



Responsibilities, Policies, and Practices Field Experience / Internship

**A Resource for Students, Candidates, Interns, Cooperating Teachers,
Administrators, and University Supervisors**



Orlean Bullard Beeson School of Education
800 Lakeshore Drive, Birmingham, AL 35229

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An Introduction to the Orelan Bullard Beeson (OBB) School of Education

The OBB School of Education Teacher Education programs offer certification in several areas.

Undergraduate Programs (Class B Certification):

- **Elementary, Early Childhood, Special Education, Collaborative (ESEC)**
 - Early Childhood Education (Grades P-3)
 - Elementary Education (Grades K-6)
 - Early Childhood Special Education (Grades P-3)
 - Elementary Collaborative Teacher (Grades K-6)
- **Elementary Education Major with a Concentration in Christian Education and Missions (Grades K-6)**
- **Secondary Education (Grades 6-12)**
 - English Language Arts (single and double major options)
 - General Social Studies (single and double major options)
 - History (single and double major options)
 - Mathematics (single and double major options)
 - World Languages (French, German, Spanish)
- **P-12 Education**
 - World Languages: French, German and Spanish (Grades P-12)
 - Music Education: Instrumental (Grades P-12)
 - Music Education: Choral (Grades P-12)

Graduate Programs (Class A & AA Certification):

- **Class A:**
 - Fifth-Year Non-Traditional: Early Childhood & Elementary Education (MSE)
 - Fifth-Year Non-Traditional: Secondary Education (MSE)
 - Elementary Masters
 - Gifted Education
 - P-12 Collaborative Special Education
 - Music Education*

*See the School of the Arts Music Division section for details on graduate music education programs.

- **Class AA:**
 - Instructional Leadership

MISSION: What we do

The mission of the Orlean Bullard Beeson School of Education is to guide, develop and challenge students 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 student success.

VISION: What we endeavor to do

The vision of the Orlean Bullard Beeson School of Education is to be known as one of the leading institutions for intellectual and spiritual development through teaching, scholarship, and service that will positively impact local, national and global communities.

VALUES: Our shared beliefs and ideals

The Orlean Bullard Beeson School of Education seeks to demonstrate the following values:

- Faith: We demonstrate Christian faith in our daily lives.
- Respect: We treat all with respect and fairness.
- Honesty: We promote honesty and integrity.
- Service: We commit ourselves and our talents to serve God and humankind through generosity of spirit and caring.
- Collegiality: We collaborate with one another to maximize knowledge, skills and experiences.
- Scholarship: We promote intellectual rigor, reflection and thorough preparation.
- Learning: We confirm that learning is a life-long commitment.
- Distinctiveness: We affirm Samford's commitment to quality education and to distinctive practices and programs.

STRATEGIC PRINCIPLES: How we take action

- We will ensure a culture of excellence for our students.
- We will obtain the funding necessary for teaching, scholarship, and service to accomplish our mission.
- We will offer innovative programs and practices that enhance the educational experience, promote creativity and prepare students for graduate study and careers.
- We will actively seek students to ensure a strong, diverse and thriving community of learners.
- We will support faculty and staff with professional development to assure current and best practices.
- We will provide resources, such as time, technology, materials, and facilities, to optimize the learning environment.
- We will promote greater awareness of the accomplishments of the Orlean Bullard Beeson School of Education.
- We will evaluate programs and practice through assessment and evidence of excellence.
- We will fulfill our professional responsibilities in a manner consistent with our Christian faith.

CONCEPTUAL FRAMEWORK: The basic structure on which we are built

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.

ASSESSMENT: How we ensure quality

We ensure that our programs and graduates are of the highest quality through the use of planned assessments embedded throughout our programs. Data are collected, analyzed, and used for continuous improvement for our unit and programs.

DISPOSITIONS: Putting our values into action

Dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and that impact student learning, motivation, and development, as well as, the educator's own professional growth.

Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, a belief that all students can learn, a vision of high expectations, or a commitment to a safe and supportive learning environment.

The dispositions supported by the OBB Teacher Education department are in alignment with the standards set forth national and state accrediting agencies, employers, and education professionals.

Field Experience and Clinical Internship

Placements

1. The School of Education through the Academic Support Services Center places all students, candidates, and interns in schools and other learning settings within driving distance from the University (certain special circumstances may apply).
2. The School of Education through the Academic Support Services Center completes a Letter of Agreement through district superintendents annually requesting permission to place students, candidates, and interns in school systems and learning settings appropriate for field experiences and clinical internship.
3. Field experiences and clinical internships are designed so that during the chosen program of study, students, candidates, and interns have the opportunity to observe and work with teachers and students in a variety of settings. Students, candidates, and interns are encouraged and supported through reflective writing, discourse with peers and professors, and purposeful feedback in order to begin making thoughtful decisions about their own personal philosophy of education, and about their own teaching practice.
4. The Academic Support Services Center and course professors work through school or site administrators to identify cooperating teachers.
5. Professors and the Department Chair will work with the Clinical Coordinator and the University Supervisor regarding any issues or concerns of students, candidates, or interns during field experiences or clinical internship.
6. The School of Education is responsible for the supervision of students, candidates, and interns while they are in the field; however, this supervision may be delegated to partner schools or departments of the university for candidates in specialized fields, if properly qualified personnel are available. Professors of the field experience courses will supervise students/candidates or assign qualified personnel. A University supervisor will supervise interns, which may be a faculty member or qualified designee. In addition, during the clinical internship and in some field experiences, a cooperating inservice teacher will be assigned to aide in supervision.
7. For undergraduate students, the clinical internship is the capstone experience in teacher education. The clinical internship occurs during the senior year.
8. The School of Education seeks to place one clinical intern per setting, however in some circumstances; a maximum of two interns could be placed in a learning setting.
9. The OBB School of Education complies with the Alabama State Board of Education Administrative Code pertaining to requirements applicable to cooperating teachers. Cooperating teachers must hold a Class A Education Professional Certificate, have three years of teaching experience, be recommended by the partner school administrator, and be agreeable to mentoring a clinical intern. The primary goal when placing a clinical intern is the selection of a setting where maximum professional growth can occur.
10. The University faculty member(s) having supervisory responsibilities will be responsible for the final evaluation of the candidate's/intern's performance. The cooperating teacher will provide feedback and collaborate with the supervisor to assign a grade. The final field experience/clinical internship grade is a composite of various assignments and

performance evaluations.

11. The Alabama State Board of Education Administrative Code specifies the following requirements for Field Experiences:

- All Class B, Alternative Class A, Class AA programs shall require extensive field experiences in diverse settings.
- The majority of field experiences must occur in P-12 schools.
- At least half of the field experiences shall be in the candidate's teaching field or area of instructional support.
- For early childhood and early childhood special education programs, field experiences shall include placements in at least two of the three main types of early education settings [early school grades (K-3), child care centers and homes, and Head Start Programs].

Professional Conduct

It is the expectation that all students, candidates, and interns serve as role models as they exhibit and practice the professional dispositions that will become a part of their daily lives. The students, candidates, and intern is a guest of the school or learning site and a representative of Samford University and each requires a superior level of professionalism throughout the internship.

Students, candidates, and interns are expected to conduct themselves as professionals when in the presence of students, educators, parents, and members of the community. Professional conduct includes thoughtful consideration of areas such as but not limited to speech, conversation, dress, punctuality, attendance, fraternization with students in social situations, appropriate use of social media, etc. Students, candidates, and interns are familiar with Teacher Education dispositions; therefore, they will be held solely responsible for their professional behaviors and choices throughout the internship.

Students, candidates, and interns should also become familiar with the Alabama Educator Code of Ethics and those of the professional organization that represents his/her licensure area.

Professional Appearance

In order to maintain an atmosphere conducive to teaching and learning, it is the expectation that all students, candidates, and interns present themselves as professionals and as representatives of Samford University and serve as an extension of its Christian mission and values with regard to personal appearance. This is a time to begin the transition from university student to professional teacher. Along with a myriad of other things to consider, personal appearance is one of the most obvious. Be reminded that as a guest in the school or at the learning site, school/district dress code policies for faculty apply with possible exceptions listed below. A general rule of thumb is "when in doubt, rule it out!" The cooperating teacher and university supervisor can offer added clarification and guidance as needed.

Items concerning dress and grooming are as follows:

1. Any clothing, personal appearance, or personal hygiene and/or 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. Attire perceived as disruptive, distracting, or unsuitable for the setting is not appropriate.
2. Candidates are to wear clothing in the manner they were designed to be worn. Specifically, pants, worn too low (low riders), too long, or excessively large clothing are not permitted.
3. Candidates are not to wear clothing revealing the body in an inappropriate manner. (Examples: clothing which is too tight, too short, baring skin at the midriff or sides, revealing sun dresses, "spaghetti strap" type tops, 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), or other nylon type, spandex, sweat type, tennis, or swim suit type shorts are not allowed.
6. Dresses and, skirts should be long enough so that it is possible to bend over or sit on the floor to assist students without revealing undergarments. If long tops are worn over "legging" type pants/tights, the top should follow the same rule as a dress or skirt.
7. Candidates are not to wear jewelry, ornaments, or accessories that are distracting; excessively noisy jewelry and/or belts, heavy metal chains, metal spiked apparel, or accessories, etc.
8. Males may not wear earrings. Facial and/or tongue jewelry is not allowed for males or females. Discreet facial piercings can and must be covered. Tattoos should be completely covered by clothing.
9. Any 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 suggestive, obscene, or offensive, or relating to, death, the occult, Satanism, etc. are not permitted.
10. 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 are not permitted.
11. During the school day, candidates should not wear or caps, hats, bandannas, sunglasses, or other headwear.
12. Outerwear (coats, gloves, etc.) should be worn to the school site as necessitated but not during the school day.
13. Hair should be worn and styled in such a manner that it is not typically considered unkempt, unclean, or impairing vision. Candidates are not to wear hair dyed in unusual colors, wear spiked hair, shave head areas or create shaved head patterns (numbers, names, symbols, designs, etc.).
14. Facial make-up should be tasteful and not distracting.

15. Appropriate footwear is required. Boots with chains, steel toes, or other metal reinforcements or decorations are not allowed. Flip-flops designed for beach or pool wear are not appropriate. Excessively high heels are not appropriate.
16. Physical education candidates should consult the cooperating teacher and university supervisor for guidance in appropriate gym/outdoor wear.
17. Clothing and/or accessories designed for concealment are prohibited. Such items may include but are not limited to, knives concealed in belt buckles, flasks hidden in shoes, etc.
18. Blue jeans, t-shirts, and other clothing typically worn in more casual settings are not to be worn unless the school administration extends this opportunity on special days or for school events. In such an instance, discretion is necessary in maintaining a professional appearance.

Professional Expectations

Professional Ethics

- Meets professional responsibilities in a timely and positive manner
- Upholds the laws and codes governing the school, state, and profession
- Maintains confidentiality of students and colleagues

Reflective Practice

- Evaluates thoughts and actions in order to improve future performance
- Accepts constructive criticism and makes appropriate modifications upon reflection
- Displays an awareness of personal and professional boundaries in interactions
- Demonstrates a commitment to continuous improvement as a teacher
- Develops informed teaching practices through continual study and collaboration

Belief in Learning Potential and Cultural Responsiveness

- Commits to all learners from diverse backgrounds, experiences, cultures, and ability levels
- Displays respect and rapport towards students
- Commits to the development of creativity and critical thinking
- Varies teaching strategies and materials to address learner needs
- Promotes engagement of all students
- Exhibits a sensitivity to community and cultural contexts
- Holds high expectations for all students
- Demonstrates cultural responsive unbiased attitudes and behaviors

Promotes Positive Learning Environment

- Works towards a learning environment that optimizes student academic, social, physical, and spiritual well-being
- Uses multiple assessments to identify student strengths and refine curriculum
- Appreciates and manages group dynamics that contribute to the classroom
- Promotes a safe and caring environment
- Commits to a positive and enthusiastic attitude

Collaboration and Leadership

- Demonstrates effective interpersonal and communication skills

- Maintains high expectations and implements them consistently for self and others
- Establishes and fosters respectful productive relationships with stakeholders
- Treats students, colleagues and faculty with kindness, fairness, patience, and respect

Digital/Social Media

Digital/Social Media Technologies can serve as powerful tools to enhance education, communication, and learning. These technologies can provide both educational and professional benefits, including preparing Samford Teacher Education students to succeed in their educational and career endeavors. However, when misused or used in an irresponsible manner, irreparable damage can occur.

Confidentiality

All interns must adhere to strict confidentiality on any and all school/site, teacher, and/or student matters throughout the internship inside and outside the classroom. The significance of confidentiality must be clearly understood.

Use of Personal Vehicles

Transportation to and from the partner school/site is the responsibility of the student, candidate, and intern. Furthermore, interns should not, under any circumstances, transport students in his/her personal vehicle. This includes, but is not limited to, field trips sanctioned by the school.

Liability Insurance

Tort liability and litigation are a valid concern for anyone working in public school classrooms. For this reason, students preparing to become teachers are strongly encouraged to have professional liability insurance. Professional organizations offering liability insurance for members are included on the Clinical Practice Orientation agenda. Interns are strongly encouraged to join an organization in order to have professional liability coverage. The Liability Insurance Waiver must remain on file in the Academic Support Services Center.

Dispositions

The OBB School of Education faculty understand a disposition to be a value, a commitment, or an ethic that is internally held and externally demonstrated. Our dispositions influence our actions and our behavior towards students, families, and communities as well as towards our colleagues and our profession.

As professional educators, we believe there is a set of dispositions we hold for ourselves and for our candidates in order to make the teaching/learning connection a reality for all students. In our statement of dispositions, we make public the values and the character of our teacher education program. The dispositions supported by the OBB School of Education are in alignment with the standards set forth and upheld by national and state accrediting agencies, employers, and education professionals.

Dispositions are observed and evaluated throughout the education programs and are aligned to the expectations of students/candidates at various program levels.

Dispositions Procedures

It is the intent of the faculty to evaluate the dispositions of applicants, candidates, and interns to:

- Select and retain students demonstrating the professional behaviors and ethical qualities consistent with Samford's mission and Christian values,
- Maintain the integrity of the teacher certification programs by holding applicants and candidates accountable for behaviors becoming of a professional educator, and
- Collect dispositional data for analysis and reporting purposes.

Applicants, candidates, and interns will be subject to disposition evaluation on a regular basis, and the evaluations will become a part of the student's departmental records. It is the opinion of the faculty that any course of action affecting applicants, candidates, and interns will be a more informed one if many sources of data are collected and reviewed.

There are five disposition phases for undergraduate students:

Phase	Description
I	Teacher Education students (Pre- Admittance): Students in this phase may take introductory education courses and will complete formal application for admission into the Teacher Education Program. Phase I students are typically freshmen and sophomores.
II	Teacher Education Candidates: Students in this phase have been admitted to a teacher education program. During this phase, candidates will continue taking education courses, participate in field experiences, and apply for clinical internship. Phase II students are typically Juniors and Seniors.
III	Clinical Internship: Students in this phase will complete clinical internship. During this phase, interns will teach off campus for approximately 15 weeks. Interns will also complete all requirements for graduation. Interns in Phase III are typically in the second semester of the senior year.
IV	Graduates: Students in this phase are graduates and will have completed all program and university requirements for their selected program. In order to be recommended for certification to the ALSDE, students must have passed all required licensing exams.
V	Alumni: Students in this phase are alumni. The teacher education department will occasionally request data and information for department records as a part of the continuous improvement plan and as required by accrediting agencies.

Professional Dispositions Assessed (Undergraduate)

Phase	Course Number
I – General Educ. and Teacher Education	EDUC 200
II – TE (Secondary)	EDUC 315
II – (ESEC/ELEM)	EDUC 321
III – University Supervisor	EDUC 473/474/475

Phase I Dispositions:

Teacher Education faculty will complete a *Phase I Dispositions Form* for each student in at least one education course taken prior to admittance to any Teacher Education program. Applicants will also select one General Education faculty member to complete a *Phase I Dispositions Form* as an application requirement.

Phase II: Teacher Education - Candidates

Students in Phase II have been admitted to the Teacher Education Program. During this phase, candidates will continue taking education courses, participate in field experiences, and apply for clinical internship. Phase II students are typically Juniors and Seniors.

During Phase II, Teacher Education faculty and/or university supervisors will complete a *Phase II Dispositions Form* for each student in designated education courses.

Performance Standards

Along with professional dispositions, performance standards are assessed and evaluated throughout each teacher education program following a developmental progression. There are two types of instruments, one is used to support the candidate's growth as they are learning to teach, and the second is used to evaluate progress toward meeting those standards.

The Field Experience and Internship Observation Form will be used by the supervisor and/or the cooperating teacher to provide the candidate or intern with specific evidence observed demonstrating the listed standards or lack thereof. There will not be a grade assigned or data reported following each observation, rather the feedback will be formative with the goal being to encourage discourse and inform the candidate or intern of areas of strength and areas for improvement.

It is also the aim to familiarize the candidate or intern with the instrument as it will be completed at the end of the experience as a summative evaluation as to whether or not performance standards have been met. The summative Field Experience Evaluation Form or Internship Evaluation Form will be a collaborative effort between the cooperating teacher and university supervisor and shared with the candidate or intern. This form will indicate whether or not the candidate has met the defined criteria in each performance area.

Undergraduate Field Experiences Overview

Field experiences in P-12 schools and other learning settings are essential components in the learning process of becoming a professional educator. Field experiences occur in Phase I and II of Teacher Education programs.

It is the philosophy of the Teacher Education faculty that candidates be placed in school settings and other authentic learning environments early and often in their programs of study. It is in these settings that they will be able to practice their future profession. Through these experiences, students and candidates are able to gain a realistic view of schools and classrooms. The field experiences range from observation opportunities in P-12 classrooms to teaching small groups of students.

All education majors are afforded the opportunity to complete a variety of field experiences in a range of settings with diverse populations of students. Field experience placements will be within driving distance from the university campus. Some education courses fully integrate field experiences and hold classes off campus at partner schools. Field experience seminars will be held by course professors in any course where a field experience component is included. The seminar will prepare students/candidates for the specific setting, student demographics, assignments, etc.

Field Experiences occur at three levels:

Level 1: Exploring

Field experiences at this stage include multiple opportunities to observe and work in diverse classrooms in the appropriate grade level ranges for certification areas to develop knowledge, skills, and dispositions through experiences working with individuals and/or small groups of P-12 students. See the Field Experience Observation Feedback Form – Level 1 and the Field Experience Evaluation Form – Level 1.

Level 2: Applying

Field experiences at this level provide teacher candidates opportunities to practice what they have learned and observed through authentic teaching and/or co-teaching experiences in diverse classrooms in the appropriate grade level ranges for certification areas to develop knowledge, skills, and dispositions. See the Field Experience Observation Feedback Form – Level 2 and the Field Experience Evaluation Form – Level 2.

Level 3: Integrating

This level is intended for candidates who are participating in extended field experiences with consecutive days in the P-12 classroom/learning setting in which they assume responsibilities for planning and teaching and/or co-teaching using evidence based practices that positively impact student learning. See the Field Experience Observation Feedback Form – Level 3 and the Field Experience Evaluation Form – Level 3

Students and candidates will be evaluated on their performance based on the developmental

level of the field experience and the expectations of future teachers at that level. As is appropriate, feedback will be given to students and candidates as a means of developing and refining knowledge, skills, and dispositions throughout the programs.

Undergraduate Teacher Education Courses and Associated Field Experiences:

Course Number	Field Experience Level
EDUC 200	1
EDUC 202	1
EDUC 204	2
EDUC 300	1
EDUC 302	1
EDUC 315	2
EDUC 321	2
EDUC 322	2
EDUC 326	2
EDUC 303	2
EDUC 331	3
EDUC 403	3
EDUC 414	3
EDUC 415	2
EDUC 421	3
EDUC 426-429	3
EDUC 473/474/475	Internship

The Clinical Intern

Clinical Internship Overview

Clinical internship is the capstone experience in teacher certification programs. Clinical internship immerses candidates in a school culture and affords them the opportunity to teach in a partner school classroom or learning setting while receiving support from an inservice teacher and a university supervisor. Clinical interns will receive feedback and a final evaluation using the same process as they did in field experiences.

Responsibilities

The clinical practice intern has been formally admitted into a Teacher Education Program and has met all criteria for admission to clinical internship. The intern has been assigned to a school or learning site to complete the internship semester by the OBB School of Education and the ALSDE. The university supervisor is responsible for the intern's clinical practice experience. The university supervisor works collaboratively with the cooperating teacher to provide supervision and support to the intern. At times, the university supervisor may call upon other qualified personnel for assistance.

The clinical intern is expected to:

- Read all materials provided by the Academic Support Services Center and professors. *The intern is responsible for the content.*
- Attend all scheduled seminars and professional development opportunities.
- Fulfill the mandated number of days of the internship
- Recognize and respect the status of “guest” in the school or learning setting.
- Understand that the final authority for classroom procedures rests with the cooperating teacher.
- Volunteer for additional responsibilities, when appropriate.
- Conduct teaching experiences which attempt to impact student learning.
- Behave in a professional manner at all times.
- Complete all activities assigned by the cooperating teacher and university supervisor in a timely manner.
- Serve as a representative and ambassador of Samford University and the OBB School of Education by:
 - Clearly identifying yourself by wearing the appropriate identification badge when on K-12 school sites or other learning setting
 - Following school or site policy regarding taking any medication
 - Meet **all** performance standards and dispositional expectations as monitored and evaluated by the cooperating teacher, university supervisor, and other university or school personnel.

Related to teaching, the intern is expected to:

- Present plans for each lesson taught with all requirements met. The cooperating teacher should have no less than 24 hours prior to the teaching of the lesson to review the lesson

plan and make any suggestions or edits.

- Gain input and subsequent approval from the cooperating teacher prior to designing the action research project.
- Drafts of the action research and unit plan may be submitted to your university supervisor for feedback before uploading your final products. University supervisors will communicate the procedure for review.
- Teach a minimum of twenty days (20) during the 15-week placement, ten (10) of which must be consecutive.
- Use the Clinical Internship Suggested Timeline as a guide. Be prepared to take initiative as well as to defer to the wisdom and experience of the cooperating teacher and university supervisor. Each clinical intern is unique and progress at different rates.

According to the Alabama State Board of Education Administrative Code:

- Internships in Class B and Alternative A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.
- For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).
- 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 or health education and physical 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 education and early childhood special education programs, the internships shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.
- 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.
- A candidate who has met all requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's classroom if both of the following requirements are met:
 - The candidate holds a valid Special Alternative Certificate endorsed for the teaching field and appropriate to the candidates teaching assignment, AND
 - On-the-job internship placements are permitted by EPP written policy.
- Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-

.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).

Activities

The intern must complete all activities listed within the course syllabi (EDUC 473, 474, 475, 591, and 592) for clinical internship. These include, but are not limited to:

- Attend the clinical practice intern orientation.
- Obtain contact information of the cooperating teacher, the university supervisor, and the office number of the partner school/site. Keep the information accessible, in case of emergency or the need arises to make contact.
- Become familiar with and comply with all policies and practices of the cooperating school/site.
- Maintain a reflection journal/log, as specified by the university supervisor.
- Submit a schedule to the university supervisor, and notify supervisor of any schedule changes as soon as possible (Note: University supervisors can and will make unannounced visits, so it is critical that he or she is informed of any schedule changes).
- Prepare lesson plans in advance as required by the university supervisor; have plans approved by the cooperating teacher prior to submission to university supervisor and implementation of the lesson.
- Become familiar with the technology system and protocols used by teachers for grading, attendance, assessments and other recordkeeping as well as for instructional use.
- Develop the practice of seeking and accepting constructive feedback and suggestions for improvement from the cooperating teacher and the university supervisor so as to continuously evaluate one's own teaching performance.
- Become familiar with all technology beyond the teacher's classroom that is available for use. The cooperating school's library/media specialist may also assist with this responsibility.
- Maintain accurate records as required by the cooperating school and the OBB School of Education.
- Adhere to the daily schedule of the cooperating teacher. Interns are required to participate in all duties, school meetings and activities in which the cooperating teacher is involved. Interns are not required, but encouraged, to participate in activities or duties for which the cooperating teacher is paid an additional stipend.
- Participate in parent/teacher conferences, team meetings, faculty meetings, and professional development opportunities (as permissible) conducted or attended by the cooperating teacher.
- Participate in evaluation conferences with the university supervisor,

cooperating teacher and/or any other university/school personnel.

- Attend and be fully present at seminars, workshops, and other professional development opportunities provided for clinical interns.
- Complete any additional activities assigned by the university supervisor and cooperating teacher.

The Clinical Internship Orientation is held at the beginning of the internship semester.

The agenda for the orientation session includes:

- Comprehensive explanation of performance and dispositional standards
- Information on the clinical practice internship requirements
- A presentation on roles, responsibilities and practical suggestions for the clinical interns
- Explanation of state certification forms and procedures
- Initial cohort meeting with university supervisor

Portfolio

All interns are required to satisfactorily complete a clinical internship portfolio. Each program will instruct interns to the specific requirements that must be included in the portfolio, and the university supervisor will communicate expectations, provide models, and evaluate portfolios. Any intern who does not meet the expectations of this program requirement will receive a failing/unsatisfactory grade in clinical internship.

Absences

Interns are expected to be at their assigned school/site every day that teachers are expected to be there. The university supervisor must approve any change in schedule. If an intern is unable to report to school, he/she must inform the cooperating teacher and the university supervisor *before the school day begins*. **Note: Interns should not rely on email or text messages for notifications of this nature due to the fact that cooperating teachers and the university supervisors will have questions about the day's instruction and plan for return.**

If the intern is responsible for any of the day's instruction, he/she must see that the lesson plan(s) and other materials are provided to the cooperating teacher. It is expected that any absences will be related to illness, death in the intern's immediate family, or direct involvement in occurrence of catastrophic events/extreme emergencies events only. Any time missed will be added at the end of the semester.

Rigor of the Clinical Internship Semester

Clinical practice internship is a full-time responsibility; therefore, interns should give thoughtful consideration to additional responsibilities, such as work or extra-curricular activities, during the internship semester. It is critical that interns realize that the internship requirements at the cooperating school/site are Monday through Friday and can and often do extend beyond typical school hours.

It is imperative that clinical interns attend fully to the internship semester. Clinical internship is rigorous and physically, mentally, and emotionally demanding. It is necessary to be present in the moment and be reminded that the work is authentic and affects “real” students and impacts their learning. Be aware that there are no days allotted for travel to interview sites necessitating absence from a clinical internship day. To gain permission for such an absence, an Interview Day Verification Form must be submitted and approved by the Academic Support Services Center, the cooperating teacher, and the university supervisor no less than 1 week prior to the requested absence.

School Calendar

Interns will follow the school district’s calendar where they are placed for the clinical internship.

Use of Corporal Punishment

Under no circumstance may an intern use corporal punishment, threaten to use corporal punishment, cause corporal punishment to be used, or be an official witness to corporal punishment.

Assuming Full Teaching Responsibility

Interns are not permitted to be alone with students in any setting; therefore, there must be a licensed classroom teacher within appropriate proximity of the classroom in order to (a) serve as a witness to the teaching process, (b) ensure safety and security for all students and (c) serve as an intervention “lifeline” to the intern when needed and appropriate. The cooperating teacher will determine appropriate opportunities to withdraw from the classroom as the intern assumes more responsibility; however, the cooperating teacher will maintain close proximity to the classroom in order to assess intern’s ability to manage student behavior while teaching planned lessons. **Note:** Interns are not allowed to serve as substitute teachers at any time during the clinical practice internship.

Appeal Process

If the intern does not agree with the clinical internship grade, he or she may appeal the decision to the Department Chair. In order to ensure timely action, the appeal must be in writing and received by the Chair within ten calendar days of the date the grade is posted.

If the intern does not agree with the decision of the Chair, he or she may appeal the decision to the Associate Dean of the School of Education. If the intern does not agree with the decision of the Associate Dean, he or she may appeal the decision to the Dean of the School of Education. In order to ensure timely action, each appeal must be in writing and received within ten (10) calendar days of the date of the appealed decision. The Dean’s decision is final.

Documenting Performance and Dispositions

The following information is designed to familiarize the intern with the evaluation documents used throughout the semester of clinical internship.

Guide to Clinical Internship Assessment Forms

<i>Form</i>	<i>Purpose</i>	<i>Description</i>
Internship Observation Form	Lesson observations and constructive feedback	Cooperating teachers and university supervisors use this form when observing interns teaching a lesson
Clinical Internship Evaluation	Evaluation	Completed at the end of the clinical practice experience
Phase III Disposition	Evaluate dispositions	Completed at mid-point and again at end of clinical internship experiences

The Clinical Internship Evaluation Process

The clinical internship evaluation is an attempt to state quantitatively and qualitatively the degree to which an intern possesses the knowledge, skills, and dispositions necessary to become a qualified teacher.

Evaluation of clinical internship is a continuous process involving the intern, the cooperating teacher, and the university supervisor. It is anticipated that the clinical internship experience and the continuous feedback, from self-evaluation, participation in cooperating teacher/university supervisor conferences, university seminars and other professional development will provide valuable information empowering interns to perform successfully.

The aim of evaluation in clinical internship is:

1. to assist the intern to realistically view all strengths and weaknesses as a teacher;
2. to provide the intern with clear criteria for increased personal and professional growth; and
3. to provide a basis for a final evaluation and a recommendation for certification.

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. The components and guidelines are congruent with the ALSDE standards (ACTS) and the specialized professional association guidelines for certification.

Internship Observation Scheduling

As the intern is beginning to make the transition out of full-time teaching responsibilities with the cooperating teacher and the students in the classroom, a series of carefully planned observations will help reinforce the intern's understanding

of what he/she has experienced in the classroom as well as help the intern gain a broader view of the total school. **Arrangements for all observations should be made in advance for optimum planning and courtesy to school faculties and staff members.** During the final days, the intern should prepare a written, detailed schedule of activities for every day and have the schedule approved by the cooperating teacher and university supervisor. The following suggestions from previous interns and university supervisors provide insight about the nature of these observations:

A. Classroom Visits

- Plan to visit other classrooms similar to the one in which the intern is teaching.
- Plan to visit classrooms in grade levels below and above current students' grade level.
- Follow the students the intern has been teaching to each of the other teachers who work with them (for ex: Art, Music, P.E.) The intern will then have a chance to see how other teachers work with the same students.
- The length of these other classroom visits will vary. Creating an appropriate balance of time is part of the challenge of preparing the schedule.

B. Support Staff and Management Visits

- Arrange a time to "shadow" a few of the following persons if time allows and opportunity exists:
 - The principal
 - An assistant principal
 - A curriculum specialist
 - A literacy coach
 - A teacher specialist
 - A guidance counselor
 - The media center director
 - The school nurse
 - The school resource officer

Each of these visits may be for part of a day; the length of time will depend upon the individual's schedule and the number of interns placed in the school. Observations can be done in pairs (interns) in order to make it easier to spend time in some of the special areas or offices.

C. Where should interns observe?

Intern observations should be in the assigned school and approved by the cooperating teacher and university supervisor.

D. How should time be spent if an intern is not observing?

Whenever interns are not observing, they should return to their assigned classroom and provide assistance to the cooperating teacher and students in

the same spirit and intention as in the beginning of the semester. It is probable that there will be events or activities taking place back in the classroom for which interns wish to be present and other times when interns' continued support of students will be appreciated.

E. Notes and Records

Any observational notes interns take must be kept confidential and should not be shared with anyone. Interns should not identify the school or site by name or any persons (adults or students by name at any time).

The Cooperating Teacher

Role of the Cooperating Teacher

Cooperating teachers are critical to successful clinical internships. The cooperating teacher will serve as the model, guide, and mentor to the intern. The cooperating teacher's influence will greatly affect the intern's future teaching style as well as his or her professional attitude. Of all the people who have contact with the clinical intern, usually the cooperating teacher has the opportunity to have the greatest impact and take advantage of "teachable moments".

According to the Alabama State Board of Education Administrative Code (Undergraduate and Graduate Initial Certification):

- P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.
- For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
- For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
- An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.

The cooperating teacher is an integral part of the team who will work throughout

the semester on the professional development of an emerging classroom teacher. The cooperating teacher will work closely and collaboratively with the university supervisor to review and evaluate the progress of the clinical intern. The Department Chair, Program Coordinators, and the Academic Support Services Center will work with each university supervisor to monitor the clinical internship of all assigned interns. The Department Chair and the Academic Support Services Center are always available to assist during the semester if more direction or support is needed.

Responsibilities of the Cooperating Teacher

Observation Period

The cooperating teacher and the intern will be eager to get started once introductions have been made; however, **the observation period is a vital part of the clinical practice program.** The intern is expected to observe the cooperating teacher instructing students and managing the classroom for the first week as well as thereafter. Not only will the intern be observing the cooperating teacher's style of teaching, but also the academic progress and behaviors of students in the classroom. University supervisors will provide the intern with a checklist of observation/orientation items to accomplish in order for the clinical intern to focus on areas of transitions, classroom management, student safety, demographics etc. The cooperating teacher is also encouraged to direct the intern to look for specific strategies or other information as they become aware of the complexities and needs in the classroom. It is important that the cooperating teacher understand that the intern will be making observations to complete assignments for their university supervisors.

Lesson Planning

Thorough, purposeful planning supports effective teaching. It is important for the cooperating teacher to provide the intern guidance, support, and offer appropriate levels of scaffolding in this area, especially in the early stages of the internship. While the cooperating teacher's experience likely allows him/her to successfully teach with abbreviated lesson plans, interns require detailed plans when they begin to teach the students. It is very important for the cooperating teacher to hold the intern accountable for the full development of required lesson plans. We strongly suggest that the cooperating teacher establish a day of the week that lesson plans are due for review and feedback before the clinical intern implements the lessons and before they are submitted to administrators (according to the process used in the school).

As interns begin to take on more responsibility, university supervisors make individual determinations regarding adjustments for the intern's lesson plans. This is an area where the university supervisor and cooperating teacher will collaboratively determine where additional practice is needed or mastery is achieved as the intern works through the internship. It will be important to consult with the university supervisor to be sure that all parties are comfortable with the detail of the planning elements being used. Some university supervisors may request that the cooperating teacher target specific performance goals for the intern.

Intern Feedback

Because feedback and communication between the cooperating teacher and intern are of utmost importance, we ask that the cooperating teacher **set aside regular times** for conferencing. This is the cooperating teacher's time to coach and consult, and the intern's time to reflect, self-assess and question. Some cooperating teachers also keep an interactive journal or notebook in the classroom in which they write notes to the intern while observing a lesson. The intern may also write questions/thoughts to his/her teacher. The cooperating teacher may also find this approach beneficial because it enables him/her to record information as it happens, without interrupting the flow of the lesson.

Classroom Supervision and Management

At the beginning of the internship, the cooperating teacher should spend considerable time in the classroom with the clinical intern. At some point, the cooperating teacher may choose to withdraw from the classroom and leave the clinical practice intern alone for **short periods of time** (Please check with your district and school for policies regarding your responsibility in this matter). It is important that the clinical intern is not left alone prematurely or for an extended period of time. They should not be "thrown in to the classroom" on a "sink or swim" basis. These novices need the support of cooperating teachers as they assume full teaching responsibilities. Once teaching responsibilities have been transferred to the intern, plan to allow time for the intern to be solely responsible for the class. While cooperating teachers remain legally responsible for the students, it is necessary for the intern to experience full responsibility for student learning and behavior and develop their own practice as they learn how to teach effectively. When the cooperating teacher is out of the classroom, he or she simply needs to let the clinical intern know where he/she will be if assistance is needed. Cooperating teachers should be present in the classroom long enough each day to allow for constructive feedback during conference times. It is also important that the cooperating teacher be available to assist when needed. "Assistance" may mean that the cooperating teacher will serve as a "co- teacher" at times, especially when another voice and set of hands is beneficial to small group instruction or additional modeling of effective teaching practice is needed.

While we encourage interns to develop their own method of management and organization, it is clear that overall classroom order is the ultimate responsibility of the cooperating teacher. We urge the cooperating teacher to give the intern every opportunity to implement the system, without compromising the established routines and expectations in the classroom. The intern must independently maintain classroom management as well as demonstrate a mastery of classroom discipline procedures during the clinical internship. We recognize that this may be a challenging task; therefore, the cooperating teacher and university supervisor will provide needed support and guidance for the intern.

The clinical intern should never be asked to serve as a substitute teacher. In the absence of the cooperating teacher, a substitute teacher should be placed in the classroom with the intern or other arrangements should be made to uphold all legal and ethical responsibilities.

Cooperating teachers helping in these ways does not take away from the intern's serving as a full-time teacher; and, intentional decisions about when to be present and to what degree will no doubt make a significant difference toward the learning of the students in the classroom as well as the learning of the intern.

Emergency Procedures

It is important that the intern know what to do if there is an emergency or unusual situation arises. This is particularly important so that the intern will be prepared in the event that the cooperating teacher is away from the classroom. Cooperating teachers must communicate specific directions and expectations necessary to ensure the safety of students and the intern.

Lesson Observations

The cooperating teacher will complete lesson observations during the internship. These observations may begin as soon as interns begin teaching lessons. This minimum requirement may vary for those interns who need additional formal lesson feedback. More than the minimum observations are acceptable and encouraged in this situation.

Timely feedback is extremely important. As soon as possible, following a lesson observation, the cooperating teacher should lead a reflecting conversation with the intern. This conference should include specific feedback for reflection and future planning. It is important for the clinical intern to experience announced and unannounced observations.

It is critical that the university supervisor and cooperating teacher record strengths and areas for improvement on the observation forms. For any issues that have emerged beyond the particular lesson being observed and documented, it is acceptable to enter notes and evidence in any open comment area. It is important that dispositional concerns, and any other issues or suggestions are documented so that expectations are made clear to the intern.

Unit Planning

One of the intern's first responsibilities is to develop a Unit Plan. Each intern is provided with a format and assessment rubric for the UP as a part of the clinical internship orientation, and the university supervisor will guide the intern to develop a timeline for developing this plan. Cooperating teachers are asked to share a Unit Plan learning objective with the intern and thoroughly discuss what the intern will be addressing in

terms of academic topics over the internship semester. The actual topics of study and sequence of lessons remain the cooperating teacher's responsibility and are subject to his/her approval. The intern needs full access to all curriculum guides, resources and materials, and he/she will require guidance from the cooperating teacher during the preparation of this plan. We assume the basic materials are available for topics and skills the intern will be teaching. Please advise the university supervisor if other arrangements need to be made.

Calendar

A suggested teaching calendar for the semester will be provided to the intern. The timeline shows a "phase-in" period and how the intern gradually assumes more responsibility. Full-time teaching should take place for a minimum of ten (10) consecutive days per semester, followed by a "phasing back" of responsibility to the cooperating teacher. It is important that both the "phase-in" and the "phase-back" give major consideration to the students in the classroom and their ability to adapt to a change of teachers. The cooperating teacher and the university supervisor will have the autonomy to determine the final calendar for the clinical practice intern's classroom teaching schedule.

Student Information

Cooperating teachers will assist the intern in learning as much as possible about the students and identifying available resources that provide pertinent student information (ex. student records).

Learning and Developmental Goals

The intern is expected to follow the established school, grade, and subject area plans for developing appropriate learning objectives and goals. Objectives must show clear alignment to appropriate grade level standards. Assessment criteria for the learning objectives must be determined and specifically addressed.

Assessment Data

Reporting on student progress and assessment data is an important element of teaching. The intern will collect data under the supervision of the cooperating teacher.

The University Supervisor

Initial Meeting with Interns

At the clinical intern/university supervisor meeting at orientation, the university supervisor will have the opportunity to make general introductory comments to the group. The university supervisor should plan to speak briefly about the role of the cooperating teacher, the university supervisor, and the responsibilities of being a clinical intern. Topics that may be included in this meeting are:

- An introduction of the university supervisor's background that precedes his/her work as a supervisor
- Collecting personal contact information for the interns (all phone numbers and email addresses)
- Explaining the process for interns to follow in cases of emergency (sickness, family emergencies)
- Location, time, and schedule of seminars
- General schedule for the semester including phasing into teaching, full time teaching, and phasing back out of teaching
- Requirements for the completion and submission assignments
- Requirements for the preparation and submission of lesson plans
- A review of the Professional Responsibilities and Expectations for educators - attendance, being on time, appropriate dress, confidentiality, discretion
- An overview of the grading process
- Remarks about the importance of the clinical intern and cooperating teacher working together with emphasis on the need to communicate any concerns or problems to the college supervisor immediately

It is also a time to inquire about the interns' previous field experiences and career plans. This information will inform the university supervisor and guide their support of the intern as an individual, understand what he/she has done in the past that may relate to the clinical internship experience, and alert the college supervisor to any special circumstances which might impact the internship.

Professional Development Seminars

The primary purpose of the professional development seminar associated with the clinical internship is not only to respond to current issues, challenges and adjustments that the clinical interns will be encountering, but to also provide opportunities for all interns to receive ongoing, high-quality professional development. Program coordinators will schedule the seminars for the clinical interns with the expectation that university supervisors will attend and facilitate the seminar as needed.

Seminars may be held on Samford's campus or at a school location based on the interns' school assignments. Attendance is mandatory.

Observations, Evaluations, and Conferences

Observing and conferencing with the clinical intern and maintaining open communication with the cooperating teacher are very important responsibilities of the university supervisor.

It is important to visit each clinical intern and cooperating teacher as soon as possible after the clinical internship orientation in order to become familiar with the school setting and conduct a planning conversation with the cooperating teacher and clinical intern (including a review of the semester calendar and any policy/procedure questions that may arise). It is important that the university supervisor maintain an open and candid relationship within this “triad”, so that communication is established as soon as possible.

During a lesson observation, the university supervisor observes the clinical intern teaching and completes the Clinical Internship Evaluation form. Form giving lesson feedback indicating strengths and areas for improvement. While observing classes, supervisors will review the clinical interns’ lesson plan. A copy should be provided.

Additional visits may be scheduled by the University Supervisor, the Cooperating teacher, or the clinical intern.

Timely feedback is extremely important. Immediately following the observations, supervisors should hold a conference with the intern and provide specific feedback for reflection. If needed, the cooperating teacher should be alerted to take over the class immediately following the observed lesson so that the university supervisor and the clinical intern will have time to conference together. If an observation is unannounced, the cooperating teacher may not be readily available; thus, the university supervisor may need to conference with the clinical intern at a later time. **It is important for the clinical intern to experience announced and unannounced observations.**

It is critical for the growth and development of the intern that the university supervisor and cooperating teacher record strengths and areas for improvement on the Clinical Internship Evaluation form. For any issues that have emerged beyond the particular lesson being observed and documented, it is acceptable to enter notes and evidence in any open comment area. It is important that dispositional concerns, and any other issues or suggestions are documented so that expectations are made clear to the intern.

Procedures for Addressing Challenges during Clinical Internship

During clinical internship, interns “phase in” to the teaching experience to improve their knowledge and skills throughout the semester. On occasion, interns may have difficulty meeting the requirements of the clinical internship experience. Therefore, it is important that a procedure be in place that ensures clear communication and an adequate opportunity for the intern to correct his/her deficiencies. The procedures

define the steps to support the intern, while also being sensitive to and respectful of the needs of the cooperating teacher, his/her students, and the overall school community.

A university supervisor usually becomes aware of an intern's challenges through direct observation, from information provided by the cooperating teacher, and/or from the intern themselves. All information related to challenges should be documented on the intern's observation instruments as well as clearly communicated to the intern. Specific suggestions for improvement should be made with written feedback provided. In most cases, this is a developmental process with the understanding that interns are resourceful and prepared for this experience; therefore, they can make the necessary adjustments to meet the requirements.

However, if an intern continues to have difficulty in mastering teaching skills and/or performance expectations, professional standards, standards of conduct, dispositional issues, or other areas of deficiency, the university supervisor and the cooperating teacher may request a meeting with the Academic Support Services Center and the Department Chair.

Depending on the progress or lack of progress demonstrated by the intern, the following options may be considered:

- extend the clinical practice experience in order to fulfill performance requirements;
- determine that the intern is failing and advise withdrawal from clinical internship with the possibility of the option to repeat the experience (re-apply for clinical practice in another semester);
- counsel out of the teacher education program.

An intern is subject to **immediate** removal from clinical internship if, during school hours, he/she:

- consistently demonstrates unprofessional behavior; or
- is intoxicated; or
- uses drugs; or
- commits a crime that would suspend/dismiss a teacher from his/her position; or
- uses corporal punishment; or
- is asked to leave the school by a district-level or school-level administrator.

Final Evaluations

The university supervisor and the cooperating teacher will collaborate to complete the final evaluation of the clinical practice intern. The university supervisor and cooperating teacher will document evidence and discuss the final grade for the clinical practice intern. This evaluation will reflect the success or failure of the clinical practice intern's progress and development as a teaching candidate. The final evaluation will be a part of the intern's academic file.

Upon successful completion, the intern should request letters of reference from the university supervisor, the cooperating teacher, and any other professionals who observed the intern's teaching.

Final Conferences

At this meeting, the university supervisor, cooperating teacher, and clinical intern summarize the semester in order to provide closure. The university supervisor will discuss the final evaluation and give the clinical intern his/her final grade. The university supervisor will also collect any remaining documentation that the intern must submit for successful completion of their internship.

Withdrawal

NOTE: Withdrawal from clinical internship is a very serious decision and should not be made without the knowledge and guidance of the university supervisor and the Advisor/Certification Officer. Interns who choose to withdraw from clinical practice must notify the Office of Student Support **in writing** as soon as possible. The timing and circumstances of the withdrawal will determine the process used for withdrawal from the course and/or program.

Orientation

An orientation session will be provided for the University supervisor. Information about travel reimbursement, entering final grades, completing required forms and surveys, and other important information will be discussed.

Faculty Qualifications

According to the Alabama State Board of Education Administrative Code:

- For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on a basis of holding a Special Alternative Certificate, if no acceptable teacher with a Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the Educator preparation provider (EPP) head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
- For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
- An intern places in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be

supervised by a lead teacher designated by the Alabama Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.

Glossary

Clinical Intern: A teacher education candidate who has met the criteria to participate in clinical internship.

Clinical Internship: The culminating experience for candidates enrolled in the Teacher Education Programs. This full time, supervised program allows candidates to demonstrate the knowledge, skills and dispositions required of professional educators.

Cooperating School/Site: A selected school or learning site that agrees to accept Clinical interns.

Cooperating Teacher: The teacher selected to supervise a clinical intern. The cooperating teacher must have at least three years of experience, hold a valid Class A Alabama teaching certificate, and be recommended by their administrator.

Dispositions: the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and that impact student learning, motivation, and development, as well as, the educator's own professional growth.

Growth Plan: A written remediation plan developed by the university supervisor with input from the cooperating teacher to address any specific area(s) of concern regarding the intern's performance. The plan identifies, explains, assists and sets a timeline to support the intern in making appropriate and necessary changes in his/her performance and/or work.

University Supervisor: A representative of Samford University who, in conjunction with the cooperating teacher, is responsible for supervising, evaluating, and grading the clinical intern during the clinical internship experience.