plans for ALL students with whom he/she provides instruction.

### **Student Teaching Notebook (Electronically uploaded to Livetext)**

- Copy of letter sent to parents/guardians introducing student teacher
- Overview of Daily Schedule
- Overview of special education program in the classroom
- Classroom observation notes
- Weekly Reflective Journal on experiences in the special education classroom
- 2 Student Record Reviews
- Assessment of two students (CBM/standardized)
- Individualized Education Plan (IEP) for two students
- Notes from all IEP meeting(s) attended (at least 2)
- Notes from BBSST meeting or other team meeting
- Behavior Change Project
- Lesson Plans
- Substitute Plan
- Paraprofessional interview
- Take on full responsibility of the special education for a full 2 weeks

### **Copy of Letter Sent to Parents/Guardians**

The prospective teacher will send a letter to parents/guardians introducing him/her to the parents. The student teacher will explain his/her role in the classroom and provide a number (one at the school) parents can call with any questions. This letter must be reviewed and approved by the cooperating teacher before being sent out to parents. This means that the cooperating and student teacher both sign the letter.

### **Overview of Daily Schedule, Overview of Special Education Program, Classroom Observation Notes, and Weekly Reflective Journal**

In a 3-ring binder, the prospective teacher will provide all of the previously mentioned information. Classroom observation notes will be taken during the first 2-3 days that the prospective teacher is working with the cooperating teacher. During this time, the prospective teacher will write out the daily schedule for the teacher (this schedule may vary every day and should be noted in this notebook) and an overview of the special education program where he/she is placed. Finally, the prospective teacher will keep a

daily/weekly reflection of what is happening in the classroom. Student names will be changed for the purpose of confidentiality.

### **Student Record Review**

The prospective teacher will sign a confidentiality agreement with the school district. He/she will complete a record review on two students on his/her special education class list. The record review form will include information on the student's history and current academic performance. All identifying information will be changed before turning into the university supervisor to keep student information confidential.

### **Assessment**

The prospective teacher will complete an assessment on two students in his/her classroom. This assessment will be reviewed by and discussed with the cooperating teacher, then turned into the university supervisor. The prospective teacher will use the assessment information when writing the Individualized Education Plan (IEP) for each student. All identifying information will be changed before turning into the university supervisor to keep student information confidential.

### **IEP**

The prospective teacher will write two Individualized Education Plans (IEPs) for the two students he/she assessed. This IEP will be reviewed by and discussed with the cooperating teacher, then turned into the university supervisor. All identifying information will be changed before turning into the university supervisor to keep student information confidential.

### **Notes from IEP Meetings**

The prospective teacher will be responsible for attending and taking notes at ALL IEP meetings conducted while he/she is at the student teaching placement. The candidate will turn in a copy of the notes with all identifying information removed. All information from the IEP meeting will be confidential.

### **Notes from Building Based Student Support Team or Other Team Meeting**

The prospective teacher will attend all BBSST meetings with her cooperating teacher. The prospective teacher will write a report of what occurred during one BBSST meeting to be submitted to the university supervisor. All identifying information will be changed before turning into university supervisor to keep student information confidential.

### **Behavior Change Project**

The prospective teacher will identify one student who exhibits disruptive behavior, academic difficulties, or any other specific concern outlined by the cooperating teacher. The prospective teacher will take notes on the antecedents and consequences that surround the undesirable behavior. The teacher will implement a brief plan of action in an attempt to change the students' behavior. The teacher will write up a 2-3 page paper outlining the problem, what was implemented to remediate the problem, the results of the intervention, and what the student learned from this experience.

### **Lesson Plans**

All lesson planning will be developed with the special/regular education teacher. The prospective teacher will write specific accommodations and modifications with the regular education teacher's plans, as appropriate. Any individualized instruction occurring within the lesson will be scripted and performed by the prospective student in the regular classroom or elsewhere, when necessary. The lesson plans will be evidence of the teaching completed during the special education student teaching experience.

### **Substitute Plan**

The prospective teacher will write a detailed plan of action for the students he/she serves in case he/she will have to miss a day of school. This information will include teacher names, room numbers, instruction provided for each student, accommodations/modifications made for the student in the classroom. All identifying information will be changed before turning into university supervisor to keep student information confidential.

### **Paraprofessional Interview**

The prospective teacher will conduct an interview with a paraprofessional within the school. The interview questions will be created by the prospective teacher and approved by the university supervisor. The purpose of this interview is to provide a variety of perspectives and needs in the field of special education.

### **Unit/2 Weeks of Teaching**

The prospective teacher will take FULL responsibility for all students on the cooperating teacher's class list for a FULL two weeks. This means that the prospective teacher will plan with all the regular education teachers. Delegate and supervise all paraprofessionals providing special education services, if applicable. Monitor student progress, determine appropriate accommodations and modifications in the regular education classroom, provide individualized instruction when necessary, and perform all the tasks typically performed by his/her cooperating teacher.

## **Guidelines for Consideration of Employment During Student Teaching**

- Request must be from the school to the clinical office
- Only done during 2<sup>nd</sup> placement of Student Teaching
- Only at a placement where candidates previously had experience
- Candidates must be strong in all areas
- Candidates will be expected to complete and turn in all requirements on due dates

# *Alabama Educator Code of Ethics*

## **Introduction**

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

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

## **Code of Ethics Standards**

### ***Standard 1: Professional Conduct***

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

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

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

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

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

### ***Standard 2: Trustworthiness***

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

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

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.

- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

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

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

### **Standard 3: Unlawful Acts**

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

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

### **Standard 4: Teacher/Student Relationship**

***An educator should always maintain a professional relationship with all students, both in and outside the classroom.***

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

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

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

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

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

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

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

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

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

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

### **Standard 6: Public Funds and Property**

***An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.***

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

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

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

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

### **Standard 7: Remunerative Conduct**

***An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.***

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

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

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

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.

- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

***An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.***

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

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

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

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

**Standard 9: Abandonment of Contract**

***An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.***

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

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

**Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty(60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.



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

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

### **Disciplinary Action**

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

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

(1) Authority of the State Superintendent of Education

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

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

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

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

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

## ***“Professional Educators Reflect and Respond to Impact Achievement”***

The ability to *Reflect* upon their daily interactions with learners in classrooms for the purpose of improving their educational achievement is an essential teacher skill. To reflect is to think about all the factors that interact within any learning situation, to view knowledge coming from many sources—human development, learning theory, content expertise, research-based instructional theories, knowledge of planning, and cultural and heritage knowledge—and to use all of this background of information to make sound decisions that will help learners attain the knowledge and skills to be successful learners.

Teachers must also be able to *Respond* to the contingencies of daily interaction with learners, which they do continually as they translate their broader and deeper knowledge of content so that learners may grasp that content regardless of their backgrounds or levels of development. Teachers choose strategies for delivering content effectively to learners in particular situations and continually adjust their strategies in-process of teaching as they perceive changing conditions and learner reactions. To make the kinds of educational decisions that result in higher achievement requires an internalized ability to consider multiple responses to human and environmental conditions within their classrooms.

All of these actions teachers engage in daily for one reason: to impact student achievement positively. Teachers are committed to helping ALL learners to *Achieve*. Teachers help the learners in their classrooms to achieve academically as learners who have knowledge and skills that will aid them in being capable of sustaining themselves in life within our complex society and holistically to help them achieve their full potential as persons. This responsibility and purpose extends to all learners who will come within the teacher’s care throughout her or his professional career.

***Reflecting . . . Responding . . . Achieving***

***Impacting Achievement for ALL Learners!***

Conceptual Framework, OBBSE, 2012