



INTERNSHIP HANDBOOK

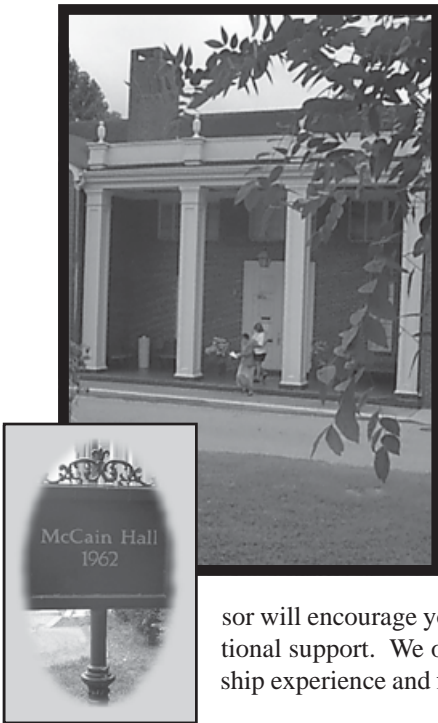


Educators for a Global Future

Fall 2009

ATHENS, ALABAMA

Dear Intern,



The College of Education at Athens State University welcomes you to the Internship Program. You are beginning an experience that will be pleasant and puzzling, fun and frustrating, terrific and tiring. Your day will be filled with all the accouterments of the teaching profession: dry erase boards, bulletin boards, field trips, morning announcements, parent conferences, textbooks, observations, student questions, and much more. Your evening hours will pass too quickly with tests and papers to grade, lessons to plan, and bulletin boards to prepare. You will take time to reflect on the activities and events of the day - what worked and what didn't - what was satisfying and what was not.

When you say good-bye to your students and cooperating teacher on the final day, you will be reluctant to leave, yet, filled with an increased desire for your "own" classroom.

The cooperating teacher and the University supervisor will encourage you, give you constructive criticism, and provide you with emotional support. We offer you our best wishes for a successful and satisfying internship experience and for a rewarding career as a professional teacher.

Sincerely,

Faculty and Staff
Athens State University

This Handbook is available on-line on the College of Education webpages.
www.athens.edu/college_edu
Click on Field Experience



The College of Education at Athens State University is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

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It is the official policy of Athens State University not to discriminate on the basis of race, color, sex, religion, national origin, disability, or age in its educational programs, activities, admissions, or employment as required by Title VI and VII of the Civil Rights Act of 1964 (Sexual Discrimination/Sexual Harassment); Title IX of Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973, and the 1990 Americans with Disabilities Act.

Athens State University will make every reasonable attempt to provide accommodations needed by individuals with disabilities. If you have a disability that might necessitate adaptive materials, services, or assistance, contact the Disabilities Services Office, 233-8285.

Disability Statement: If you have a disability that might require special materials, services, or assistance, please discuss this with the internship supervisor during, or following, the first week of classes.

PURPOSE

The purpose of the program is to prepare teachers who will make thoughtful and effective choices when confronted with instructional decisions in classrooms. These decisions will prepare children and youth to meet the demands of the future.

To support the general purpose, four specific purposes or emphases of the teacher education program have been determined. The four emphases are:

- **Performance-based for ability**

Candidates and professional education faculty show evidence of superior teaching ability through classroom performance. Successful candidates must be able to translate many kinds of knowledge into appropriate and effective teacher behaviors.

- **Modeling for understanding**

Candidates and professional education faculty model effective teaching strategies and approaches, classroom management techniques, and other skills in order to increase the understanding of all students. This is an essential and pervasive component of the program at Athens State University.

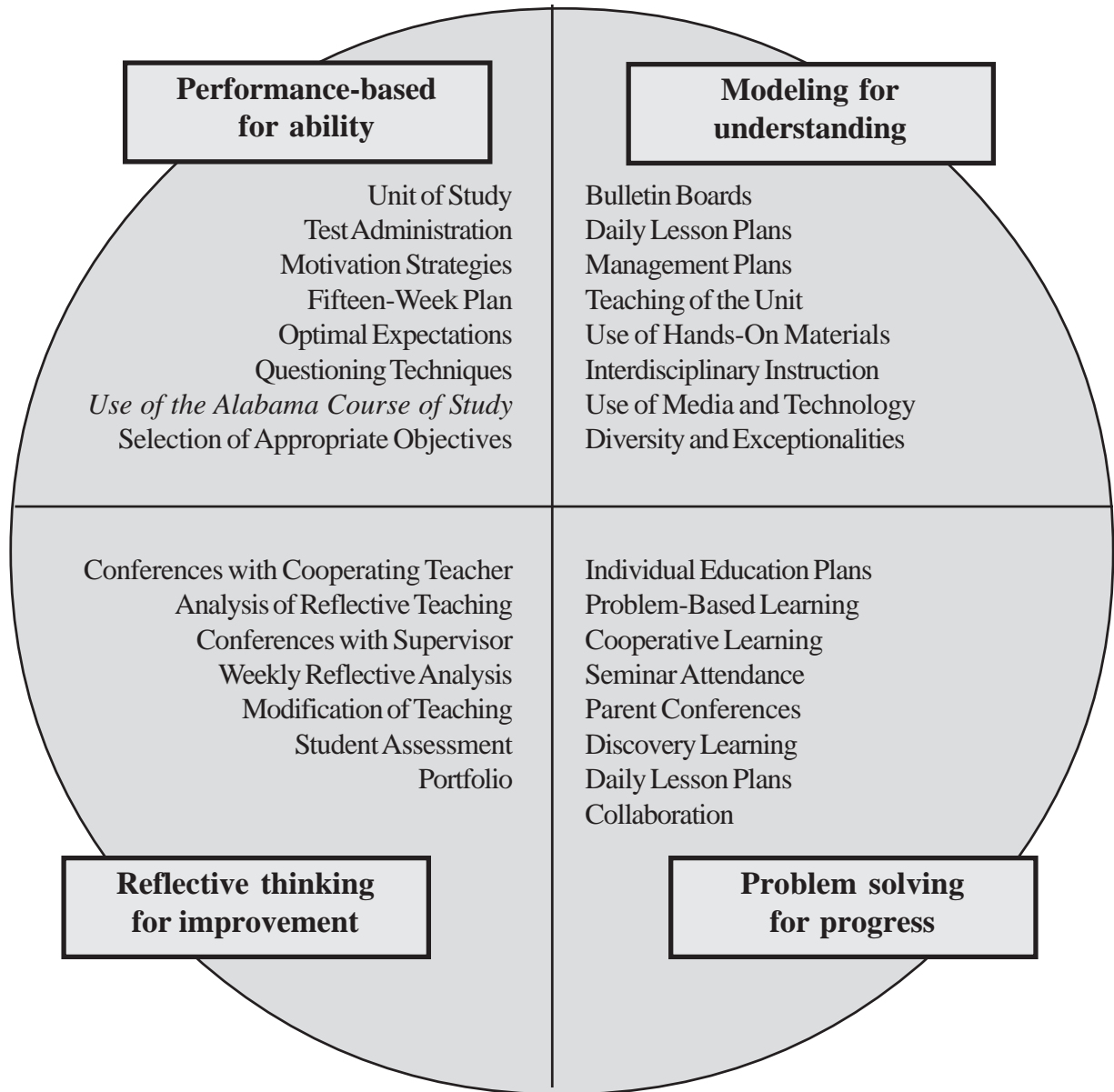
- **Reflective thinking for improvement**

Candidates and professional education faculty are reflective thinkers who review and analyze their teaching performance in order to grow and improve as teachers. Reflective thinkers recognize the value of the process to their success and the success of their students.

- **Problem solving for progress**

Candidates and professional education faculty use and model critical and creative thinking, inquiry, decision making, and other skills relative to solving problems. A teacher who can solve problems is one who can grow with the changes in schools and in society.

CONNECTION OF INTERN ACTIVITIES TO THE CONCEPTUAL FRAMEWORK



Theme:
“Educators for a Global Future”

General Information

INTERNSHIP CALENDAR - FALL 2009

*Interns will be visited a maximum of six times per semester

August 2009

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. 5th Wed. • **Supervisors**
8:30 a.m. - 10:15 a.m. - McCain Hall Base. Conf. Rm.

• **Student Orientation/First Days of School Initiative**
11:00 a.m. - 12:00 Noon, 1:15 p.m. - 3:15 p.m.
Sandridge Student Center Ballroom

Aug. 7th Fri. **1st day in schools for most systems**

Aug. 31, Sept. 1,2 **Required ARI Training**
8:30 a.m. - 3:30 p.m.

September 2009

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sept. 7th Mon. **University Closed (Labor Day)**

Sept. 29th Tues. **Mid-Term Seminar**
4:30 p.m. - 6:00 p.m. - Student Center Ballroom

October 2009

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct. 16th Fri. **Last day to complete Graduating Senior Exit Survey and to apply for graduation (Application is online)**

November 2009

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. 1st Sun. **Last day to submit Culminating Portfolio and final Philosophy to Advisor**

Nov. 11th Wed. **University Closed (Veteran's Day)**

Nov. 26th/27th **University Closed. (Thanksgiving)**
Thurs/Fri.

December 2009

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. 1st Tues. **Certification Seminar**
4:30 p.m. - 6:00 p.m.
Student Center Ballroom

Pre and Post Test results are due in LiveText by Supervisor's final visit.

INTERNSHIP PROGRAM OVERVIEW

The professional internship program for interns bridges the gap between theory and practice and is regarded as the most significant laboratory experience in teacher preparation. It is regarded as a period of learning for the intern under the supervision of the cooperating teacher, local school officials, and the assigned University supervisor. Through this experience, the intern gains skills in organizing and managing a classroom and in establishing desirable learning situations for individual students as well as small and large groups. The intern has the opportunity to practice interpreting and applying educational theory in terms of pupil growth and development and integrating subject matter with teaching experiences. These realistic experiences prepare interns to become professional educators. In addition, the education faculty is provided with the opportunity to evaluate its pre-service program in teacher education to insure continuous improvement.

Application Procedures

Each student is responsible for making application to the Director of the Internship Program. The final dates for submission of the application can be found on the website.

For candidates who are seeking certification in two or more distinct teaching fields, additional internship(s) shall be required.

Requirements for eligibility to the Internship Program are listed in the catalog. Before applying, each student should review these requirements to check for complete compliance. These include:

- Admission to the Teacher Education Program
- Minimum hours of course work
- Minimum required grade point averages
- Completion of courses. (Only certain courses may be taken during or after the internship. Check well in advance with advisor for permission to take a course during or after the internship.)
- Passing Praxis II score

After the student applies for admission to the Internship Program, the application is screened by the Director of Field Experiences. In the event of denial, the Certification Office notifies the student. The student may reapply for admission after deficiencies are met.

Placement and Assignment

The College of Education and its school partners jointly determine the placements of interns to maximize the learning experience for candidates and P-12 students (See Recommendation of Qualified Cooperating Teacher in Section III: Cooperating Teachers).

A list of interns is forwarded to the superintendents of education in a number of area school systems for requested assignment and placement approximately six weeks prior to the internship semester. Cooperating teachers are accomplished school professionals who are jointly selected by the College of Education and the partnering schools. After selection, cooperating teachers are prepared for their roles as mentors and supervisors by the University supervisor. Cooperating teachers are selected from a roster which meets the following Alabama State Board of Education requirements for cooperating teachers:

1. Be a highly competent teacher who is properly certified by the Alabama State Board of Education in the area of specialization of the intern(s) to be supervised.
2. Have at least three years of successful teaching experience.
3. Understand the program of each intern supervised and the levels of achievement of each intern.
4. Be competent to provide superior professional supervision of student interns.
5. Be approved, in writing, by the appropriate school superintendent and dean or director of teacher education.
6. Hold at least a master's degree and a Class A Certificate with an endorsement in the teaching field(s) of the intern. (Exception: approved by local school superintendent and Athens State University Dean of the College of Education.)
7. Be currently teaching classes in the intern's area of specialization.

General Requirements

1. Internship must be a full-time assignment for a minimum of fifteen weeks (75 days).
 2. Interns must be given experiences in all responsibilities of the classroom teacher.
 3. Interns must have full responsibility for the entire school day for at least twenty days. Athens State University prefers that these be consecutive days. If there are two placement assignments, the intern must have full responsibility for the entire school day for at least ten days in each assignment.
 4. Interns must be responsible for planning, teaching, and evaluating at least one major unit of work or planning for sustained instruction.
 5. Interns must demonstrate readiness to teach through on-the-job performance as determined by Athens State University evaluation forms.
 6. Interns are required to be at school each day during the internship. Any absence other than illness must have prior approval by the cooperating teacher and the college supervisor. Any absence must be made up by additional days at the school.
 7. Interns must not be enrolled in other courses during the normal operational hours of the school(s) where the internship is being completed.
 8. Interns must adhere to all professional dispositions as follows:
 - a. Participate in positive interactions.
 - b. Show respect for self and others.
 - c. Assume responsibility.
 - d. Exhibit interest in the learner and the learning process.
 - e. Exhibit stewardship of diversity.
 - f. Advocate use of technology.
 - g. Exhibits fairness and the belief that all students can learn.
 9. Interns are required to model and implement safe, legal and ethical use of technology.
-

Roles and Responsibilities

Responsibilities of the PRINCIPAL

1. Recommend the selection of the cooperating teacher using the Alabama State Board of Education requirements. (See Placement and Assignments and Recommendation of Qualified Cooperating Teacher in Section III: Cooperating Teacher)
2. Orient the intern with respect to policies and traditions of the school and community.
3. Work as a team member with the University supervisor and the cooperating teacher to insure that a successful internship experience occurs.
4. Assist the cooperating teacher in providing a well-balanced learning and teaching situation for the intern.
5. Arrange with members of the faculty a schedule of intern visits to other classrooms during the internship period.

Responsibilities of the COOPERATING TEACHER

1. Conduct an orientation and planning conference with the intern that includes a tour of the facilities, introduction to students and other faculty and staff, information about equipment, parking space assignment, bell schedule, daily class routines and rules, assemblies and other special events.
2. Provide the intern with working space and materials to foster the intern's role as a member of the professional team.
3. Review the requirements and purpose of the internship program and the responsibilities of the intern.
4. Schedule a gradual increase of the intern's responsibility and teaching time. (See Classroom Involvement Schedule (in this section) and Weekly Plan in Section II: Interns)
5. Provide the intern with continuous feedback on progress and skills developed. (See Weekly Feedback Report in Section II: Intern)
6. Complete the evaluations of your intern both on-line and hard copies. Review with intern.
7. Verify with a signature that the intern has completed 75 full days in the school. (See Documentation of Attendance Sheet in Section II: Intern)
8. Be accessible to the intern at all times when he or she is in charge of the students.
9. Assist the Director of Field Experiences in identifying schools and other qualified cooperating teachers. (See Recommendation of Qualified Cooperating Teacher in Section III: Cooperating Teacher)

Responsibilities of the UNIVERSITY SUPERVISOR

1. Give the intern a preview of the experiences that can be expected during the internship and review the responsibilities of the intern.
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2. Meet the principal and cooperating teacher at the assigned school prior to or during the first week of the internship to discuss the requirements of the internship program.
3. Meet with the cooperating teacher for orientation and collaborative planning.
4. Serve as a liaison between the assigned school and Athens State University to keep the Director of the Internship Program informed of progress and problems related to the internship program.
5. Schedule a maximum of six (6) visits to the school.
6. Make two formal evaluations in LiveText. Provide immediate feedback to the intern and the cooperating teacher. Conferences should be constructive and lead the intern to become a self-evaluating professional. Download copies for the intern before submitting forms electronically.
7. Assist the Director of Field Experiences in planning and conducting the orientation, mid-term and exit seminars.
8. Act as the instructor for the intern, assign final grade, and report the grade on the standard grade sheet provided by the University.
9. Forward a copy of the Internship Assessment Summary sheet to the Director of Field Experiences.
10. Forward a copy of the Documentation of Attendance to Director of Field Experience.

Responsibilities of the DIRECTOR OF THE INTERNSHIP PROGRAM

1. Plan internship assignments with local education agency personnel.
2. Keep records of intern assignments, cooperating teachers, and cooperating schools.
3. Plan with the University supervisors concerning the internship program.
4. Conduct orientation and exit seminars for interns in cooperation with the University supervisors.
5. Make formal and informal assessments of the internship program and recommend adjustments based on the results of the evaluation.

Responsibilities of the INTERN

Attendance

1. The intern must be in attendance for fifteen weeks. Any day missed must be made up. Any absence other than illness must have prior approval by the cooperating teacher and the University supervisor. Interns must verify this attendance with the cooperating teacher's signature. (See Documentation of Attendance in Section II: Intern.)
 2. The intern must follow the procedures in the assigned school for reporting a need to be absent.
 3. Interns may not serve as substitutes. (A substitute teacher must be provided by the school should the cooperating teacher be absent.)
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Seminars

1. Interns must attend all seminars to complete the requirements of the Internship Program leading to certification to teach.
2. The following seminars are scheduled by the Director of the Internship Program:

“First Days of School”/Orientation Seminar**Mid-Term Seminar****Final Seminar****Non-Classroom Activities**

1. Interns must participate in non-classroom activities in order to become acquainted with activities of the school program beyond the classroom. Interns are required to be present at all school-related functions which their cooperating teachers are expected to attend.
2. The following are suggested as appropriate for intern observation and/or participation: faculty meetings, student clubs/organizations, in-service programs, assemblies, parent-teacher association meetings, student performances, athletic events, parent-teacher conferences.

Professional Behavior

1. Interns are expected to present a professional appearance at all times and are expected to conform to the accepted good practices at the school.
 2. Interns are expected to refrain from making injudicious remarks, negative comments, or any verbal or nonverbal expression that would be considered unprofessional.
 3. Interns are expected to adhere to the professional dispositions established by the College of Education.
 4. Interns are not to participate in any form of illegal, disruptive, indecent, or unprofessional behavior. “Unprofessional behavior” includes, but is not necessarily limited to the following conduct:
 - Failing to comply with lawful directions or instructions of the cooperating teacher, school officials, or University supervisor.
 - Failing to follow established channels of communication.
 - Engaging in conduct which is inconsistent with the recognition that the intern is a guest of the school system.
 - Violating any lawful school rules that are established by the local school or school district. (*Before completing the second week of internship, the intern must read completely all school rules, and sign and submit the prescribed Athens State University form attesting to having read the school rules. Students who fail to timely sign and submit the form will not be permitted to continue the internship.*)
 - Failing to cooperate with school officials in the performance of their duties or the operations of the school.
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- Engaging in action undesirable, harmful, or potentially harmful to the University, school, or school system.
 - Initiating or participating in any behavior that obstructs or disrupts the learning process or school operations.
 - Failing to act in a calm manner consistent with the students' best interests.
 - Initiating or participating in any behavior that makes students uneasy, uncomfortable, or ill.
 - Leaving students in an unsupervised or unsafe environment.
 - Encouraging or assisting students to violate school rules or lawful school personnel instructions and directions.
 - Unlawfully discriminating, with respect to educational opportunities or otherwise, against students on the basis of race, color, national origin, sex, age, or disability.
 - Furnishing false or misleading information to the cooperating teacher, other school system employee, University supervisor, or other university official, or otherwise act in a dishonest manner.
 - Raising his/her voice to the students, cooperating teacher, school administrator, or supervising University personnel.
 - Displaying argumentative or confrontational behavior.
 - Using profane, degrading, or unnecessarily offensive language.
 - Harassing students, cooperating teachers, school administrators/personnel, or University supervisor.
 - Making defamatory (slandorous) remarks or libelous writings.
 - Displaying insubordinate or disrespectful behavior.
 - Violating school traffic and parking regulations.
 - Bringing to school beverages, food, or other items not permitted for students and/or faculty.
 - Wearing lewd or immodest garments which could be disruptive to the learning process (clothing that contains suggestive logos, is tight-fitting, or is low-cut so as to be provocative), wearing otherwise inappropriate clothing, or wearing clothing contrary to school rules.
 - Making sexual advances or innuendos to students, school personnel, or supervising University personnel, in any form: verbal, physical, or written.
 - Acting in violation of any federal, state, or local laws.
 - Engaging in any criminal or unlawful conduct of any kind.
-

- Stealing, destroying, or intentionally damaging school property.
- Without prior authorization, utilizing school property for personal gain or other purpose not associated with the internship.
- Consuming or possessing alcoholic beverages on school grounds, or be present on school grounds while intoxicated.
- Consuming or possessing illegal drugs or controlled substances without a prescription, or be present on school grounds under the influence of illegal drugs or nonprescription controlled substances.
- Inciting violence.
- Possessing a firearm, knife, or other weapon on school grounds or on the University campus.
- Threatening physical violence or personal bodily harm to another individual.

General Policies

- **Child Abuse**

Interns should report suspected cases of child abuse directly to their cooperating teachers. It is the cooperating teacher's responsibility to carry out the reporting procedures.

- **Corporal Punishment**

Interns may not administer corporal punishment, nor may they serve as a "witness" when licensed school personnel administer corporal punishment.

- **Outside Commitments**

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of the internship. If such interference occurs, the intern will be given the choice of withdrawing from internship or making the personal adjustments necessary to give full attention to the commitment.

- **Professional Liability Insurance**

Interns may be subject to lawsuits, as are licensed teachers. Interns are strongly urged to obtain some form of professional liability insurance as a protective measure.

Liability insurance is automatically provided to those students who are active members of the Student Alabama Education Association (SAEA).

- **Searching Students**

Interns may not initiate or carry out an independent search of students or students' lockers. Alabama law allows for such searches only under certain conditions and only under the direction of the school principal. Unless directly ordered by the school principal to do so, interns must not participate in search and seizure activities.

Classroom Involvement for Interns With One Placement

Below is a suggested schedule that provides for the gradual assumption of responsibilities and increased instructional time by the intern.

WEEKS 1 - 2	Assist the teacher and students in the class situation. Make a study of the students' backgrounds, abilities, and personalities. Function as a teacher's assistant. Identify and evaluate technology resources.
WEEKS 3 - 4	Begin to teach part of each day.
WEEKS 5 - 7	Plan and teach sequences of lessons or units. Increase teaching time each day.
WEEKS 8 - 13	Plan and teach twenty full days. Ten of these days must be consecutive.
WEEK 14 - 15	Begin to pass the teaching responsibility back to the cooperating teacher. Present portfolio.

Classroom Involvement for Interns With Two Placements

Below is a suggested schedule that provides for the gradual assumption of responsibilities and increased instructional time by the intern.

<u>Assignment #1</u> WEEK 1	Assist the teacher and students in the class situation. Make a study of the students' backgrounds, abilities, and personalities. Function as a teacher's assistant.	<u>Assignment #2</u> WEEK 8
WEEK 2	Begin to teach part of each day.	WEEK 9
WEEK 3- 6	Assist the teacher and students in the total school community. Plan and teach ten full days. Direct activities and function as a team member.	WEEK 10-13
WEEK 7	Begin to pass teaching responsibility back to the cooperating teacher.	14 - 15

Notebook Assignments and Requirements:

Elementary, Early Childhood, Secondary and Career Technical Education Interns

Each intern is required to maintain an indexed field notebook which shall be up-to-date, neat, well organized, and subject to regular review. A three-ring binder of appropriate size to accommodate required materials should be used. The internship grade will reflect both the quality of the notebook and the intern evaluation reports. The following items should be placed in tabbed sections. **The six items in bold print below are your tab headings:**

1. **Daily Class Schedule:** Provide one copy to the University supervisor during the first visit.
2. **A Fifteen-Week Plan:** This plan should indicate time allotted for observation, limited involvement in teaching, full responsibility for teaching, and gradual relinquishment of teaching duties. Interns should indicate the nature of activities during each of the times and the extent of content coverage during teaching time. This plan must be developed and approved with the cooperating teacher at the outset of the fifteen-week period and revised periodically as time progresses. (Note: Interns with two placements will submit a plan for each placement that includes 37 or 38 days.)
3. **Reflective Analysis:** At the end of each week, prepare a word-processed self-analysis by reflecting on personal development and intellectual growth from the week's experiences. Suggested length is 1-2 pages. Reflect on content, professional, and pedagogical knowledge, skills, and dispositions. In each reflective analysis discuss changes that you made to lessons based upon teacher suggestions and student needs. Document student and teacher responses to your teaching strategies. Discuss each reflective analysis with your cooperating teacher and ask him or her to sign. Your supervisor will also review these with you. At the end of the first placement or after the first 7 weeks complete the PEPE Self-Assessment. For at least one reflection you must document and reflect on your participation in a Building Based Student Support Team Meeting. *Place Weekly Feedback Report with each Reflective Analysis in notebook. (See #5 below for requirement of Reflective Analysis at midpoint of your unit.)*
4. **Daily Lesson Plans:** Each intern must include 2 lesson plans following the PEPE format that the supervisor viewed during your observation. Lesson plans must include any handouts, copies of transparencies, study sheets, tests, major project/assignment descriptions and other artifacts of teaching should be included. Daily lesson plans should be included in this section of the notebook.
5. **Unit:** Before planning your instructional unit, administer a pretest at least one week before you plan to begin your unit. Study and analyze the pretest results to determine students' prior knowledge. Use students' prior knowledge and experiences to introduce new subject area related concepts and ideas in your unit. Enter pre and posttest results in LiveText.

At the midpoint of your teaching, complete a reflective analysis addressing adjustments made to unit plans based upon students' prior knowledge. Include in this reflection any adjustments made to instruction in response to information gathered from ongoing monitoring of performance and progress of students.

Administer as a post-test the same instrument that was used for the pretest. Analyze results to determine the extent of student learning and reflect on the effectiveness of the unit (i.e. methods, materials, grouping),

All UNIT documentation must be completed, printed, reviewed and signed by the Cooperating Teacher. This is to be done before unit instruction starts!

6. **Items For Supervisor:** Place items in this section to turn in to your Supervisor.

Other Requirements

1. **Attendance at Seminars:** There will be regularly scheduled meetings throughout the internship for the purpose of refining procedures and skills. Attendance at these meetings is mandatory.
2. **Professionalism:** These competencies will be evaluated by the cooperating teacher and the University supervisor as they occur and will be documented on the evaluation form.
3. **Portfolio:** The portfolio will be presented during the internship to the intern's advisor. The intern's advisor will determine whether or not satisfactory documentation has been provided.
4. **Evaluations:** These include a minimum of two classroom observations, the intern's evaluation by the cooperating teacher, and the Intern's Notebook. The final evaluation from the cooperating teacher must be given to the University supervisor.
5. **Initiative:** Each intern will be expected to assist the cooperating teacher as much as possible. This means finding things to do without having to be told.

Notebook Assignments and Requirements for Special Education:

Collaborative Teacher K–6; Collaborative Teacher 6–12

Each intern is required to maintain an indexed field notebook which shall be up-to-date, neat, well organized, and subject to regular review. Interns should use a three-ring binder of appropriate size to accommodate required materials. The internship grade will reflect both the quality of the notebook and the student intern evaluation reports. The following items should be placed in tabbed sections. The eight items in bold print below are your tab headings.

The notebook should include the following sections:

1. **Daily class schedule:** Complete one copy for the notebook, and give one copy to university supervisor during his/her first visit.
2. **A fifteen-week plan:** This plan should indicate time allotted for observation, limited involvement in teaching, full responsibility for teaching, and gradual relinquishment of teaching duties. Interns should indicate the nature of activities during each of the times and the extent of coverage during teaching time. Interns should develop this plan and obtain approval from the cooperating teacher at the outset of the fifteen-week period. The plan may be revised periodically, as appropriate.
3. **Reflective Analysis:** At the end of each week, prepare a word-processed self-analysis by reflecting on personal development and intellectual growth from the week's experiences. Suggested length is 1-2 pages. Reflect on content, professional, and pedagogical knowledge, skills, and dispositions. In each reflective analysis discuss changes that you made to lessons based upon teacher suggestions and student needs. Document student and teacher responses to your teaching strategies. Discuss each reflective analysis with your cooperating teacher and ask him or her to sign. Your supervisor will also review these with you. At the end of the first placement or after the first 7 weeks complete the PEPE Self-Assessment. For at least one reflection you must document and reflect on your participation in a Building Based Student Support Team Meeting. *Place Weekly Feedback Report with each Reflective Analysis in notebook.*
4. **Daily lesson plans:** Each intern is required to submit lesson plans following an approved format. The intern may follow the format used by the cooperating teacher for plans for all lessons not formally observed by the university supervisor. The intern must provide formal, complete PEPE lesson plans for all formally observed instruction (by the University supervisor). *The intern should provide these plans to the supervisor prior to the beginning of the observation.* Copies of all lesson plans should be placed in the notebook.
5. **Sustained, focused instruction:** Each intern will develop focused lesson plans for sustained instruction (that is, a minimum of five consecutive days) in a single area for an individual or group of pupils. A pretest should be administered before instruction, and a post test should follow instruction. The results need to be entered into LiveText.
6. **Assessment and IEP**
 - A. **Test administration:** Select a pupil and administer a battery of curriculum-based and informal assessment instruments. The assessment should focus on academics and behavior. Use these assessment data in the IEP described below.
 - B. **Individual Educational Plan (IEP):** Develop an IEP for one pupil using the data generated from the assessment battery. Use the current Alabama IEP document. This assignment should be completed before fulltime teaching begins. Submit the completed IEP (and assessment data) to the instructor of SE 425 for evaluation. *Your University supervisor will be notified of your performance on this assignment.*
7. **Communication Skills (Conferences)**

Attend a minimum of one of the following types of meetings:

 - A. Referral
 - B. Eligibility/Re-evaluation
 - C. IEP

Analyze, record, and evaluate the conference. Include a written summary of your analysis and evaluation.

8. **Items For Supervisor:** Place items in this section to turn in to your Supervisor.

Other Requirements

- A. Attendance at Seminars:** There will be regularly scheduled meeting throughout the internship for the purpose of refining procedures and skills. Attendance at these meetings is mandatory.
- B. Professionalism:** These competencies will be evaluated by the cooperating teacher and the University supervisor as they occur and will be documented on the evaluation form.
- C. Portfolio:** The portfolio will be presented during the internship to the intern's advisor. The intern's advisor will determine whether or not satisfactory documentation has been provided.
- D. Evaluations:** These include a minimum of two classroom observations, the mid-term evaluation, the final evaluation, and the Internship Notebook. The final evaluation from the cooperating teacher must be given to the University supervisor.
- E. Initiative:** Each intern will be expected to assist the cooperating teacher as much as possible. This means finding things to do without having to be told.

Special Requirements**Collaborative Teacher K-6**

- A.** Interns must have a total of 20 days of fulltime teaching.
- B.** Ten of these days must be consecutive, and should occur in the special education classroom or an inclusive classroom.
- C.** The remaining ten days should occur in a general education classroom where special education pupils are included, and should involve collaboration with the general education teacher.
- D.** Interns must have teaching time with both primary grade (i.e., K, 1, 2) and upper elementary grade (i.e., 3, 4, 5, 6) pupils.

Collaborative Teacher 6-12

- A.** Interns must have a total of 20 days of fulltime teaching.
- B.** Ten of these days must be consecutive and should occur in the special education classroom or an inclusive classroom.
- C.** Interns must have experience providing instruction in the general curriculum and with the Alabama Occupational Diploma.

Interns

SECTION II: INTERN

Forms marked LT must be entered into LiveText. Forms marked Hard Copy (HC) must be collected by the supervisor.

1. **Complete daily**
 - Intern should sign in at the front office each day upon arrival
 - Cooperating Teacher should sign attendance sheet daily (HC)
2. **Complete during the 1st week**
 - ASU College of Education Rules for Interns (HC)
 - Intern Confirmation Concerning Local School Rules (HC)
3. **Complete by November 1st for Fall Semester/April 1st for Spring Semester (LT)**
 - Submit culminating portfolio and final philosophy to advisor.
4. **Complete during the last week of each placement**
 - Evaluation of Cooperating Teacher by intern, one per placement (LT)
5. **Complete during the 15th week**
 - Evaluation of University Supervisor by Intern (LT)
 - Enter pre/post tests data from unit. Download a copy of scores before submitting LT, turn in to supervisor

Directions for entering LiveText on-line evaluations including pre and post test scores:

- 1 - Go to <https://C1.LiveText.com>.
 - 2 - Enter passcode in the visitor's box: 32ef754a (This is the intern's code.)
 - 3 - Under "shared documents" click on "ASU Student Intern Forms".
 - 4 - Select form by clicking BLUE web address, then type on form.
 - 5 - Each intern needs to fill out ALL forms by the final week of internship (evaluate first placement teacher at midterm and second one later).
 - 6 - Print copy of form for you, give one to Supervisor.
 - 7 - Select SUBMIT FORM (you will NOT be able to return to your form).
- BE SURE ALL SCORES ARE IN LIVETEXT BY DUE DATE!**

Check webmail often for College of Education announcements! The College of Education webpages are an important source of information for all.

http://www.athens.edu/college_edu/

**QUESTIONS? EMAIL MRS. HENDRIX in the Field Experience Office
(valarie.hendrix@athens.edu)**

PRIORITY LIST

TO DO AS SOON AS POSSIBLE:

1. Organize three-ring binder into tabbed sections.
2. Return each of these items to your Supervisor ASAP (2a - 2d)
 - a. Secure the **Teacher Biography page** completed by the cooperating teacher.
 - b. **Read** material and **sign ASU Rule page**.
 - c. **Read** material and **sign Local School Rules page**.
 - d. **Make 2 copies** of your **classroom schedule** for your **notebook** and give one to your **supervisor**.
3. **Begin to fill out** the **weekly plan**.
4. **Type a reflective analysis** at the end of each week. Please make each reflective analysis between 1-2 pages in length (See Internship Handbook). **Your cooperating teacher must sign these weekly**. Your supervisor will also sign these.
5. **Make 2 copies of the two-page PEPE Evaluation Form**.
6. **Make 15 copies of the Weekly Feedback Report**. **Your cooperating teacher should fill one out weekly and share it with you**. Copies should be given to the supervisor and the intern.

TO SHARE WITH COOPERATING TEACHER:

1. Have the **cooperating teacher sign** your **attendance sheet** daily or weekly.
2. Know **who to contact** at your school if you need to be **absent**. A **total of 75 days** is **required** for student teaching.
3. **Talk** to your cooperating teacher about your **unit topic** if you plan to conduct your unit in 1st placement. **Remember to create a pre and post test for your unit**. These two assessments should be **EXACTLY** the same. The results **must be entered into LiveText**. If you are writing a new unit, follow the format in your Internship Handbook.
4. **Discuss bulletin board ideas** with your cooperating teacher if it is a requirement for your major.
5. Show your cooperating teacher the **checklist for the cooperating teacher** in the Internship Handbook.

TO REMEMBER:

1. The Athens State University College of Education expects you to be eager to help and learn. Dress professionally be organized, and arrive ON TIME or EARLY everyday. Stand out as another “exemplary” student teacher from Athens State University.
 2. **Watch** your **grammar and spelling** at all times.
 3. Follow the **checklist for interns** in your Internship Handbook for a weekly schedule of what you should be doing in your placement.
 4. **LESSON PLANS - You must have a typed lesson plan for every lesson that you teach**. These plans should be shared with your cooperating teacher and kept in your notebook. The format for the lesson plan is to be discussed with your cooperating teacher. The cooperating teacher must approve how you write your lesson plans. When you are formally evaluated by your supervisor, you will need a PEPE Lesson Plan printed from LiveText.
-

Evaluation Forms for the *Intern*

Placement Number 1

1. Evaluation of Cooperating Teacher - LT

This form is an evaluation of your first placement cooperating teacher.

2. Pre-test/Post-test Form – LT

This form will be utilized to enter the pre/post-test information from an assessment you administer during your student teaching. *This does not have to be completed during the first placement. You can wait until second placement to collect this information.* Make sure you only report your results ONE time. All results must be reported in a 100 point scale. Do not place any symbols such as % in the form. *Reminder: give copy to supervisor, keep one in notebook.*

Placement Number 2

1. Evaluation of Cooperating Teacher- LT

This form is an evaluation of your second placement cooperating teacher.

2. Pre-test/Post-test Form- LT (see description above)

Reminder: give copy to Supervisor, keep one in notebook.

End of Semester

1. Evaluation of Program- LT

This form is an evaluation of the Athens State University Teacher Education Program.

2. Evaluation of Supervisor- LT

This form is for your evaluation of your university supervisor. Use this form at the end of your second placement.

LT - LiveText

**CHECKLIST FOR INTERN
(ONE PLACEMENT FOR FIFTEEN WEEKS)**

1. At the end of each week, have you ...
_____ A. typed a Reflective Analysis to share with the teacher and supervisor?
_____ B. received and reviewed the Weekly Feedback Report with your cooperating teacher?
2. At the end of the first week of the internship, have you ...
_____ A. determined who is to be called in case of your absence?
_____ B. organized tabbed notebook?
_____ C. learned the names of all students?
_____ D. completed a Daily Class Schedule for your university supervisor?
_____ E. completed the Weekly Plan?
3. At the end of the second week of the internship, have you ...
_____ returned the Intern Confirmation Sheets (ASU Rules and local school rules) to your supervisor?
4. At the end of the third week of the internship, have you:
_____ A. displayed one bulletin board?
_____ B. regularly planned lessons that integrate technology into the curriculum?
5. At the end of the fourth week of the internship, have you ...
_____ A. been evaluated by your college supervisor and made steps toward improvement in areas of deficiencies?
_____ B. determined the dates of your full time teaching and what unit you will implement?
_____ C. had conferences with your college supervisor and your cooperating teacher?
_____ D. attended seminars as scheduled?
6. At the end of the seventh week of the internship, have you ...
_____ completed the PEPE Self-Assessment?
7. At the end of the ninth week of the internship, have you ...
_____ A. been evaluated a second time by your university supervisor and made steps toward improvement in areas of deficiencies?
_____ B. displayed a second bulletin board?
_____ C. had your unit approved by the cooperating teacher and university supervisor?
8. At the end of the twelfth week of the internship, have you ...
_____ A. checked your notebook for neatness, accuracy, and content?
9. At the end of the thirteenth week of the internship, have you ...
_____ A. completed your full-time teaching requirements of twenty days?
_____ B. completed your notebook with all required entries?
10. At the end of the last week of the internship, have you ...
_____ A. begun to pass the teaching responsibility back to the cooperating teacher?
_____ B. observed in a special education classroom and classrooms other than that of your cooperating teacher?
_____ C. checked to see if your cooperating teacher has completed the Cooperating Teacher Internship State Standards form online and has shared it with you?
_____ D. presented your portfolio to your advisor in LiveText?
_____ E. attended the exit seminar?
_____ F. entered pre and post test scores into LiveText?

CHECKLIST FOR INTERN**(TWO PLACEMENTS OF SEVEN AND A HALF WEEKS EACH)****FIRST PLACEMENT**

1. At the end of each week, have you ...
 - _____ A. typed a Reflective Analysis to share with the teacher and supervisor?
 - _____ B. received and reviewed the Weekly Feedback Report with your cooperating teacher?

 2. At the end of the first week of the internship, have you ...
 - _____ A. determined who is to be called in case of your absence?
 - _____ B. organized tabbed notebook?
 - _____ C. learned the names of all students?
 - _____ D. completed a Daily Class Schedule for your university supervisor?
 - _____ E. completed a Weekly Plan?
 - _____ F. returned the Intern Confirmation Sheets (ASU Rules and local school rules) to your supervisor?

 3. At the end of the second week of the internship, have you ...
 - _____ A. planned and taught individual lessons?
 - _____ B. directed other activities in the classroom?
 - _____ C. had conferences with your cooperating teacher and university supervisor?
 - _____ D. determined the dates of your full time teaching and what unit you will implement?

 4. At the end of the third week of the internship, have you ...
 - _____ A. planned and taught sequences of lessons?
 - _____ B. been evaluated by your university supervisor and cooperating teacher and made steps toward improvement in areas of deficiencies?
 - _____ C. had conferences with your university supervisor and your cooperating teacher?
 - _____ D. displayed one bulletin board?

 5. At the end of the fifth week of the internship, have you ...
 - _____ A. attended seminars as scheduled?
 - _____ B. had your unit approved by the cooperating teacher and university supervisor?
 - _____ C. integrated technology into the unit?
 - _____ D. received feedback from your cooperating teacher regarding your teaching?

 6. At the end of the seventh week of the internship, have you ...
 - _____ A. completed your full-time teaching requirement of ten days?
 - _____ B. had conferences with both the cooperating teacher and university supervisor to discuss your final evaluation?
 - _____ C. checked your notebook for neatness, accuracy, and content?
 - _____ D. complete PEPE Self-Assessment Form Teacher System
 - _____ E. entered unit pre and post test scores into LiveText (If applicable in this placement) Make copy for supervisor?
-

CHECKLIST FOR INTERN**(TWO PLACEMENTS OF SEVEN AND A HALF WEEKS EACH)****SECOND PLACEMENT**

1. At the end of each week, have you ...
 - _____ A. typed a Reflective Analysis to share with the teacher and supervisor?
 - _____ B. received and reviewed the Weekly Feedback Report with your cooperating teacher?

 2. At the end of the ninth week of the internship, have you ...
 - _____ A. determined who is to be called in case of your absence?
 - _____ B. organized tabbed notebook?
 - _____ C. learned the names of all students?
 - _____ D. completed a Daily Class Schedule for your university supervisor?
 - _____ E. completed a Weekly Plan?
 - _____ F. returned the Intern Confirmation Sheets (ASU Rules and local school rules) to your supervisor?

 3. At the end of the tenth week of the internship, have you ...
 - _____ A. planned and taught individual lessons?
 - _____ B. directed other activities in the classroom?
 - _____ C. had conferences with your cooperating teacher and university supervisor?
 - _____ D. determined the dates of your full time teaching and what unit you will implement?

 4. At the end of the eleventh week of the internship, have you ...
 - _____ A. planned and taught sequences of lessons?
 - _____ B. been evaluated by your University supervisor and cooperating teacher and made steps toward improvement in areas of deficiencies?
 - _____ C. had conferences with your University supervisor and your cooperating teacher?
 - _____ D. displayed one bulletin board?

 5. At the end of the twelfth week of the internship, have you ...
 - _____ A. attended seminars as scheduled?
 - _____ B. had your unit approved by the cooperating teacher and university supervisor?
 - _____ C. integrated technology into the unit?
 - _____ D. received feedback from your cooperating teacher regarding your teaching?

 6. At the end of the fourteenth week of the internship, have you ...
 - _____ A. completed your full-time teaching requirement of ten days?
 - _____ B. been evaluated a second time by your university supervisor and made steps toward improvement in areas of deficiencies?
 - _____ C. had conferences with both the cooperating teacher and university supervisor to discuss your final evaluation?
 - _____ D. checked your notebook for neatness, accuracy, and content?
 - _____ E. completed a Weekly Plan?
 - _____ F. presented your portfolio (at end of second placement) into LiveText to advisor?
 - _____ G. entered unit pre and post test scores into LiveText (if applicable in this placement) Make copy for supervisor?
 - _____ H. complete LiveText evaluation?
 - _____ I. turn in attendance sheets to supervisor?
-

UNIT PLAN FORMAT
(The Unit should be completed and reviewed by
the cooperating teacher before instruction begins)

- I. Cover Page - Title of unit, grade level, approximate duration
The unit must be at least 10 days long.
 - II. Introduction and Rationale
 - A. Introduction - Write a short paragraph describing the unit.
 - B. Rationale - What are the cognitive goals of the unit? List these in the form of outcome statements.
 - III. Unit Objectives
 - A. Create a planning web, which includes integration of reading and writing with math, science, and/or social studies. The web should include books, vocabulary for a word wall, literacy skills and strategies, learning logs, centers, projects, field trips, technology (web sites, etc.). Technology must be incorporated into the unit.
 - B. Write the major instructional objectives for each content area integrated in the unit. These should match the outcome statements listed in the rationale. Designate the level of the cognitive domain of Bloom's Taxonomy that each objective is designed to address. The level is to be placed in parenthesis to the left of each objective.
 - IV. Pre-Teaching
 - A. Pre-test - The unit must include a pretest or diagnostic assessment. The scores on this must be recorded and turned in during student teaching.
 - B. Prior knowledge - The unit should include other pre-teaching tools such as a KWL Chart, webs, etc. that tap into students' prior knowledge.
 - V. Lesson Plans - See Unit Lesson Plan Format (next page)
 - A. Lesson plans must be included for each day of the unit; for each lesson taught that day in the unit. Lesson plans should demonstrate curricular and technology integration.
 - B. Center activities must be written up and include an objective, materials list, procedure, and assessment.
 - VI. Assessment - What assessment tools will be used throughout the unit (formative assessment) as well as at the end of the unit (summative assessment). Some form of post assessment that correlates to the pretest must be included to ensure a quantitative measure of student learning. These scores must be recorded and turned in with the pretest scores into LiveText by the due date.
 - VII. Bibliography - List all resources that will be used by teacher and/or students.
 - VIII. Appendix - The appendix should include handouts, bulletin board ideas, permission slips, web sites, etc.
-

LESSON PLAN FORMAT FOR UNIT
(Each Lesson Plan should be completed and reviewed by the
cooperating teacher before you begin teaching it)

- I. Materials, Resources, and Equipment Needed:
(List all materials, resources, and equipment needed to teach this lesson.)

- II. Orienting
 - A. Objective(s):
(What specific content/technology standards does this lesson meet? The objectives must use well-defined verbs.)

 - B. Purpose:
(What is the importance of this lesson? How does it relate to real life experience?)

 - C. Orientation/Anticipatory Set:
(How will you focus the students' attention? How will you make a connection between students and this topic? What will you do to find out what students already know about this topic?)

- III. Lesson Development:
(What are the step-by-step procedures you will use to teach the content that will enable the students to obtain the specified objectives? Describe in the procedures the materials, equipment, or other resources that you will use or have the students use. Your procedures should include guided and independent practice. Include enough detail to explain the methods and strategies.)

(Alternate Strategies: How will you adapt the lesson to meet the diverse needs of your students?
[Examples: gifted, ELL, special needs])

- IV. Closure
(Summarize, state follow-up plans and assignments connect to future lessons.)

- V. Assessment:
(How will each objective be assessed? What alternate types of assessment will you use for diverse learners?)

You are not expected to submit this lesson plan in LiveText.

WEEKLY PLAN

WEEK	NATURE OF ACTIVITY/INVOLVEMENT
1 Dates:	
2 Dates:	
3 Dates:	
4 Dates:	
5 Dates:	
6 Dates:	
7 Dates:	
8 Dates:	
9 Dates:	
10 Dates:	
11 Dates:	
12 Dates:	
13 Dates:	
14 Dates:	
15 Dates:	

Intern _____ Supervisor _____
DOCUMENTATION of ATTENDANCE

Only sign in below if you attend school or ASU seminar, holidays are not included. Intern must sign in daily at the front office of the school.

Number	Circle the Day of the Week	Date	Cooperating Teacher Verification	Arrival Time	Departure Time
1	M T W TH F	/ /			
2	M T W TH F	/ /			
3	M T W TH F	/ /			
4	M T W TH F	/ /			
5	M T W TH F	/ /			
6	M T W TH F	/ /			
7	M T W TH F	/ /			
8	M T W TH F	/ /			
9	M T W TH F	/ /			
10	M T W TH F	/ /			
11	M T W TH F	/ /			
12	M T W TH F	/ /			
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14	M T W TH F	/ /			
15	M T W TH F	/ /			
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33	M T W TH F	/ /			
34	M T W TH F	/ /			
35	M T W TH F	/ /			
36	M T W TH F	/ /			
37	M T W TH F	/ /			
38	M T W TH F	/ /			

Interns are required to complete 75 full days in the school during internship. This form will help the supervisor document the intern's completion of the requirement for the intern's certification.

Intern _____ Supervisor _____
DOCUMENTATION of ATTENDANCE

Only sign in below if you attend school or ASU seminar, holidays are not included. Intern must sign in daily at the front office of the school.

Number	Circle the Day of the Week	Date	Cooperating Teacher Verification	Arrival Time	Departure Time
1	M T W TH F	/ /			
2	M T W TH F	/ /			
3	M T W TH F	/ /			
4	M T W TH F	/ /			
5	M T W TH F	/ /			
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37	M T W TH F	/ /			
38	M T W TH F	/ /			

Interns are required to complete 75 full days in the school during internship. This form will help the supervisor document the intern's completion of the requirement for the intern's certification.

INTERN CONFIRMATION CONCERNING LOCAL SCHOOL RULES

Name of School: _____

I, the undersigned Athens State University student and College of Education intern, voluntarily state that I have asked one or more local school officials and/or school system officials to be given a copy of all school rules, policies, and standards of conduct, including Acceptable Use Policies, so that I may carefully comply with said rules, policies, and standards. I further state, and by my signature below confirm, that to my knowledge I have received all requested documents, which I have listed below:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

I also confirm, by my signature below, that I have completely read all of the above-listed documents. I further voluntarily state that I understand and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and Copyright laws to adherence of local school rules) set forth within the above-listed publications and documents with respect to internships and interns. I also understand that a failure to act consistent with said rules, policies, guidelines, and standards of conduct and professional behavior may, within the discretion of Athens State University, the school, or school system, result in my removal from the internship. I further acknowledge that I will not be permitted to remain in, or be readmitted into, any Athens State University internship, if the applicable school or school system affording the internship setting requests that I leave the school.

Printed Name of Student

Student's Signature

Date

Return this form within two weeks to your supervisor who will file it with the Director of Field Experience.

**INTERN CONFIRMATION
CONCERNING LOCAL SCHOOL RULES****Name of School:** _____

I, the undersigned Athens State University student and College of Education intern, voluntarily state that I have asked one or more local school officials and/or school system officials to be given a copy of all school rules, policies, and standards of conduct, including Acceptable Use Policies, so that I may carefully comply with said rules, policies, and standards. I further state, and by my signature below confirm, that to my knowledge I have received all requested documents, which I have listed below:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

I also confirm, by my signature below, that I have completely read all of the above-listed documents. I further voluntarily state that I understand and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and Copyright laws to adherence of local school rules) set forth within the above-listed publications and documents with respect to internships and interns. I also understand that a failure to act consistent with said rules, policies, guidelines, and standards of conduct and professional behavior may, within the discretion of Athens State University, the school, or school system, result in my removal from the internship. I further acknowledge that I will not be permitted to remain in, or be readmitted into, any Athens State University internship, if the applicable school or school system affording the internship setting requests that I leave the school.

Printed Name of Student_____
Student's Signature_____
Date

**Return this form within two weeks to your supervisor who will file it with
the Director of Field Experience.**

**INTERN CONFIRMATION
CONCERNING ATHENS STATE UNIVERSITY
COLLEGE OF EDUCATION RULES FOR INTERNS**

I, the undersigned Athens State University student, hereby acknowledge and voluntarily state that I have been given, and have read in their entirety:

- (1) a copy of the Athens State University College of Education *Internship Handbook*;
- (2) those portions of the *Athens State University Catalog* concerning interns or the Teacher Education Program;
- (3) the following additional publications or documents: _____

I further voluntarily state that I understand and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior set forth within the above-listed publications and documents with respect to internships and interns. I also understand that a failure to act consistent with said rules, policies, guidelines, and standards of conduct and professional behavior may, within the discretion of Athens State University, result in my removal from the internship. I further acknowledge that I will not be permitted to remain in, or be readmitted into, any Athens State University internship, if the applicable school or school system affording the internship setting requests that I leave the school. I also confirm, by my signature below, that if I had any questions regarding the standards of conduct and behavior set forth within the above-listed publications and documents, that I am to ask such questions of appropriate Athens State University School of Education officials before signing this form and returning it to the School of Education.

Printed Name of Student

Student's Signature

Date

Return this form within two weeks to your Supervisor who will file it with the Director of Field Experience.

ATHENS STATE UNIVERSITY COLLEGE OF EDUCATION
WEEKLY FEEDBACK REPORT

ASU Intern _____ Date _____

Cooperating Teacher _____ School _____

Objectives: To share the Classroom Teacher's perception of the intern's progress
To provide on-going feedback to all parties concerned**Note to Cooperating Teacher:**

This is an indicator of your intern's progress. Cooperating teachers are asked to share a copy of this written feedback with the intern each week. The ASU Supervisor, upon each visit, should be given a copy.

Intern's Progress is shown by a plus (+) or minus (-) in each area below:

- _____ Attendance
- _____ Punctuality
- _____ Planning/Preparedness
- _____ Organization
- _____ Rapport with colleagues
- _____ Rapport with students
- _____ Classroom management skills
- _____ Eagerness to help
- _____ Willingness to accept professional criticism
- _____ Oral communication including grammar
- _____ Written communication including grammar
- _____ Other/ _____
(Please explain above)

Additional comments: _____
_____**Cooperating Teacher Signature:** _____ **Date** _____
(Cooperating teacher's signature above indicates this has been shared and discussed with the intern.)**Intern's Signature:** _____ **Date** _____
(Intern's signature above indicates this has been shared and discussed with the intern.)

**ATHENS STATE UNIVERSITY COLLEGE OF EDUCATION
INTERN PRE AND POST OBSERVATION CONFERENCE RECORD**

Intern: _____ Supervisor _____

School: _____ Grade Level and Subject _____

Number of Students _____ Date _____ Time: _____

Observation Number: _____ One _____ Two _____ Total Points Earned _____
(60 Points Possible)**Observation Scoring Guide: A: 54-60 B: 48-53 C: 42-47 D: 36-41 F: 35-Below****To be completed by Intern PRIOR to observation**

_____ What topic(s) will be covered in this observation and how does this lesson relate to previously taught materials?

_____ What student and teacher activities are planned?

_____ How and when will objectives be measured?

POST OBSERVATION**Special Conditions**

_____ Were student/intern activities observed those planned? ___Yes___No. If no, indicate activities observed.

_____ **Areas of Strength:** _____*Comments/Suggestions* __________ **Areas for Focus:** _____*Comments/Suggestions* _____

Intern's Signature/Date _____ Supervisor's Signature/Date _____

Intern's Comments - OPTIONAL:**Supervisor's Comments - OPTIONAL:**

**ALABAMA PROFESSIONAL EDUCATION PERSONNEL
EVALUATION PROGRAM**

**SELF-ASSESSMENT FORM
TEACHER SYSTEM**

Teacher: _____

Date: ___ / ___ / ___
MM DD YY

This self-assessment instrument should be completed by the teacher for his/her own personal use. For first year teachers, the instrument should be completed during the second semester of the first year of teaching. The information obtained from the self-assessment can be used in three ways: 1) to identify areas for improvement; 2) to compare personal perceptions of performance with results of evaluation by a superordinate; and 3) to assist in developing a professional development plan collaboratively with one's supervisor. It is the teacher's option whether to share the results of the self-assessment during the Evaluation Summary Conference, but sharing can lead to useful discussion.

Teachers should refer to the list of definition items in determining their performance for the indicators and competency areas. *The definition items define each indicator and should be used to formulate a response at the indicator level.* Indicator scores should be used to formulate an overall score for each competency area.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement


Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.


3 - Area of Strength


Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

	1 - Unsatisfactory	3 - Area of Strength
	2 - Needs Improvement	4 - Demonstrates Excellence
Use Definitional Items to Determine Indicator Scores		
Use Indicator Scores to Determine Competency Scores		
1.0 PREPARATION FOR INSTRUCTION		
1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives		
1-selects long-range goals from state and/or local curriculum guides and sources	1	2 3 4
2-selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals	1	2 3 4
3-selects objectives from approved state and/or school system sources	1	2 3 4
Indicator Score:		1 2 3 4
1.2 Identifies Various Instructional Strategies		
1-integrates knowledge and skills across curriculum areas	1	2 3 4
2-plans creative and innovative activities appropriate to objectives, including the use of technology	1	2 3 4
3-identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles)	1	2 3 4
4-plans instruction consistent with developmental level of students (physical, social, emotional, & cognitive)	1	2 3 4
Indicator Score:		1 2 3 4
1.3 Prepares Instructional Resources for Use		
1-selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered	1	2 3 4
2-selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment)	1	2 3 4
3-selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)	1	2 3 4
4-selects and uses technology/media, bulletin boards, models, realia, and/or displays	1	2 3 4
5-sequences materials in appropriate order and locates them for distribution when needed	1	2 3 4
6-makes sure that equipment is in working order and ready for use when needed	1	2 3 4
7-plans for ensuring equitable and effective student access to available technology and other resources	1	2 3 4
Indicator Score:		1 2 3 4
1.0 PREPARATION FOR INSTRUCTION	COMPETENCY SCORE:	
	1 2 3 4	
Notes/Comments		
2.0 PRESENTATION OF ORGANIZED INSTRUCTION		
2.1 Orients Student to the Lesson		
1-secures student attention	1	2 3 4
2-states purposes of lesson and its objectives	1	2 3 4
3-identifies contents/skills to be mastered	1	2 3 4
4-relates current lesson content to previous and future lesson content	1	2 3 4
Indicator Score:		1 2 3 4

		1 - Unsatisfactory	3 - Area of Strength
		2 - Needs Improvement	4 - Demonstrates Excellence
2.0 PRESENTATION OF ORGANIZED INSTRUCTION Continued			
2.2 Gives Clear Directions			
1-gives concise, but sufficient directions			1 2 3 4
2-presents directions in logical sequence			1 2 3 4
3-presents directions (written and oral) in easy to follow form			1 2 3 4
4-provides examples of how to do task			1 2 3 4
5-identifies steps in the task			1 2 3 4
6-receives minimum number of procedural questions			1 2 3 4
Indicator Score:			1 2 3 4
2.3 Develops the Lesson			
1-explains concepts, terms, vocabulary, principles			1 2 3 4
2-presents content to fit objectives			1 2 3 4
3-provides examples or illustrations from life experiences and current events			1 2 3 4
4-presents content in logical pattern and sequence			1 2 3 4
5-questions effectively			1 2 3 4
6-provides smooth transitions from one activity to another			1 2 3 4
7-relates content to other subject areas			1 2 3 4
8-uses technology when appropriate			1 2 3 4
9-facilitates students' individual and collaborative use of technologies during instruction			1 2 3 4
Indicator Score:			1 2 3 4
2.4 Provides Practice and Summarization			
1-provides guided practice when appropriate			1 2 3 4
2-assigns independent practice (in-school, at-home activities) when appropriate			1 2 3 4
3-provides review at appropriate points			1 2 3 4
Indicator Score:			1 2 3 4
2.5 Demonstrates Knowledge of Subject Matter and Pedagogy			
1-uses accurate, up-to-date information			1 2 3 4
2-establishes relationships among facts, concepts, principles, skills			1 2 3 4
3-emphasizes main ideas, central themes			1 2 3 4
4-identifies/questions misconceptions, and faulty logic			1 2 3 4
5-responds accurately to student questions			1 2 3 4
6-uses multiple representations and explanations			1 2 3 4
Indicator Score:			1 2 3 4
2.0 PRESENTATION OF ORGANIZED INSTRUCTION		COMPETENCY SCORE	
		1 2 3 4	
Notes/Comments			

		1 - Unsatisfactory	3 - Area of Strength
		2 - Needs Improvement	4 - Demonstrates Excellence
3.0 ASSESSMENT OF STUDENT PERFORMANCE			
3.1 Monitors Student Performance			
1-checks student understanding, processes, products			1 2 3 4
2-solicits questions			1 2 3 4
3-requests student demonstration of task/skill			1 2 3 4
4-asks questions requiring comprehension, application, evaluation of concept/skill			1 2 3 4
Indicator Score:			1 2 3 4
<hr style="border-top: 1px dashed black;"/>			
3.2 Measures Student Progress Systematically			
1-assesses level of performance and progress regularly			1 2 3 4
2-uses variety of appropriate assessment methods and instruments, including online and computer adaptive assessments, where appropriate			1 2 3 4
3-uses assessment strategies to involve students in self-assessment activities			1 2 3 4
Indicator Score:			1 2 3 4
<hr style="border-top: 1px dashed black;"/>			
3.3 Provides Feedback About Student Performance			
1-acknowledges participation and response			1 2 3 4
2-affirms correct responses			1 2 3 4
3-praises specific behaviors and accomplishments			1 2 3 4
4-provides specific, corrective statements to inappropriate responses			1 2 3 4
5-makes specific recommendations for improvement			1 2 3 4
Indicator Score:			1 2 3 4
<hr style="border-top: 1px dashed black;"/>			
3.4 Uses Assessment Results			
1-uses assessment data to determine achievement of objectives			1 2 3 4
2-uses assessment data to modify objectives, content, instructional strategies			1 2 3 4
3-clarifies/elaborates directions and explanations			1 2 3 4
4-reteaches when necessary using alternative strategies, activities and/or materials			1 2 3 4
5-adjusts pacing of instruction and activities for individuals/groups when necessary			1 2 3 4
6-uses assessment data in reporting progress and accomplishment to students, parents/guardians, professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)			1 2 3 4
Indicator Score:			1 2 3 4
3.0 ASSESSMENT OF STUDENT PERFORMANCE			COMPETENCY SCORE: 1 2 3 4
Notes/Comments			



1 - Unsatisfactory 3 - Area of Strength
2 - Needs Improvement 4 - Demonstrates Excellence

4.0 CLASSROOMMANAGEMENT

4.1 Manages Class Time

- 1-begins instruction promptly 1 2 3 4
- 2-completes non-instructional duties with minimal loss of instruction time 1 2 3 4
- 3-disseminates materials and supplies and uses equipment with minimal loss of instruction time 1 2 3 4
- 4-discourages or redirects student digressions 1 2 3 4
- 5-follows planned sequence of activities with minimum teacher digressions 1 2 3 4
- 6-minimizes time students spend waiting with nothing to do 1 2 3 4
- 7-makes effective use of time 1 2 3 4
- 8-returns students to task quickly after unavoidable interruptions 1 2 3 4

Indicator Score: 1 2 3 4

4.2 MANAGESSTUDENTBEHAVIOR

- 1-establishes classroom rules and procedures cooperatively with students when appropriate 1 2 3 4
- 2-requires and monitors student adherence to rules and procedures 1 2 3 4
- 3-anticipates conditions which can lead to inappropriate student behavior and uses intervention strategies 1 2 3 4
- 4- uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct 1 2 3 4
- 5-stops inappropriate behavior using reasonable sanctions 1 2 3 4
- 6-rewards (verbally and nonverbally) appropriate student conduct 1 2 3 4

Indicator Score: 1 2 3 4

4.0 CLASSROOMMANAGEMENT

COMPETENCY SCORE:

1 2 3 4


Notes/Comments


5.0 POSITIVELEARNINGCLIMATE

5.1 Involves Students in Interaction

- 1-encourages active participation 1 2 3 4
- 2-ensures equitable participation 1 2 3 4
- 3-establishes and maintains effective positive rapport with students 1 2 3 4
- 4-elicits responses 1 2 3 4
- 5-encourages students to help each other and share ideas 1 2 3 4
- 6-accepts and uses student ideas, questions, and responses 1 2 3 4
- 7-seeks alternative responses 1 2 3 4
- 8-refers student ideas and questions to other students 1 2 3 4
- 9-engages students in generating knowledge and testing hypotheses 1 2 3 4
- 10-varies roles in instructional process (facilitator, coach, audience) in relation to content and purposes of instructional needs of students 1 2 3 4

Indicator Score: 1 2 3 4

	1 - Unsatisfactory	3 - Area of Strength
	2 - Needs Improvement	4 - Demonstrates Excellence
5.2 Communicates High Expectations		
1-establishes and maintains timelines for task completions		1 2 3 4
2-establishes and maintains standards for consistency, correctness, neatness, and form		1 2 3 4
3-holds students accountable for assigned activities		1 2 3 4
4-encourages students to deliver quality performance and products		1 2 3 4
5-indicates confidence in students' ability to learn		1 2 3 4
Indicator Score:		1 2 3 4
5.3 Expresses Positive Affect/Minimizes Negative Affect		
1-expresses enthusiasm verbally and nonverbally		1 2 3 4
2-uses positive verbal language		1 2 3 4
3-uses positive nonverbal cues		1 2 3 4
4-demonstrates respect and consideration for all students		1 2 3 4
5-accepts student responses without ridicule		1 2 3 4
6-avoids use of sarcasm/derogatory statements (verbal and nonverbal)		1 2 3 4
7-avoids personal criticism of students		1 2 3 4
8-avoids emotional outbursts		1 2 3 4
Indicator Score:		1 2 3 4
5.4 Maintains Physical Environment Conducive to Learning Within Limitations of Facilities Provided		
1-arranges furniture and equipment to facilitate movement and learning		1 2 3 4
2-uses assigned facilities to accommodate different types of activities		1 2 3 4
3-creates an attractive physical environment		1 2 3 4
Indicator Score:		1 2 3 4
5.0 POSITIVE LEARNING CLIMATE		COMPETENCY SCORE: 1 2 3 4
Notes/Comments		
6.0 COMMUNICATION		
6.1 Speaks Clearly, Correctly, and Coherently		
1-uses standard speech		1 2 3 4
2-pronounces words correctly		1 2 3 4
3-adjusts rate of speaking when needed/requested		1 2 3 4
4-adjusts pitch for emphasis		1 2 3 4
5-organizes presentations		1 2 3 4
6-uses vocabulary and style appropriate to level of students		1 2 3 4
7-speaks fluently		1 2 3 4
Indicator Score:		1 2 3 4

		1 - Unsatisfactory	3 - Area of Strength
		2 - Needs Improvement	4 - Demonstrates Excellence
6.2 Writes Clearly, Correctly, and Coherently			
1-spells words correctly			1 2 3 4
2-uses correct grammar and mechanics			1 2 3 4
3-writes legibly			1 2 3 4
4-uses vocabulary and style appropriate to level of audience			1 2 3 4
5-organizes written information			1 2 3 4
Indicator Score:			1 2 3 4
6.0 COMMUNICATION		COMPETENCY SCORE:	
1 2 3 4			
Notes/Comments			
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP			
7.1 Improves Professional Knowledge and Skills			
1-participates in professional organizations			1 2 3 4
2-participates in school system and state professional development programs and/or attends state, regional, and national conferences			1 2 3 4
3-participates in a professional development program to improve job performance			1 2 3 4
4-takes formal coursework or obtains advanced degree(s)/certification			1 2 3 4
5-uses ideas from books, professional journals, websites, internet, dialog with colleagues, and professional organizations to improve teaching			1 2 3 4
Indicator Score:			1 2 3 4
7.2 Takes A Leadership Role in Improving Education			
1-provides leadership in identifying and resolving issues and problems facing education			1 2 3 4
2-provides leadership in establishing and/or achieving school/school system goals			1 2 3 4
3-initiates activities and projects in the school/school system			1 2 3 4
4-conducts workshops/training sessions			1 2 3 4
5-shares ideas, materials, and resources with peers and others			1 2 3 4
6-participates in shared decision-making in the school			1 2 3 4
Indicator Score:			1 2 3 4
7.0 PROFESSIONAL DEVELOPMENT LEADERSHIP		COMPETENCY SCORE:	
1 2 3 4			
Notes/Comments			



1 - Unsatisfactory 3 - Area of Strength
2 - Needs Improvement 4 - Demonstrates Excellence

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

- 1-completes assigned task on schedule 1 2 3 4
- 2-is punctual for school, classes, meetings, conferences, and other scheduled activities 1 2 3 4
- 3-adheres to local personnel policies and procedures (e.g. attendance, leave) 1 2 3 4

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

- 1-maintains accurate, up-to-date records, including student progress records 1 2 3 4
- 2-establishes procedures consistent with established policies, laws, and regulations 1 2 3 4
- 3-recommends actions in accordance with applicable laws, policies, and regulations 1 2 3 4
- 4-supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians 1 2 3 4

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- 1-treats confidential information about students, staff, and school affairs in a professional and ethical manner 1 2 3 4
- 2-demonstrates respect, interest, and consideration for those with whom he/she interacts 1 2 3 4
- 3-assists in school planning when requested 1 2 3 4
- 4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change 1 2 3 4
- 5-handles contacts with parents/guardians in a professional, ethical manner 1 2 3 4

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

- 1-adjusts activities and schedules when necessary to accommodate other programs or activities 1 2 3 4
- 2-holds conferences at times mutually convenient to all participants 1 2 3 4
- 3-uses community resources to supplement program 1 2 3 4
- 4-encourages parents/guardians to participate in the school 1 2 3 4
- 5-participates in school-related, parent/guardian-directed meetings when appropriate 1 2 3 4
- 6-acts as an advocate for students 1 2 3 4
- 7-seeks outside help for students, as needed 1 2 3 4

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES COMPETENCY SCORE: 1 2 3 4

Notes/Comments

List numbers of not more than three Competencies and a limited number of indicators identified for the focus of a Professional Development Plan for the next school year.

Competency:	Competency:	Competency:
Indicators:	Indicators:	Indicators:

Cooperating Teacher

SECTION III: COOPERATING TEACHER

Forms marked LT must be entered into LiveText (LT). Forms marked Hard copy (HC) must be collected by the supervisor.

1. **Complete daily**
 - Require Intern to sign in at the front office each day upon arrival.
 - Cooperating Teacher should sign attendance sheet daily (HC).
2. **Complete during the 1st week**
 - Cooperating Teacher Biographical Information (HC).
 - Weekly Feedback Report - Share copy with supervisor and intern each week (HC).
3. **Complete during the 2nd week**
 - Cooperating Teachers are required to view the *Cooperating Teacher Training Site* on-line.
4. **Complete during the last few weeks of placement**
 - Evaluation of University Supervisor by Cooperating Teacher (LT).
 - Professional Dispositions Form for each Athens State University candidate (LT).
 - Recommendation of Qualified Cooperating Teacher (Optional) (HC).
 - Intern's evaluation by cooperating teacher (HC).
 - The Standards Assessment will be entered in LiveText by the Supervisor.

Directions for On-Line Evaluations

1. To enter LiveText, you should use the information on the orange postcard. The instructions are provided for you to enter as a "Visitor" using the passcode for cooperating teachers.
2. View the on-line Cooperating Teacher Training in LiveText.

QUESTIONS? Contact University Supervisor assigned to your intern.

Evaluation Forms for the *Cooperating Teacher*

1. Cooperating teacher on-line training, updated Spring 2008 - LT

2. Evaluation of Cooperating Teacher Training - LT

3. Evaluation of ASU Candidate's Professional Dispositions - LT

4. Intern evaluation by cooperating teacher— HARD COPY ONLY

Teacher should give the hard copy to Supervisor. Supervisor will enter an average score in LiveText. If the intern had 2 placements, an average of the two scores should be entered.

5. Evaluation of ASU Supervisor - LT

LT - LiveText

**CHECKLIST FOR COOPERATING TEACHER
(ONE PLACEMENT FOR FIFTEEN WEEKS)**

1. At the end of each week, have you ...
_____ A. read and initialed the intern's Reflective Analysis?
_____ B. reviewed the Weekly Feedback Report with the intern and supervisor?
2. At the end of the first week of the internship, have you ...
_____ A. held an orientation with the intern?
_____ B. provided a working space and materials for the intern?
_____ C. reviewed the responsibilities of the intern?
_____ D. turned in your Teacher Bio Form to supervisor?
_____ E. viewed the on-line Cooperating Teacher Training site?
3. At the end of the second week of internship, have you ...
_____ A. met with the University supervisor for an orientation?
_____ B. assisted the student in preparing the Weekly Plan to gradually increase responsibility and teaching time?
4. At the end of the third week of the internship, have you ...
_____ A. observed individual lessons taught by your intern?
_____ B. observed regularly planned lessons that integrate technology into the curriculum?
_____ C. provided the intern with feedback on progress and skills developed?
5. At the end of the seventh week of the internship, have you ...
_____ A. observed your intern on a consistent basis and provided feedback following each observation?
6. At the end of the ninth week of internship, have you ...
_____ A. observed sequences of lessons taught by your intern?
_____ B. conducted follow-up conferences after each observation?
_____ C. approved the unit of study from your intern?
_____ D. participated in follow-up conferences conducted by the university supervisor?
7. At the end of the thirteenth week of the internship, have you ...
_____ A. assisted the intern in setting up a schedule of classes to observe?
_____ B. completed the Intern Evaluation by Cooperating Teacher form?
8. At the end of the last week of the internship, have you ...
_____ A. received all materials that belong either to you or to the school from the intern?
_____ B. have you received a Professional Development Certificate from the Field Experience Office?

CHECKLIST FOR COOPERATING TEACHER**(TWO PLACEMENTS FOR SEVEN AND A HALF WEEKS EACH)****FIRST PLACEMENT**

1. At the end of each week have you ...
 - A. read and initialed the Intern's Reflective Analysis?
 - B. reviewed the Weekly Feedback Report with the intern and supervisor?

2. At the end of the first week of the internship, have you ...
 - A. held an orientation with the intern?
 - B. provided a working space and materials for the intern?
 - C. reviewed the responsibilities of the intern?
 - D. assisted the intern in preparing to gradually increase responsibility and teaching time?
 - E. turned in your Teacher's Bio Form to the supervisor?
 - F. viewed the on-line Cooperating Teacher Training site?

3. At the end of the second week of the internship, have you ...
 - A. met with the University supervisor for an orientation?
 - B. observed individual lessons taught by your intern and conducted follow-up conferences after each observation?

4. At the end of the third week of the internship, have you ...
 - A. observed sequences of lessons taught by the intern?
 - B. provided the intern with feedback on progress and skills developed?

5. At the end of the fourth week of the internship, have you ...
 - A. approved the unit which will be taught by the intern during the fifth and sixth weeks?
 - B. reviewed the unit for technology integration?
 - C. observed your intern on a consistent basis and offered feedback following each observation?

6. At the end of the seventh week of the internship, have you ...
 - A. observed your intern often during the full-time teaching assignment?
 - B. conducted conferences with the intern following each observation?
 - C. completed on-line evaluation forms in LiveText and shared them with intern?
 - D. received all materials that belong either to you or to the school from the intern?
 - E. handed/mailed all forms to University Supervisor?
 - F. completed the Intern Evaluation by Cooperating Teacher form?

CHECKLIST FOR COOPERATING TEACHER**(TWO PLACEMENTS FOR SEVEN AND A HALF WEEKS EACH)****SECOND PLACEMENT**

1. At the end of each week have you ...
 A. read and initialed the Intern's Reflective Analysis?
 B. reviewed the Weekly Feedback Report with the intern and supervisor?

2. At the end of the ninth week of the internship, have you ...
 A. held an orientation with the intern?
 B. provided a working space and materials for the intern?
 C. reviewed the responsibilities of the intern?
 D. assisted the intern in preparing to gradually increase responsibility and teaching time?
 E. turned in your Teacher's Bio Form to the supervisor?
 F. viewed the on-line Cooperating Teacher Training site?

3. At the end of the tenth week of the internship, have you ...
 A. met with the University supervisor for an orientation?
 B. observed individual lessons taught by your intern and conducted follow-up conferences after each observation?

4. At the end of the eleventh week of the internship, have you ...
 A. observed sequences of lessons taught by the intern?
 B. provided the intern with feedback on progress and skills developed?

5. At the end of the twelfth week of the internship, have you ...
 A. approved the unit which will be taught by the intern during the thirteenth and fourteenth weeks (If applicable in this placement)?
 B. reviewed the unit for technology integration?
 C. observed your intern on a consistent basis and offered feedback following each observation?

6. At the end of the fourteenth week of the internship, have you ...
 A. observed your intern often during the full-time teaching assignment?
 B. conducted conferences with the intern following each observation?
 C. completed on-line evaluation forms in LiveText and shared them with intern?
 D. received all materials that belong either to you or to the school from the intern?
 E. handed/mailed all forms to University Supervisor?
 F. completed the Intern Evaluation by Cooperating Teacher form?

**ATHENS STATE UNIVERSITY COLLEGE OF EDUCATION
Intern Evaluation by Cooperating Teacher**
Intern: _____ **Cooperating Teacher:** _____

School: _____ **Grade Level/Subject:** _____ **Total Points Earned:** _____

(18 Points Possible)

This form should be completed by the Cooperating Teacher at the conclusion of each placement.
After completion of Intern Evaluation Form, please give to the Athens State University Supervisor.

<u>3-Target</u>	<u>Scoring Guide</u> <u>2-Acceptable</u>	<u>1-Unacceptable</u>
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Communication

- _____ **6.2 Writes Clearly, Correctly, and Coherently**
- Spells words correctly
 - Uses correct grammar and mechanics
 - Writes legibly
 - Uses vocabulary and style appropriate to level of audience
 - Organizes information

Professional Development and Leadership

- _____ **7.1 Improves Professional Knowledge and Skills**
- Uses ideas from books, professional journals, websites, internet, dialogue with colleagues, and professional organizations to improve teaching
 - Participates in professional development programs to improve job performance

Performance of Professional Responsibilities

- _____ **8.1 Completes Job Requirement According to Established Timelines**
- Completes assigned task on schedule
 - Is punctual for schools, meetings, and other scheduled activities
 - Adheres to local personnel policies and procedures
 - Is punctual for schools, meetings, and other scheduled activities
- _____ **8.2 Adheres to Local and State Board Policies and Federal Laws and Regulations**
- Maintains accurate, up-to-date records, including student progress records
 - Establishes procedures consistent with established policies, laws, and regulations
 - Supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians
- _____ **8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians**
- Treats confidential information about students, staff, and school affairs
 - Demonstrates respect, interest, and consideration for those with whom he/she interacts
 - Participates in collegial efforts without giving up individual rights to dissent/work to effect change
- _____ **8.4 Promotes Cooperation with Parents/Guardians and Between School and Community**
- Adjusts activities and schedules when necessary to accommodate other programs
 - Acts as an advocate for students and seeks outside help for students, as needed
 - Encourages parents/guardians to participate in school and utilizes community resources, as needed

Intern's Signature/Date _____ **Cooperating Teacher's Signature/Date** _____

Intern's Comments-OPTIONAL:
Cooperating Teacher's Comments-OPTIONAL:

RECOMMENDATION OF QUALIFIED COOPERATING TEACHER

The College of Education at Athens State University is interested in the recommendation of qualified cooperating teachers to supervise interns. The research indicates that the cooperating teacher plays a very significant role in the effectiveness of the intern as a future teacher. Teachers may use this form to recommend themselves or other teachers. Principals and supervisors may use this form to recommend potential candidates. Please forward all recommendations to the Director of Field Experiences.

The following are requirements from the Alabama State Board of Education.

Place a checkmark in each box.

The cooperating teacher's name _____

1. is a highly competent teacher who is properly certified by the Alabama State Board of Education.

Area of specialization: _____

2. has at least three years of successful teaching experience.
3. understands the program of interns and the levels of achievement of interns.
4. is competent to provide superior professional supervision of interns.
5. holds at least a master's degree and a Class A certificate with an endorsement in the teaching field(s) of the intern.
6. will currently be teaching classes in the area of specialization.

Signature of Person Completing this Recommendation

Date

Telephone Number

Position/School

School System

**ATHENS STATE UNIVERSITY
COOPERATING TEACHER BIOGRAPHICAL INFORMATION**

Name _____ Date _____
Mr./Ms./Mrs./Dr. (Last Name) (First Name) (Middle Initial)

Home Address _____ Phone () _____

Present School Assignment: _____

School E-Mail Address (Please print): _____

Present Teaching Assignment: _____
(Grade) (Subject)

Present Intern _____

Have you previously had Interns? Yes ___ No ___

Alabama Teaching Certificate currently held: B___ A___ AA___

Field(s) of Certification: _____

Professional assignments for last five years (grades, subjects, etc.): _____

EDUCATIONAL BACKGROUND

Institution awarding Bachelor's Degree _____

Major _____ Minor _____ Year Graduated _____

Graduate Study:

Institution	Specialization	Credits	Year	Degree Granted

Institution	Specialization	Credits	Year	Degree Granted

Institution	Specialization	Credits	Year	Degree Granted

Professional Society Membership/Official Positions: _____

Honors or Awards Received: _____

Signature _____

Please return to: The University Supervisor

University Supervisor

SECTION IV: SUPERVISORS

Forms marked LT must be entered into LiveText (LT). Forms marked Hard copy (HC) must be collected by the Supervisor. The Standards Assessment should be completed by the Supervisor in LiveText.

SUPERVISOR

1. By the last week of each placement

- Enter PEPE Evaluation scores in LiveText as you complete them.(LT)
- Complete Evaluation of Cooperating Teacher by Supervisor, one per placement (LT).
- Complete Rubric for grading Internship Notebook (LT).
- Distribute Professional Development Certificates to your Cooperating Teachers and return copy to Field Experience Office.
- Grade Intern's notebook using rubric.

2. By the end of the 14th week

- Complete Internship Assessment Summary Sheet (HC).
- Complete Intern Roster Grade Sheet (HC).
- Verify submission of requested pre and post test information in LiveText from each Intern.
- Verify submission of Professional Disposition in LiveText for each Intern.
- Collect hard copy (HC) then enter Cooperating Teacher's Evaluation of Intern into LiveText (LT).

3. By the Intern's final week of the entire Internship

- Enter The Standards Assessment in LiveText (LT).

This packet of (HC) is due to Dr. Kuzmicic by Wednesday, December 16th, 12:00 noon

- Internship Assessment Summary Sheet (HC)
- Intern Roster Grade Sheet (HC)
- Copy of Unit Pre-Post test data which should have been entered in LiveText by intern (HC)
- Copy of each teacher's signed Professional Development Certificate (HC)
- Teacher bio forms (2 if there are two placements) (HC)
- Recommendation of qualified cooperating teacher form (HC)
- ASU College of Education rules sheet, signed by intern (HC)
- Local school rules sheet, signed by intern (2 forms if intern had 2 placements) (HC)
- Intern Evaluation by cooperating teacher form (average scores together if intern had 2 placements, then enter in LT) (HC)
- Intern's Attendance Sheets (2) (HC)
- Final monthly mileage reimbursement forms (HC)

DIRECTIONS FOR ON-LINE EVALUATIONS

To enter LiveText, you should use the information on the yellow postcard.

The instructions are provided for you to enter as a "Visitor" using the passcode for University Supervisors.

**QUESTIONS? CONTACT MRS. HENDRIX in the Field Experience Office
(valarie.hendrix@athens.edu) (256-216-3307)**

Evaluation Forms for the *University Supervisor*

1. First PEPE Evaluation of Candidate – LT
2. Second PEPE Evaluation of Candidate - LT
3. Evaluation of Cooperating Teacher (first placement) - LT
4. Evaluation of Cooperating Teacher (second placement) – LT
5. Guidelines for grading Intern’s Notebook – LT

LT - LiveText

CHECKLIST FOR UNIVERSITY SUPERVISOR**(ONE PLACEMENT FOR FIFTEEN WEEKS)**

1. At the end of each week, have you ...
 - A. reviewed a copy of the Intern's Reflective Analysis?
 - B. reviewed the Weekly Feedback Report with the intern and cooperating teacher?

 2. At the end of the second week of the internship, have you ...
 - A. visited all interns and obtained copies of their completed Daily Class Schedules and approved their weekly plan?
 - B. conducted an orientation session for all your cooperating teachers?
 - C. made a tentative schedule for observing your interns?
 - D. collected the Intern Rule Sheets?

 3. At the end of the fourth week of the internship, have you ...
 - A. observed and evaluated all interns at least once?
 - B. conducted follow-up conferences with both the intern and the cooperating teacher at the conclusion of each observation?
 - C. checked one bulletin board for each intern?

 4. At the end of the ninth week of the internship, have you ...
 - A. observed and evaluated all interns a second time?
 - B. conducted follow-up conferences with both the intern and cooperating teacher at the conclusion of each observation?
 - C. checked the second bulletin board for each intern?
 - D. approved the units of study for each intern?
 - E. checked unit plan for technology integration?

 5. At the end of the thirteenth week of the internship, have you ...
 - A. conducted follow-up conferences with both the intern and cooperating teacher at the conclusion of each observation?
 - B. checked both bulletin boards?
 - C. checked the notebook for neatness, organization and content?

 6. At the end of the last week of the internship, have you ...
 - A. received all hard copies from cooperating teachers?
 - B. verified that appropriate forms have been entered into LiveText?
 - C. collected the Intern Evaluation by Cooperating Teacher form.
AVERAGE THE TWO DOCUMENTS SCORES BEFORE ENTERING IT INTO LIVETEXT.
 - D. distributed a Professional Development Certificate to each cooperating teacher? (Submit a copy of each to the Field Experience office to Jill Cook.
 - E. entered each intern's Standards Assessment in LiveText?
-

CHECKLIST FOR UNIVERSITY SUPERVISOR
(TWO PLACEMENTS FOR SEVEN AND A HALF WEEKS EACH)

FIRST PLACEMENT

Each time you visit, check Reflective Analysis, notebook, and Weekly Feedback Report. Some supervisors have interns send Reflective Analysis by email weekly.

1. At the end of the second week of the internship, have you ...
 - A. visited all interns and obtained copies of their completed Daily Class Schedules and approved their Weekly Plan?
 - B. conducted an orientation session for all your cooperating teachers?
 - C. made a tentative schedule for observing your interns?
 - D. collected the Intern Rule Sheets?
 - E. collected Teacher Bio Forms?

 2. At the end of the third week of the internship, have you ...
 - A. checked one bulletin board for each intern?
 - B. checked lesson plans that regularly integrate technology into the curriculum?

 3. At the end of the fourth week of the internship, have you ...
 - A. observed and evaluated your interns at least once?
 - B. approved the units of study for your interns (if applicable in this placement)?

 4. At the end of the seventh week of the internship, have you ...
 - A. checked the notebook for neatness, organization and content?
 - B. verified that appropriate forms have been entered into LiveText?
 - C. collected the Intern Evaluation by Cooperating Teacher form.
 - D. distributed a Professional Development Certificate to each cooperating teacher? (Also submit a copy of each to the Field Experience office.)
-

CHECKLIST FOR UNIVERSITY SUPERVISOR**(TWO PLACEMENTS FOR SEVEN AND A HALF WEEKS EACH)****SECOND PLACEMENT**

Each time you visit, check Reflective Analysis, notebook, and Weekly Feedback Report. Some supervisors have interns send Reflective Analysis by email weekly.

1. At the end of the ninth week of the internship, have you ...
 - _____ A. visited all interns and obtained copies of their completed Daily Class Schedules and approved their Weekly Plan?
 - _____ B. conducted an orientation session for all your new cooperating teachers?
 - _____ C. made a tentative schedule for observing your interns?
 - _____ D. collected the Intern Rule Sheets?
 - _____ E. collected Teacher Bio Forms?

 2. At the end of the tenth week of the internship, have you ...
 - _____ A. checked one bulletin board for each intern?
 - _____ B. checked lesson plans that regularly integrated technology into the curriculum?

 3. At the end of the eleventh week of the internship, have you ...
 - _____ A. observed and evaluated your interns at least twice?
 - _____ B. approved the units of study for your interns (if applicable in this placement)?

 4. At the end of the fourteenth week of the internship, have you ...
 - _____ A. checked the notebook for neatness, organization and content?
 - _____ B. verified appropriate forms have been entered into LiveText?
 - _____ C. confirmed that cooperating teacher has responded to directions on the blue card?
 - _____ D. collected the Intern Evaluation by Cooperating Teacher form. **AVERAGE THE TWO DOCUMENTS SCORES BEFORE ENTERING IT INTO LIVETEXT.**
 - _____ E. distributed a Professional Development Certificate to each cooperating teacher?
 - _____ F. entered each interns Standards Assessment in LiveText?
-

**Athens State University College of Education
INTERNSHIP ASSESSMENT SUMMARY SHEET**
Intern: _____ **Final Grade** _____

Intern's Major: _____ **Student I.D. Number:** _____

University Supervisor: _____

Partner Supervisor (if applicable): _____

GUIDELINES FOR DETERMINING GRADE

The University supervisor, with input from the Cooperating Teacher, is responsible for assigning the final letter grade for each intern. Note: If an intern is asked not to return by the cooperating teacher, the student will automatically receive a failing grade. To better understand the grading policy at Athens State, refer to the University catalog under "Grading."

 Observation One: (60 Possible Points Per Observation)

- Points: _____ Candidate's Signature: _____

- Date: _____ Supervisor's Signature: _____

 Observation Two: (60 Possible Points Per Observation)

- Points: _____ Candidate's Signature: _____

- Date: _____ Supervisor's Signature: _____

 Intern's Notebook: (42 Possible Points)

- Points: _____

 Intern's Evaluation Completed by Cooperating Teacher:

- Points: _____ **(18 Points Possible)** *(Average of two evaluations, where appropriate)*

 Summative Assessment: (Possible 180 Points) _____ Total Points

*(Based on Three Formative Evaluations, Intern's Notebook, and
Intern Evaluation by Cooperating Teacher)*

- 162 - 180 = A
- 144 - 161 = B
- 126 - 143 = C
- 108 - 125 = D
- 107 or below = F

Intern's Signature: _____ **Supervisor's Signature:** _____

**ATHENS STATE UNIVERSITY COLLEGE OF EDUCATION
Rubric for Grading Internship Notebook**

Intern: _____ **Supervisor:** _____

The notebook will be graded by the University Supervisor. Supervisors are to use their own discretion when assigning points as indicated by rubric below.

The grade should be entered in the Internship Assessment Summary Sheet.

For notebook requirements, see the Internship Handbook.

GRADING SUMMARY: Target (3) Acceptable (2) Unacceptable (1)

Reflective Analyses	Total Possible Points (15)	Total Points Earned:
One point for each analysis (14)	14	
Unit Reflective Analysis (1)	1	
Unit/Sustained Focused Instruction	Total Possible Points (21)	Total Points Earned:
Accommodations for diverse learners noted in lesson plans	3	
Pre and Post Test entered in LiveText and copy provided	3	
Evidence of interpretation of data to guide instruction	3	
Unit Lesson Plan-clearly written, objectives stated	3	
Included in Unit: Introduction, Rationale, & Bibliography	3	
Daily Lesson Plans-clearly written, objectives stated	3	
Unit approved by Cooperating Teacher with signature	3	
Notebook Organization and Reports	Total Possible Points (6)	
Neatness, Organization, and Grammatically Correct	3	
Tabs clearly labeled and user friendly	3	
EVALUATOR COMMENTS		
		TOTAL POINTS EARNED: _____ 42 Possible Points

Intern's Signature/Date _____ **Supervisor's Signature/Date** _____

INTERN ROSTER GRADE SHEET
only one sheet should be turned in by each Supervisor

SUPERVISOR: _____ SUPERVISOR: _____
 (PRINT) (SIGNATURE)

DATE: _____ TERM & YEAR: _____

❖ **GRADES DUE 12:00 Noon, December 16, 2009, (Wednesday) to Andryna Kuzmicic's office**

❖ **Grade sheet may be faxed to 256-233-8139.**

*** Alphabetize list by intern's last name.**

<u>Student Name</u> (Last name first)	<u>University I.D. Number</u>	<u>Major</u>	<u>Final Grade</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
15. _____	_____	_____	_____
16. _____	_____	_____	_____
17. _____	_____	_____	_____
18. _____	_____	_____	_____
19. _____	_____	_____	_____
20. _____	_____	_____	_____

Field Experience Office Phone Number

256-233-8105

Fax

256-233-8139



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michael.heatherly@athens.edu
256-233-8286



Mrs. Jill Cook
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256-233-8141

Dr. Andryna Kuzmicic
Director



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Mrs. Valarie Hendrix
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