



Internship Handbook



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; and terrific and tiring. Your day will be filled with all the accoutrements of the teaching profession: field trips, morning announcements, parent conferences, textbooks, student questions, and much more. Your evening hours will pass too quickly with papers to grade and lessons to plan. It is important to take time to reflect on the successes of each day and areas in which to improve based on student learning, delivery of instruction, and collaboration with peers.



When you say good-bye to your students and classroom teacher on the final day, you will be reluctant to leave, yet, filled with a desire for your own classroom. You will also have the experience to make that classroom a successful one.

The classroom teacher and the University supervisor will guide, encourage, critique, and provide emotional support. It is up to you to make this a valuable, learning experience through the application of your education at ASU. We offer you our best wishes for a successful and satisfying internship experience, as well as a rewarding career as a professional educator.

Sincerely,

Faculty and Staff
Athens State University





Clinical Experience Office

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Please contact the above personnel if you have any questions throughout the semester.

Each intern is assigned a University supervisor that can be a resource as well.

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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.

Introduction

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.

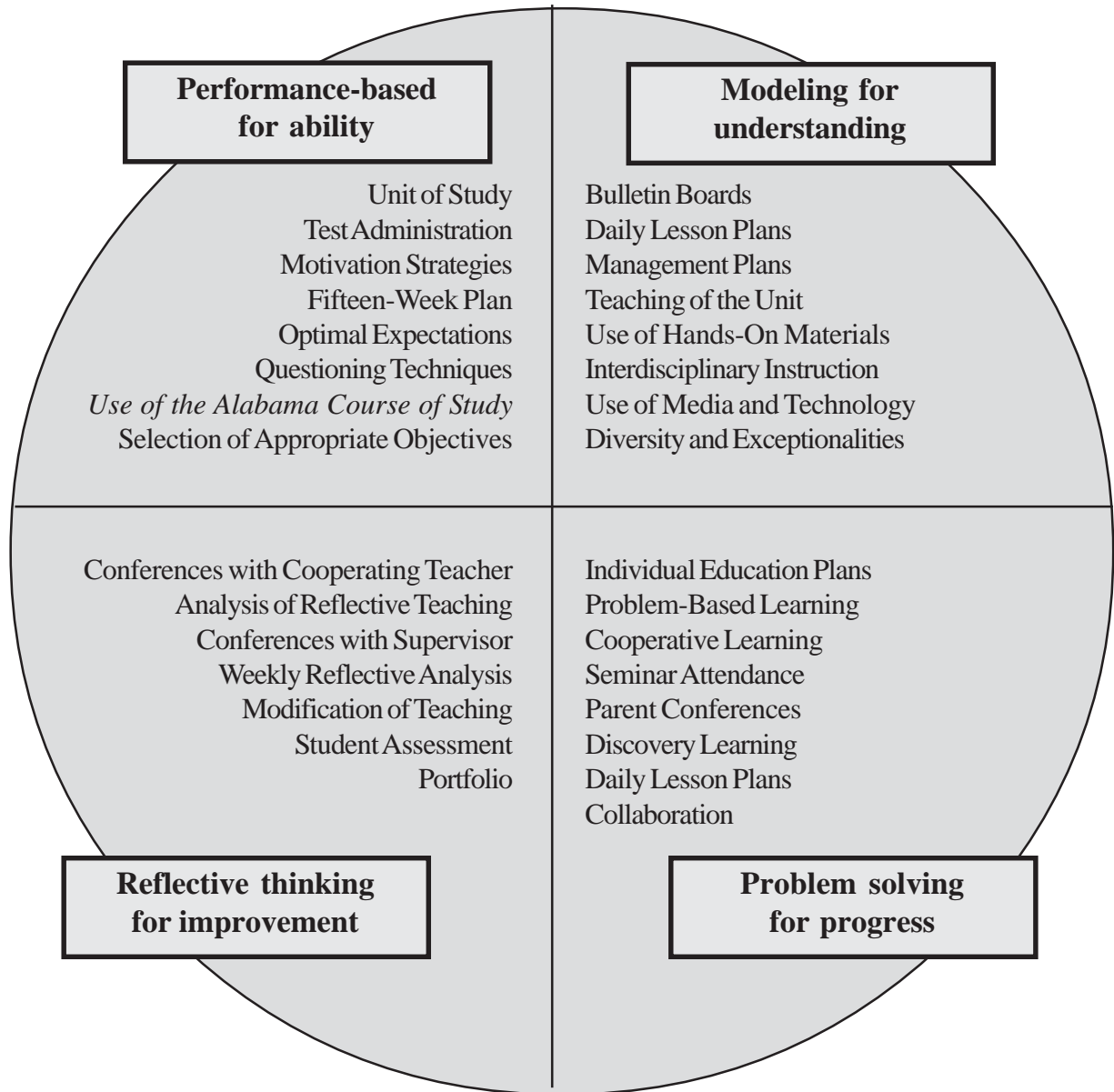
- **Reflective thinking for improvement**

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 Policies

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.

General Requirements

- **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.

- **Professionalism**

These competencies will be evaluated by the classroom teacher and the University supervisor as they occur and will be documented in the Intern Observation Record.

- **Internship Portfolio**

The intern submits supportive artifacts related to the internship that supports Educate Alabama standards. The intern's advisor will determine whether or not satisfactory documentation has been provided.

- **On-going Observations**

The classroom teacher and University supervisor conduct on-going observations during the internship based on the Alabama Quality Teaching Standards.

- **Initiative**

The intern should demonstrate the ability to act and make decisions without the help or advice of others. Each intern will be expected to assist the classroom teacher as much as possible.

- **Length of Internship**

Interns must complete 75 days of internship. This total encompasses ARI training, required ASU seminars, and days in the school. Daily attendance at the school is the same as that required of classroom teachers.

- **Internship Standards**

The Teacher Code of Alabama requires documentation of addressing AQTs standards in clinical experiences. The Alabama Quality Teaching Standards are divided into five sections: content knowledge; teaching and learning; literacy; diversity; and professionalism. Additionally, standards related to each program of study (e.i. Elementary, Math, Science, etc.) are assessed as well. Educate Alabama standards are the standards interns will see when they are assessed in school systems as classroom teachers.

Interns

Section II: Interns

Internship is intended to provide the intern the opportunity to put theory into practice. It is a culmination of knowledge gained in coursework and field experience in various classrooms. There are instructional and professional guidelines to which the intern must adhere in order to successfully exit internship.

Evaluation of teaching skills, student learning, classroom management, and collaboration assess proficiency in the instructional and professional standards set forth by Athens State University and the State Department of Education.

This section has three components: professional guidelines, instructional guidelines, and evaluation guidelines.

Component	Segments
Professional Guidelines	Respect for Self; Respect for Students; Respect for Colleagues
Instructional Guidelines	Getting Started; Maintaining; Concluding; Classroom Management
Evaluation Guidelines	On-going observations; Triad meetings; Internship Portfolio

General Requirements

- Interns participate in a full-time assignment of fifteen weeks (75 days).
- Interns have the opportunities to assume the same responsibilities as the classroom teacher.
- Interns have full responsibility for the entire school day for at least twenty days. ASU 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.
- Interns are responsible for planning, teaching, and evaluating at least one major unit of work or planning for sustained instruction.
- Interns are given the opportunities to demonstrate readiness to teach through on-the-job performance evaluated by the Intern Observation Record.
- Interns are required to be at school each day during the internship. Any absence other than illness must have prior approval by the classroom teacher and ASU Supervisor. Any absence must be made up by additional days at the school.
- Interns may not enroll in other courses during the normal operational hours of the school(s) where the internship is being completed.

Part I: Professional Guidelines Part II: Professional Guidelines



Interns must adhere to professional dispositions. Failure to do so may result in removal from internship. In general, professional dispositions encompass respect for self, respect for students, respect for colleagues, and respect for the law.

Respect for Self

DO

- Present a professional appearance at all times and conform to the accepted good practices at the school.
- Participate in positive interactions.
- Assume responsibility
- Behave in such a way that exhibits the understanding that you are a guest of the school.
- Turn off the cell phone.

DO NOT

- Display insubordinate or disrespectful behavior.
- Display argumentative or confrontational behavior.
- Use profane, degrading, or unnecessarily offensive language.
- Wear lewd or immodest garments, inappropriate clothing, or such that is contrary to the school dress code.

Respect for Students

DO

- Exhibit interest in the learner and the learning process.
- Exhibit stewardship of diversity.
- Advocate the ethical and safe use of technology.

- Exhibit fairness and the belief that all students can learn.
- Act in a calm manner consistent with the student’s best interests.
- Follow school rules related to beverages and food items.

DO NOT

- Raise your voice to the students.
- Leave students in an unsafe or unsupervised environment.
- Encourage or assist students to violate school rules or lawful school personnel instructions.
- Make sexual advances or innuendos to students, school personnel, or ASU supervisors in any form: written, verbal, or physical.
- Unlawfully discriminate educational opportunities on the basis of race, color, ethnicity, gender, age, or disability.
- Initiate or participate in any behavior that obstructs or disrupts the learning process or school operations.
- Participate in any behavior that makes students feel uncomfortable or uneasy.
- Harass students or threaten physical violence or bodily harm.

Respect for Colleagues

DO

- Involve parents and/or families as active partners in planning and supporting student learning.
- Share instructional responsibility for students with diverse needs, including students with disabilities, and develop collaborative teaching relationships and instructional strategies.
- Share responsibility for student’s learning and collaborate with colleagues to support every student’s growth.
- Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.
- Follow the established channels of communication: classroom teacher, principal, University supervisor, Dean of COE.

DO NOT

- Fail to comply with the lawful directions or instructions of the classroom teacher, school officials, or University personnel.
- Fail to cooperate with school officials in the performance of duties or operations of the school.
- Make injudicious remarks, negative comments, or any verbal or non-verbal expressions that would be considered unprofessional such as defamatory or libelous remarks or writings (i.e. social networking sites such as Facebook or Twitter).
- Furnish false or misleading information to the classroom teacher, school employee, University supervisor, or community members.
- Raise your voice to the classroom teacher, University supervisor, school administrator, or school employee.
- Harass classroom teacher or threaten physical violence or bodily harm.

Respect for Laws and Policies

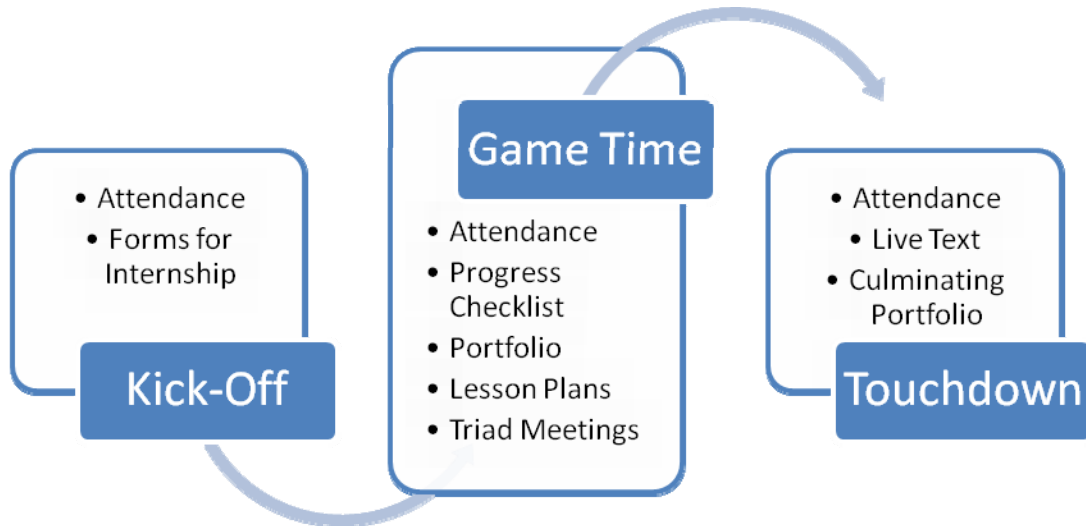
DO

- Use and maintain confidential student information in an ethical and professional manner.
- Practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies, including fair use and copyright guidelines and Internet user protections.
- Access school, community, state, and other resources and referral services.
- Access resources to gain information about federal, state, district, and school policies and procedures.
- Keep accurate records related to federal, state, and district policies and other records with legal implications.

DO NOT

- Violate any lawful school rules that are established by the local school or district.
- Steal, destroy, or damage school property.
- Violate school traffic and parking regulations.
- Consume or possess illegal drugs or controlled substances without a prescription, or be present on school grounds under the influence of illegal drugs or non-prescription controlled substances.
- Consume or possess alcoholic beverages on school grounds or be present on school grounds while intoxicated.
- Possess a firearm, knife, or other weapon on school grounds or the ASU campus.
- Engage in any unlawful act of any kind.
- Act in violation of federal, state, or local laws.

Part II: Instructional Guidelines



Kick-Off: Getting Started in Internship

- Daily Attendance
 - Sign in at the front office
 - Complete attendance sheet
 - Classroom teacher signs attendance sheet
 - Name and number of contact person in case of absence
- Forms: complete the forms in this section and leave in the Handbook
 - Attendance (#1)
 - ASU Rules (#2)
 - Local School Rules (#3)
 - Ethics Agreement (#4)
 - Instructional and Curricular Involvement Plan (#5)
 - Class Schedule (#6)
 - Reflection Essay Guideline (#7)

DOCUMENTATION of ATTENDANCE

Intern: _____ **Classroom Teacher:** _____

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

Number	Circle Day	Date	Classroom Teacher	Arrival	Departure
1	M T W T H F				
2	M T W T H F				
3	M T W T H F				
4	M T W T H F				
5	M T W T H F				
6	M T W T H F				
7	M T W T H F				
8	M T W T H F				
9	M T W T H F				
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31	M T W T H F				
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33	M T W T H F				
34	M T W T H F				
35	M T W T H F				
36	M T W T H F				
37	M T W T H F				
38	M T W T H F				

DOCUMENTATION of ATTENDANCE

Intern: _____ **Classroom Teacher:** _____

Only sign in below if you attend school or an ASU seminar. Holidays are not included.

Intern must sign in daily at the front office of the school.

Number	Circle Day	Date	Classroom Teacher	Arrival	Departure
39	M T W T H F				
40	M T W T H F				
41	M T W T H F				
42	M T W T H F				
43	M T W T H F				
44	M T W T H F				
45	M T W T H F				
46	M T W T H F				
47	M T W T H F				
48	M T W T H F				
49	M T W T H F				
50	M T W T H F				
51	M T W T H F				
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67	M T W T H F				
68	M T W T H F				
69	M T W T H F				
70	M T W T H F				
71	M T W T H F				
72	M T W T H F				
73	M T W T H F				
74	M T W T H F				
75	M T W T H F				
	M T W T H F				

Interns are required to complete 75 full days in the school during internship. This form will help the ASU document the intern’s completion of the requirement for the intern’s certification. This document must be scanned into Live Text and approved by the ASU Supervisor.

FORM #2

ASU RULES
INTERN CONFIRMATION
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 _____

Keep this form in the Intern Handbook. Give a copy to the ASU Supervisor.

LOCAL SCHOOL RULES
INTERN CONFIRMATION

1st Placement School _____

2nd Placement 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) Code of Conduct (1st Placement)
- (2) Code of Conduct (2nd Placement)
- (3)

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(1st Placement) _____

Student's Signature _____ Date(2nd Placement) _____

Keep this form in the Intern Handbook. Give a copy to the ASU Supervisor.

COMMITMENT TO THE PROFESSION

Athens State University believes that the education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the ASU intern shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Student Teaching Ethics

As a student teacher candidate, you are a representative of Athens State University, the school in which you do your student teaching or field experience observation, and the teaching-profession. Therefore, you have a responsibility not only to yourself, but also to your students and the cooperating teacher. The Code of Ethics outlined below is a standard to be followed by student teachers and/or teacher candidates.

1. Remember at all times that your main concern is the health, safety and welfare of your students.
2. Be responsible for the learning, growth and development of your students.
3. Do not demean, degrade, exclude from activities, or grant advantages to any student because of political or religious beliefs, race, color, gender or ethnicity.
4. If instructed, guide students academically by regular classroom instruction exposing them to various points of view and providing an opportunity for the pursuit of independent learning.
5. Maintain a constructive and cordial attitude toward your students and fellow teachers.
6. Respect the authority of those in supervisory and administrative positions.
7. Do not disclose confidential information about your students that has been obtained in the fulfilling of professional duties, unless the disclosure of such information is required by law. Confidentiality must be maintained when it comes to any other information that you are not authorized to disclose. This also include not discussing information pertaining to the student, faculty or staff using facebook, twitter, myspace, or any technical device.
8. Accept counsel from the cooperating teacher and the administration whenever the occasion permits.
9. Accept the suggestions and constructive criticisms of your cooperating teacher and college field supervisor openly and in a professional manner.
10. Consistently strive for knowledge and growth within the teaching profession.
11. Be prompt daily and sign-in to document attendance.
12. Obtain approval before imposing any disciplinary measure with students (P-12) unless that infraction and resulting action has been previously discussed. Classroom management is ultimately the responsibility of the cooperating teacher.
13. Discuss procedures in advance with the cooperating teacher.
14. Present all lesson and unit plans to the cooperating teacher for review and approval prior to teaching.
15. Notify the cooperating teacher and university supervisor of any absence, as soon as it is known.
16. The cooperating teacher needs everything necessary to cover your responsibilities prior to the beginning of the day of an absence if you are instructed to teach.
17. Dress professionally.

Your signature on this form serves as verification that you have read, understand, and affirm that you will uphold the Professional Code of Ethics for Athens State University.

Intern's Signature _____ Date _____

Developed by Dr. Darlene Turner –White (2009)

INSTRUCTIONAL AND CURRICULAR INVOLVEMENT PLAN

Week	Nature of Activity/Involvement
1. Date	
2. Date	
3. Date	
4. Date	
5. Date	
6. Date	
7. Date	
8. Date	
9. Date	
10. Date	
11. Date	
12. Date	
13. Date	
14. Date	
15. Date	

Collaborate with the classroom teacher in deciding on the timeline and the nature of activities with which you will be involved during the internship. Most importantly, decide on the timing of the 10 consecutive days of teaching required per placement (or 20 days for only one placement). Only the first week of the 1st placement should involve clerical work and observations. By the second week, teaching or tutoring should be a part of the daily routine.

1ST PLACEMENT CLASS SCHEDULE

Period	Bell Schedule	Class/Content Area

Record the class schedule of the classroom teacher with whom you are placed.

2nd PLACEMENT CLASS SCHEDULE

Period	Bell Schedule	Class/Content Area

Record the class schedule of the classroom teacher with whom you are placed.

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio.

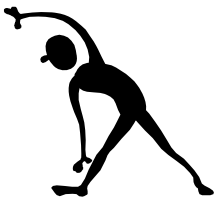
Praise: What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?



Question: Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .



Polish: What I would do differently; areas in which I'd like to improve. . . .



Game Time: The Internship Experience

Attendance: Seventy-five days are required. The intern is to be physically at the school during the same hours as required of classroom teachers. (See Form #1)

Lesson Plans: You must have a typed lesson plan for every lesson that you teach. These plans should be shared with the classroom teacher and kept in a notebook. The format for the lesson plan is to be discussed with the classroom teacher. The classroom teacher must approve the lesson plan format. The lesson plan format for the unit will reflect the internship standards, thus will be provided by ASU.

On-going Observations: The classroom teacher records observations related to the standards in the Intern Observation Record. The ASU Supervisor and teacher each have a copy of the Intern Observation Record. (See “Evaluation” section for more details)

Triad Meeting: The ASU Supervisor, classroom teacher, and intern meet to discuss and score the results of Observation Record. A plan of action is collaboratively created to address identified weaknesses. After improvement is evident, the scores may be changed.

Intern Reflections: The intern reflects on the results of the Triad Meeting and submits a two page essay in the Internship Portfolio. The five reflections are based on the AQTS Standards: content knowledge, professionalism, literacy, teaching/learning, and diversity. (See Form #7 for guidelines.)

Intern Portfolio: The intern submits supportive artifacts related to the internship experience in Live Text at designated intervals. You will receive a supplemental document, separate from the Intern Handbook, which outlines the required artifacts and timeline for submissions.

Progress Checklist: The classroom teacher completes the checklist five times at designated intervals and discusses the results with the ASU Supervisor and intern. (See Section III)

Keep a lesson plan notebook! Although the lesson plan notebook is not graded, any effective teacher is well-planned and organized. The forms used for assessment are either within the Intern Handbook or a part of the Internship Portfolio in Live Text. Bring the lesson plan book and Intern Handbook to each Triad Meeting.

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
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.

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.

Placement #1		Placement #2
WEEK 1	Assist the teacher and students in the class situation. Make a study of the students' backgrounds, abilities, and personalities.	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.	WEEK 10-13
WEEK 7	Begin to pass teaching responsibility back to the cooperating teacher.	14 - 15

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 the classroom teacher is expected to attend.
2. The following suggestions are appropriate for intern observation and participation: faculty meetings, student clubs/organizations, in-service programs, parent-teacher association meetings, student performances, athletic events, and parent-teacher conferences.

Unit Directions for Internship

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.

All UNIT documentation must be completed and reviewed by the classroom teacher prior to unit instruction.

The following directions describe the components of the unit that is required in internship.

Assignment #8 Unit Objectives

Directions: There are two parts to this assignment.

1. Create a planning web, which includes integration of reading and writing with math, science, and/or social studies. The web should include books, vocabulary, literacy skills, strategies, learning logs, centers, projects, field trips, technology (web sites, etc.) that you intend to use in the unit. Technology must be incorporated into the unit.
2. Write the Course of Study 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.*

Assignment #9 Unit Introduction

Directions: The unit should encompass five days of instructions. There are two parts to this assignment.

1. Cover Page - Title of unit and grade level
 - **The unit must be at least 5 days long.**
2. Introduction and Rationale
 - Introduction - Write a short paragraph describing the unit.
 - Rationale - What are the cognitive goals of the unit? List these in the form of daily outcome statements.

Assignment #10 Unit Bibliography of Resources

Directions: List all resources that will be used by teacher and/or students. You should have at least three resources. These resources should include a variety of expository and narrative text.

Use APA format.

Assignment #13 Unit Pre-Teaching Plan

Directions:

1. Pre-test: The unit must include a pretest or diagnostic assessment. Attach the pre-test that is to be used with your unit. (Include the answers by highlighting in red.)
2. Prior knowledge Strategy: Include the example of a strategy that you would use to access the students' prior knowledge. (There is no need for "answers" to be included in this document.)

Assignment #14 Unit Lesson Plans

Directions: The Universal Design Lesson Plan template is the structure to be used for the Unit Lesson Plans. You must have a total of five lesson plans, at least one per day of the unit. Additional lesson plans for the unit should be placed in your lesson plan notebook. The UDL Lesson Plan, as well as the instructional PowerPoint, is located in Live Text. You will attach each template to the actual assignment.

Assignment #21 Unit Effectiveness

Directions: Answer the following questions as you reflect on the Unit that you taught during Internship.

1. Beginning of Unit: Study and analyze the pretest (Assignment #13) and the Prior Knowledge (Assignment #13) of the students. How did you use this knowledge help you plan the lessons for the Unit?
2. Middle of Unit: Reflect on the effectiveness of the instruction. Were the students learning? How did you determine that they met the daily outcomes?
3. What adjustments did you make to instruction during the Unit based on the information gathered from ongoing monitoring of performance and progress of students?

Assignment #22 Unit Analysis: Reflection Four

Directions:

End of the Unit: Administer the same instrument that was used for the pretest. Compare the pre-test and post-test results, analyze and reflect on the effectiveness of the lesson. You will attach each template to the actual assignment.

Step 1: Record Results

Pre-test Results				Post-test Results			
Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%	Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%

List the names of the students from one class as an example.

Step 2: Analyze Results

<i>Instructional Decisions</i>	<i>What you used</i>	<i>Adjustments you made</i>	<i>Were the instructional decision effective based on the post-test results?</i>	
Methods			Yes	No
Materials			Yes	No
Grouping			Yes	No

Step 3: Reflect on the Results

How would you change the lessons within the unit to maximize student learning?
--

Touchdown! Wrapping Up Internship

Attendance Submit in the Internship Portfolio. There must be 75 days signed by the classroom teacher. Grades cannot be given before the 75th day is completed by the intern.

Complete Internship Portfolio See supplemental material for details. The ASU Supervisor will grade this culmination of instructional, curricular, and reflective work completed in internship.

Certification

Upon graduating, students who seek certification to teach in the state of Alabama must complete a certification application.

Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities and colleges cannot issue a professional certificate. However, in order to be certified at the professional “B” level, a student must complete an appropriate course of study at a college or university which has been approved by the State Department of Education. When a student completes the course of study, the institution recommends to the State Department of Education that the appropriate certificate be awarded. It is the responsibility of the student to complete the steps for certification recommendation from Athens State University which are as follows:

1. Obtain application for certification from the Certification Officer at the Intern Certification Seminar.
2. Provide a \$30.00 postal money order or proof of online payment for each level of certification. Amount subject to state modification; make postal money order payable to the Alabama State Department of Education in Montgomery. Fees may be paid online for licensure and certification. The website is <https://www.alabamainteractive.org/education/>. If you are seeking more than one certification, then you will need to provide additional receipts for each additional certification.
3. Satisfy the requirements of the Teacher Education Program including proof of passing score on PRAXIS II content knowledge test and the APTTP test, and proof of ABI/FBI background clearance.
4. Provide the Certification Officer with a request for one copy of an official Athens State University transcript.
5. Students seeking certification in another state should check with that state for requirements and certification areas available.

NOTE: Certificates for students who complete certification requirements after September 1, will be dated effective July 1 of the following year.

A letter is available from the College of Education Certification Office for students that have been awarded their degree and are in the process of seeking certification.

Classroom Management in a Word ...by Bonnie Heatherly

Discipline is a positive word. Place it in the context of great achievements. Artists, athletes CEOs – all of us need discipline to accomplish anything. Therefore, helping students learn to discipline themselves will help them achieve and be successful in life.

Image is everything! Dressing professionally, conveying confidence, wearing a smiling face, and having an encouraging attitude will create a positive image that will inspire respect and responsiveness from your students.

Set standards high. Expect students to behave, participate, and contribute. Students perform at higher levels when teachers expect more from them. Model everything you expect from your students. Your actions should reflect these expectations. Be the teacher that you would want your own child to have during their time in school.

Consistency is of utmost importance. Principals mention the lack of consistency as a reason that new teachers struggle. Treating students equitably is essential. This means that expectations and consequences should be the same for every individual in your class. Your classroom will run more smoothly when students know what to expect. Your classroom routines are part of being consistent.

Inspect your classroom and the climate. Keep a constant watch on things within the classroom that can cause misbehavior: temperature, traffic flow, interruptions, clutter, disorganization, seating, lighting, and more. Create a learning community in which students feel safe and secure.

Plan, prepare, plan, prepare. Time spent planning and preparing is never wasted! “Proper planning and preparation prevent poor performance” is an old adage that has been proven to be true. Have lesson plans and materials ready. Eliminating wasted time reduces opportunities for students to misbehave. Manage your time wisely.

Learn is an action verb. Involve students in the learning process. Actively engage them in the lessons by providing instruction that is student-focused. The more actively engage a student is, the less likely disruptive behavior will occur. Idle hands tend to look for things to do.

Involve everyone through communication. Students and their parents/guardians need to know what is expected not only in terms of behavior but academically as well. Open communication lines help at all levels – kindergarten through twelfth grade. Remember to communicate first, then apply consequences next. Do not punish a student for an unacceptable action if it has not been established as unacceptable.

Nurture relationships with your students. Know their situations. When you know your students, you are better able to teach and reach them. Students do not care how much you know, until you show them how much you care.

Every day is a new day.

Top 10 Tips for Classroom Discipline and Management

By [Melissa Kelly](#)

Classroom discipline and management causes the most fear and consternation in new teachers. However, classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

1. It's Easier to Get Easier

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on. While you don't have to follow the adage, "Never smile until Christmas," it does have its merits.

2. Fairness is Key

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

3. Deal with Disruptions with as Little Interruption as Possible

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

4. Avoid Confrontations in Front of Students

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

5. Stop Disruptions with a Little Humor

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

6. Keep High Expectations in Your Class

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

7. Over Plan

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, overplan. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.

8. Be Consistent

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

9. Make Rules Understandable

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

10. Start Fresh Everyday

This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

Discipline by Design

Step 1: Reminder

This is a reminder not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step. The teacher needs to take the opportunity to remind students early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate.

Example 1: "There is the bell, class. You should all have your homework out on your desk, now."

Example 2: "Janice and Maria, the rest of us have all started working, now. You need to stop talking and start too."

The importance of this step cannot be understated. Students who consistently function at Stage 3, the mutual interpersonal stage, will quickly respond to your reminder. They want to please you and this is right at their level. Students who are in transition to Stage 3 have an opportunity to practice their discipline skills at this level.

Some teachers may complain that they should not have to remind children over and over again. We remind the children because they ARE children.

Step 2: Warning

This is a reprimand. The student is approached. The warning may be either verbal or written.

Verbal warnings should not be delivered across the classroom. The teacher moves in close to the student and lets him know what he is expected to do. The student is asked to identify the next step.

Example 1:

Steven is sitting sideways in his chair and keeps messing with things on Maria's desk. The teacher approaches Steven and says "Steven, I expect you to turn around in your seat and get on with your assignment. This is your warning. What is the next step?"

Example 2:

During a class discussion, Tammy suddenly speaks out. "Boy, this stuff really sucks!" The teacher walks up to her and calmly, but firmly, says, "Tammy, I will not tolerate your outbursts. I expect you to raise your hand and wait to be called on before you speak. This is your warning. Now, can you tell me the next step?"

Written warnings are even more effective. The student is approached and handed an Honor Level System infraction slip. The teacher has checked an item on the slip and may ask the youngster to fill in the information at the top. He is told that if no further problem occurs he will be able to throw the slip away at the end of the period. If the misbehavior continues, the slip will be collected and turned into the office.

Example 2:

Jason has been teasing Janice. The teacher fills out an infraction slip and takes it to him. He says to Jason "Here is an infraction slip with your name on it. I have marked 'Failure to treat peers with respect' because you have been bothering Janice. I will put it here on the corner of your desk. If it is still there when the bell rings, you may throw it away. If you continue to pester her, I will pick it up and it will be turned into the office."

The warning step would normally be the first step if you were using Assertive Discipline. Instead of putting a name on the board (or on a clip board, as Lee Canter now recommends), placing a slip on the student's desk keeps it much closer to the child where he is less likely to forget and get into trouble again.

If you do not teach in a regular classroom with desks, still give the slip to the student. Even in a gym class the youngster can tuck the slip inside an elastic band somewhere. The slip can even be folded and put in a shoe!

It is important that the child has possession of the slip and that he realizes that he is the one in control of it. Just as he is in charge of the infraction slip, he is also in charge of his own behavior. This helps the student learn to take ownership for his own actions. When the slip is in the hands of the teacher or his name is on a board far away, it is too easy to think that the situation is in someone else's hands. Instead, this technique fosters and encourages internal locus of control rather than external locus of control. There is no doubt in the student's mind that he has been reprimanded, but he is not left with a feeling of helplessness: that his fate is in the teacher's hands.

The warning step, especially the written warning, directly addresses the needs of the student who functions at the power stage will be sizing up the situation. You have moved into their space and made your expectations quite clear. If you are firm, cool, and assertive, they may feel that the balance of power tips in your favor. If you shout and display excessive anger, it will be read as a challenge and this student will confront you. Regrettably, the situation will then escalate quickly to the next step.

Step 3: Infraction Slip

The student is approached again. She is reminded that she has already received her warning. An infraction slip will be turned into the office. If she has received a written warning, the slip is collected from her. The student is asked to identify the next step.

Example:

Nathan has been warned about staying in his seat and working on his assignment, but he keeps wandering over to argue with Jeff about a missing baseball card. The teacher marks "Failure to follow classroom rules" on an infraction slip and asks Nathan to fill in the top. She says "Nathan, I warned you only a few minutes earlier about following directions. Yet you refuse to go to work. You will receive a detention. Can you tell me the next step?"

Nathan has refused to follow classroom rules even after being reminded and later warned. The infraction slip will be turned into the office where this information is entered into a computer that

manages the data for The Honor Level System. Nathan's Honor Level may change and depending on the number of other infractions that he has received in the past 14 days, he will be required to serve an appropriately significant consequence. If the slip is the first, he may serve a short detention during noon. If the slip is one of many, he may be suspended from school. In either case, the consequence is not chosen by the teacher. It is part of a consistent school-wide discipline plan.

It is important that the teacher has tried Steps 1 and 2 before turning the infraction slip into the office. Only in special, extreme cases, should an infraction slip be used as the first step.

Remember: The Honor Level System is an extension of your classroom discipline system, not a replacement for it.

Step 4: Send to the Office

The student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later.

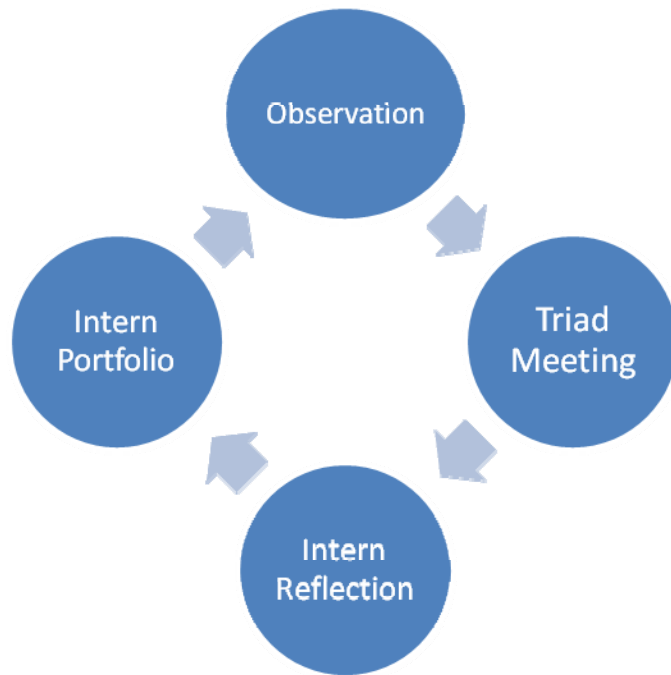
Example:

Linda has been acting up in class quite a bit today. She has been warned, and has had an infraction slip written up. Still, she continues to disrupt the class. The teacher sends her to the office. As she leaves the room, the teacher calls the office to let them know that Linda is on the way. As soon as possible, the teacher stops by the office to fill out a referral form and check with the principal. The teacher will contact the girl's parents, as well.

If the first three steps are followed faithfully, this step is rarely needed. When things do progress this far, the teacher can proceed with this step in a cool, unemotional manner. There is no need for shouting or anger.

The student may want to bargain for leniency, but the effective teacher has remained calm through all the previous steps and lets Linda know that she has left him with no other option. He will insist that she leave the room, but may send her off with an optimistic "Tomorrow we will try again. I'm sure we can make this work right."

Part III: Evaluation Guidelines



Attendance:

Full Placement requires 75 days. ARI Training and seminar days are included the 75 day requirement.

- Two Placements requires a total of 75 days between both placements.
 - 1st Placement – 38 days. ARI Training and seminar days are included in the 38 day requirement.
 - 2nd Placement – 37 days

Due Dates Set by ASU Supervisor

Triad Meeting Dates		Observation Dates	Portfolio Assignments Due
Orientation Meeting: (1 st Placement) Week One		N/A	
Content Knowledge: Week Three		N/A	
Professionalism: Week Five		N/A	
Literacy: Week Eight			
Transition Meeting (2 nd Placement) Week Nine		N/A	
Teaching and Learning: Week Eleven			
Diversity: Week Fourteen		N/A	

Intern Observation Record

The Purpose

- Providing a format for informally observing the intern.
- Assigning a rubric score (not a grade) to the ability or knowledge standards of the intern as outlined. This is not a formal, standardized instrument. You are assigning a rubric score based on the internship standard, which is not the same as evaluating them based on the criteria of a master teacher.
- Reviewing the standards previously learned in college courses. These standards are also present in the education courses taken at ASU.

WORK WITH ONE STRAND AT A TIME BASED ON THE PACING GUIDE

The Content

- Five strands of standards are divided into 15 weeks
 - Content Knowledge (Week 2, 3, 4)
 - Professionalism (Week 5 & 6)
 - Literacy (Week 7 & 8)
 - Teaching and Learning (Week 9, 10, 11)
 - Diversity (Week 12, 13, 14)
- Interns with two placements:
 - The 1st placement teacher is responsible for Week 1 through 8.
 - The 2nd placement teacher is responsible for Week 9-15.
- Interns with one placement
 - The teacher is responsible for Week 1 -15.

The Process

1. *On-going Observations*

- a. Read over the ABILITY standards of the targeted strand. (See Section IV)
- b. As the teacher interacts and observes the intern, he/she should jot down notes in the Observation Record that reflect the ability to implement the standard.

- c. Read over the KNOWLEDGE standards with the interns and score based on the student's knowledge of each standard. (See Section IV)
- d. Assess the knowledge standards through the Triad Meetings, portfolio assignments, and the two observations.
- e. Assign a rubric score to the ability standard. Please add any tips or pointers for the intern as well. See Chart 1.
 - 4 – Exceptional
 - 3 – Proficient
 - 2 – Basic
 - 1 – Unacceptable
 - N/A – Non-applicable

2. *Triad Meeting*

- The ASU Supervisor will set up a meeting with the classroom teacher and the intern at the end of each block of time allocated to each strand.
- During the meeting, encourage the teacher to share observations. This is a good time to elicit questions about internship.
- The ASU Supervisor records the rubric scores given to the intern in their own Observation Grade to be considered in the final grade for the intern.
- The ASU Supervisor assigns the final grade.

Reminders

- The standards are scored based on the “ability” or “knowledge” of; not necessarily a product or demonstrated skill.
- We realize that it is almost impossible to “observe” the multitude of standards in this book. However, through collaboration, conversation, reflection, and observation, it is possible to ascertain that they have the “ability or the knowledge of” the standard.
- If the teacher does not feel comfortable assigning a score for a particular standard, it is appropriate to write N/A.
- Evaluation is a recursive process. For example, during an observation window weaknesses are observed and the intern receives a low score. After reflection by the

intern and mentoring by the classroom teacher and ASU Supervisor, the intern shows improvement. Thus, changing the initial assessment is acceptable.

The Rationale

The interns come to the clinical experience in the classroom with a minimum of 22 days of field experience. The interns depend on the classroom teacher to take that experience a step further as they learn from expert professionals practicing the craft of teaching and learning. The list of standards may seem daunting, but these are abilities and knowledge that culminate in this final experience in becoming a teacher. ASU thanks the teachers for sharing their time and classroom with the interns they host.

Sequencing of standards reflects the clinical experience progression.

- **Content Knowledge** At this point, the intern has begun teaching a class or a small group of students.
- **Professionalism** The intern becomes more engaged in the school and classroom environment.
- **Literacy** The intern is assuming greater responsibility in the teaching and learning with the classroom. (Observation by ASU Supervisor)
- **Teaching and Learning** The intern should be ready to apply lessons learned from the previous eight weeks. (Observation by ASU Supervisor)
- **Diversity** The intern lessons should reflect an application of pedagogy to the diverse needs of the students.

Final Grade Procedures

- The ASU Supervisor calculates the final grade after the last visit.
- The Observation Record is worth 70% of the grade.
- The Internship Portfolio is worth 30% of the grade.
- Attendance is submitted in the Portfolio. There must be 75 days signed. Grades cannot be given before the 75th day is completed by the intern.

- The ASU Supervisor turns in the Final Grade Sheet to Andryna Kuzmicic after the 75th day. (A cumulative roster grade sheet will be provided at the end of the term.)

Live Text Assessments for Interns

These assignments are located in your Dashboard under your name. These are NOT located under the ASU supervisor's name.

1. Internship Portfolio
 - a. The directions for submitting the portfolio are located on page 44.
 - b. The portfolio sections will be viewable on the first day of the ASU semester.
 - c. The ASU Supervisor grades this portfolio.
2. Evaluation of ASU Teacher Education Program
3. Evaluation of Classroom Teacher

Evaluation of ASU Supervisor

Professional Review Board

A Professional Review Board composed of education faculty members meet as needed to review unsatisfactory performance and progress of students referred by faculty members and intern supervisors. Actions that can cause students to be referred to the PRB may include but are not limited to the following: an unacceptable score on Professional Dispositions; removal of a student from internship; academic misconduct; or inappropriate conduct. This review board also hears formal complaints from students. Recommendations are determined by consensus.

Removal from a school by the administration of that school or ASU will result in immediate suspension from internship. The PRB will meet to decide on a plan of action. Interns are not guaranteed a placement the following semester. Implementation of the corrective plan of action will determine gaining another opportunity to conduct internship.

Portfolio

Athens State University Internship Portfolio

Rationale

The Internship Portfolio is evaluated for the EDUCATEAlabama standards and the Athens State University College of Education Outcomes. The intern will complete assignments that are outlined in the following section that address each of the EDUCATEAlabama standards. The assignments provide evidence from the internship experience that the intern is improving readiness through the application of high-quality teaching practices. These assignments are submitted in an electronic portfolio in Live Text. The portfolio is assessed by the ASU Supervisor.

Submitting the Portfolio

1. How to create your internship portfolio

1. Click on the assignment located on your dashboard that is titled “Internship Portfolio_Content”.
2. You will be directed to a page titled “Assignment details”. Locate the section of this page that is titled “Assignment Template” and click on the “use this template” button beside the template titled “Internship Portfolio_updated”.
3. You will be directed to the Internship Portfolio Template. If you would like for your name to be included in the title of the template click on the “edit properties” tab this is located on the upper, left-hand side of the page.
4. Enter your new title in the “Title” box, such as Jane Doe’s Internship Portfolio.
5. You may also change the “style set” if you would like to. Changing the style set alters the appearance of your portfolio in regard to color, font, etc. but it will not change the layout of the portfolio.
6. Do not alter the areas titled “type” or “layout”.
7. Once you are finished editing the properties, click on the “save” button which is located on the lower, right-hand side of the page. You will be directed back to the first page of the portfolio template.
8. Read the instructions for portfolio completion.

2. How to edit sections in your internship portfolio

1. Your portfolio is comprised of “pages”. The page titles appear in the “table of contents”, which is located on the right-hand side of the page (unless you altered your style set).
2. You should not edit your pages. Please leave them as they are designed.
3. In order to complete your internship assignments you must edit the “sections” included in the portfolio. Several “sections” are included on each page of the portfolio. Navigate to the section you wish to edit and click on the “edit” button located on the right-hand side of the screen inside the specific section.
4. In edit mode you may add text, tables, etc. inside the section editor box. You may also attach a picture and documents. Up to 10 documents may be attached to each section.
5. If you are working in the section for an extended period of time it is advisable to periodically save your work by clicking on the “save” button located on the upper, right-hand side of the section editor.
6. When you are finished editing the section click on the “save and finish” button located on the upper, right-hand side of the section editor.

3. How to locate my internship portfolio after I have created it the first time

1. You will only create your portfolio, using the template, **once**, which is the very first time you work inside the template.
2. Once you have created the portfolio using the template, it will now be located in your “my work” folder, which is located in the documents section of your LiveText account.
3. To locate your portfolio login to your LiveText account and click on the “documents” tab, which is located at the top of the page (between “courses” and “reviews”).
4. You will be redirected to your “my work” folder which contains list of all LiveText documents that you have created. Locate your internship portfolio and click on the title to open the portfolio.
5. Each time you work in your internship portfolio you will add to the existing portfolio that you originally created. It will always be located in your “my work” folder.

4. How to submit your internship portfolio to the assignment link

1. Open your internship portfolio.

2. To the right of the table of contents there is a button titled “submit assignment”. Click on this button.
3. You will be directed to a page titled “choose an assignment for submission”. Locate your internship course, which is titled similar to “InternFA11 or InternSP11”. The year may be different depending on the year of your internship.
4. Once you have located the internship course, locate the assignment for which you would like to submit your portfolio and click on the circle located to the left of the assignment title.
5. You will be directed to a new page that is titled according to the title of the assignment. On the upper, right-hand side of the page is a green “Submit Assignment” button. Click on this button to submit your portfolio.
6. To check to be sure that your assignment was submitted correctly, navigate to your dashboard and locate the assignment link. The assignment link, which was previously “red” in color should now be either “yellow” (which means awaiting assessment) or “green” (which means you may view the assessment).

PORTFOLIO ASSIGNMENTS

ASU Outcomes	Alabama Quality Teaching Standards Indicators	Assignment
CONTENT KNOWLEDGE		
Knowledgeable Scholar	1.1 Knowledge of subject matter and organization of related content	#1 Pacing Guide of Content
Life Long Learner	5.2 Engages in on-going professional learning	#2 Reflection One
PROFESSIONALISM		
Effective Communicator	3a1 Use of standardized oral and written communication and appropriate communicative strategies.	#3 Reflection Two
	4a2 Communicate with sensitivity and understanding among diverse populations	#4 Class Newsletter
Positive, Supportive Professional	2a2 Creates a positive climate that promotes respect and responsibility	#5 Faculty Meeting
	5.1 Collaborates to facilitate student learning and well-being	#6 Grade Level Meeting
	5.4 Promotes professional ethics and integrity	#7 Philosophy of Education
LITERACY		
Resourceful, Curriculum Planner	1.4 Designs instructional activities based on state content standards	#8 Unit Objectives
	2b3 Designs lessons that integrate appropriate, effective, and multiple strategies	#9 Unit Introduction
	3b2 Integrate narrative and expository reading strategies across the curriculum	#10 Unit Bibliography of Resources
	3c2 Communicates mathematical concepts, process, and symbols	#11 Integration of Mathematics
	3d1 Identifies and integrates technology into instruction	#12 Integration of Technology
Student-centered, Reflective Instructor	1.2 Activates prior knowledge, experience, and interest to plan and ensure student learning	#13 Unit Pre-teaching Plan
	2b4 Creates learning activities to optimize growth and achievement in a supportive environment	#14 Unit Lesson Plans (Five)
	4a1 Develops a culturally responsive curriculum and instruction	#15 Reflection Three
	4b2 Guides second language and utilizes English Language Proficiency strategies	# 16 School Resources
	4c2 Facilitates inclusive learning environments to support students with learning differences and disabilities	#17 Interview of Personnel
TEACHING AND LEARNING		
Capable Classroom Manager	2a1 Designs a research –based classroom organization and management system based on age-appropriate expectations	#18 Classroom Management Plan
	2a3 Creates a safe, orderly, and stimulating learning environment	#19 Classroom Procedures
	2b2 Engages learners in personal goals for learning and behavior	# 20 Student Conferences
Competent Evaluator	2c1 Uses formative assessments to provide feedback and assist learners in adjusting instruction and meeting learning goals	#21 Unit Effectiveness
	2c3 Maintains evidence and records of learning and performance to communicate progress	#22 Reflection Four (Unit Analysis)
DIVERSITY		
Skilled Facilitator of Development Growth	1.5 Provides instructional accommodations, modifications, and adaptations to meet the individual needs of learners	#23 ARI Assignment
	2b1 Develops challenging, standards-based academic goals for each learner using knowledge of development needs	# 24 ARI Reflection Five
	3b1 Uses age appropriate instructional strategies to improve learner’s skills in critical literacy components	# 25 Small Group Plan
Attendance Sheet	75 Days of Internship is required	# 26 Signed Attendance Pages

CONTENT KNOWLEDGE (AQTS, 2009)

Assignment #1: Pacing Guide of Content

Directions: Complete the pacing guide chart by referring to the school system's pacing guide and collaborating with the classroom teacher. Complete the template that is in Live Text based on the content areas that pertain to your internship. The pacing guide should cover one content area for at least 8 weeks of the internship. *Be specific* when describing the content. Example: Biomes. Non-example: Unit 1. You will attach each template to the actual assignment.

Subject Area	Content to be Studied	Length of Study

Pacing Guide Template

Assignment #2: Reflection One

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.

Praise: What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?

Question: Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .

Polish: What I would do differently; areas in which I'd like to improve. . . .

PROFESSIONALISM (AQTS, 2009)

Assignment #3: Reflection Two

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.

1. *Praise:* What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?
2. *Question:* Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .
3. *Polish:* What I would do differently; areas in which I'd like to improve. . . .

Assignment #4 Class Newsletter

Directions: Create a newsletter for the class in which you are interning. The newsletter should include at least five of the content options listed below:

- Contact information (i.e., names, address, phone, email)
- Class calendar (i.e., times, dates, activities, upcoming events)
- Upcoming topics and units of instruction
- Ideas for home activities to support learning
- Parenting ideas: reading, nutrition, television viewing
- Homework helpers
- Policies and procedures
- Volunteer opportunities
- Upcoming programs, exhibits, meetings, book clubs
- Testimonials (i.e., student quotes, awards, praise)
- Current Collaborative Projects (i.e., online projects, science fair)

Assignment #5 Faculty Meeting

Directions: Attend a faculty meeting. Complete the following chart. You will attach each template to the actual assignment.

Date	Day	Duration
Number of Faculty that attended		
Special Guests		
Agenda and Speakers		
3 Details	2 Insights	1 Question

Faculty Meeting template

Assignment #6 Grade Level/Department Meeting

Directions: Attend a grade level/department meeting. Complete the following chart. You will attach each template to the actual assignment.

Grade Level/Department Meeting

Grade Level(s): _____ Date: _____ Participants: _____		
Method of Collaboration: (Check all that apply)		
<input type="checkbox"/> Analyze/Compare Data/ Trend Analysis	<input type="checkbox"/> Instructional Strategies	
<input type="checkbox"/> Lesson Planning	<input type="checkbox"/> Differentiated Instruction Strategies	
<input type="checkbox"/> Lesson/ Unit Reflection & Evaluation	<input type="checkbox"/> Sharing and Reflecting on _____	
<input type="checkbox"/> Formative/Summative Assessments	<input type="checkbox"/> Test-Taking Strategies (i.e. extended response)	
<input type="checkbox"/> Plan/Discuss Modifications and Accommodations	<input type="checkbox"/> _____	
<input type="checkbox"/> Student Success Planning		
Meeting Focus:		
Next Steps: _____		
Request for resource or support from:		
<input type="checkbox"/> Principal	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> Technology Coordinator
<input type="checkbox"/> Lead Literacy Teacher	<input type="checkbox"/> SBPS Coordinator	<input type="checkbox"/> Enrichment Teachers
<input type="checkbox"/> Counselor/Case Manager	<input type="checkbox"/> Bilingual Lead Teacher	<input type="checkbox"/> Special Ed. Teacher

Assignment #7 Philosophy of Education

A philosophy of teaching explains your reasons for teaching, a description of how you teach, and justifications for your beliefs about teaching. Your teaching philosophy will likely evolve as you gain experience in teaching and place yourself in new and different situations.

It is important to be aware of your own educational philosophy since it helps you focus on why you make the decisions which you make when you plan for your lessons and implement these lessons. Through the writing of your own philosophy, you will see more clearly your own goals and values. Your Educational Philosophy is a description of your goals and beliefs as a teacher. There really is no such thing as "the" philosophy; our philosophies are a reflection of our own beliefs, experiences and training (Combs, 2010).

Ask yourself a few questions.

Why do you want to teach?

- What is the purpose of education?
- What is your role as an educator?

Whom are you going to teach?

- How will you reach the wide diversity (economic, cultural, academic) of students in your classroom?
- How do you define a community of learners?

How are you going to teach?

- What are your beliefs about how children learn?
- How will these beliefs impact instructional strategies, classroom management, curriculum design, and assessment?
- How will you balance the needs of the individual learner with the needs of the class as a whole?

What are you going to teach?

- How will you bring a global awareness into your classroom?
- What will be your relationship the community, parents, teaching colleagues, and administration?

Compose your Philosophy of Internship based on your beliefs in the above areas and supported by the college work, readings, and influential thinkers that have been part of the classes you have taken at ASU. Remember to make connections to the [ASU COE Conceptual Framework](#). Appropriate grammar and usage is mandatory. Paragraph structure is required to convey complete thoughts. Write at least two pages, using Times New Roman, size 12 font, and double space.

LITERACY (AQTS, 2009)

This section of the portfolio encompasses a thematic unit. The purpose is to illustrate the ability to plan in a long range format. Although separate components are specified per assignment, each assignment is connected to the development of a unit that is to be taught during internship.

Assignment #8 Unit Objectives

Directions: There are two parts to this assignment.

3. Create a planning web, which includes integration of reading and writing with math, science, and/or social studies. The web should include books, vocabulary, literacy skills, strategies, learning logs, centers, projects, field trips, technology (web sites, etc.) that you intend to use in the unit. Technology must be incorporated into the unit.
4. Write the Course of Study 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.*

Assignment #9 Unit Introduction

Directions: The unit should encompass five days of instructions. There are two parts to this assignment.

3. Cover Page - Title of unit and grade level
 - **The unit must be at least 5 days long.**
4. Introduction and Rationale
 - Introduction - Write a short paragraph describing the unit.
 - Rationale - What are the cognitive goals of the unit? List these in the form of daily outcome statements.

Assignment #10 Unit Bibliography of Resources

Directions: List all resources that will be used by teacher and/or students. You should have at least three resources. These resources should include a variety of expository and narrative text. Use APA format.

Assignment #11 Integration of Mathematics

Directions: Design a lesson that applies mathematical thinking and problem solving to other curriculum areas. The following chart is provided as an example of ways to incorporate mathematical thinking in all content areas. Use the UDL Lesson plan template. You will attach each template to the actual assignment.

TEACHING MATHEMATICS	
Increase	Decrease
<p>TEACHING PRACTICES</p> <ul style="list-style-type: none"> • Use of manipulative materials • Cooperative group work • Discussion of mathematics • Questioning and making conjectures • Justification of thinking • Writing about mathematics • Problem-solving approach to instruction • Content integration • Use of calculators and computers • Being a facilitator of learning • Assessing learning as an integral part of instruction 	<p>TEACHING PRACTICES</p> <ul style="list-style-type: none"> • Rote practice • Rote memorization of rules and formulas • Single answers and single methods to find answers • Use of drill worksheets • Repetitive written practice • Teaching by telling • Teaching computation out of context • Stressing memorization • Testing for grades only • Being the dispenser of knowledge
<p>MATHEMATICS AS PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Word problems with a variety of structures and solution paths • Everyday problems and applications • Problem-solving strategies • Open-ended problems and extended problem-solving projects • Investigating and formulating questions from problem situations 	<p>MATHEMATICS AS PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Use of cue words to determine operation to be solved • Practicing routine, one-step problems • Practicing problems categorized by types
<p>MATHEMATICS AS COMMUNICATION</p> <ul style="list-style-type: none"> • Discussing mathematics • Reading mathematics • Writing mathematics • Listening to mathematical ideas 	<p>MATHEMATICS AS COMMUNICATION</p> <ul style="list-style-type: none"> • Doing fill-in-the-blank worksheets • Answering questions that need only yes or no responses • Answering questions that need only numerical responses
<p>MATHEMATICS AS REASONING</p> <ul style="list-style-type: none"> • Drawing logical conclusions • Justifying answers and solution processes • Reasoning inductively and deductively 	<p>MATHEMATICS AS REASONING</p> <ul style="list-style-type: none"> • Relying on authorities (teacher, answer key)
<p>MATHEMATICAL CONNECTIONS</p> <ul style="list-style-type: none"> • Connecting mathematics to other subjects and to the real world • Connecting topics within mathematics • Applying mathematics 	<p>MATHEMATICAL CONNECTIONS</p> <ul style="list-style-type: none"> • Learning isolated topics • Developing skills out of context

Assignment #12 Integration of Technology

Directions: Complete the following chart that describes the availability and use of technology in your internship experience. You will attach each template to the actual assignment.

Resources	Classroom	School	Use of Resources
Hardware			
Software			
Web-based			

Assignment #13 Unit Pre-Teaching Plan

Directions:

3. Pre-test: The unit must include a pretest or diagnostic assessment. Attach the pre-test that is to be used with your unit. (Include the answers by highlighting in red.)
4. Prior knowledge Strategy: Include the example of a strategy that you would use to access the students' prior knowledge. (There should not be "answers" included in this document.)

Assignment #14 Unit Lesson Plans

Directions: The Universal Design Lesson Plan template is the structure to be used for the Unit Lesson Plans. You must have a total of five lesson plans, at least one per day of the unit. Additional lesson plans for the unit should be placed in your lesson plan notebook. The UDL Lesson Plan, as well as the instructional PowerPoint, is located in Live Text. You will attach each template to the actual assignment.

Assignment #15 Reflection Three

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.

Praise: What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?

Question: Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .

Polish: What I would do differently; areas in which I'd like to improve. . . .

Assignment #16 School Resources

Directions: Investigate the available resources for English language learners in the school and system in which you are interning. Answer the following questions:

1. What resources are available for ELL students in the school system; in the school; and in the classroom?
2. How are these resources used by the teachers and the students?

Assignment #17 Interview of Personnel

Directions: Interview a collaborative teacher **OR** a counselor. Record the answers and then summarize the interview.

Interview Questions for Special Education Teachers

1. What type of assessments have you used?
2. Describe a student with a challenging learning disability and how you supported him/her.
3. What are your views on inclusion and remediation?
4. What are some of the timelines related to IEPs?
5. How have you supported students on IEPs in the regular classroom?
6. Describe both a successful and challenging collaboration experience with a regular education teacher.

Interview Questions for School Counselors

1. Please describe your counseling experience with individuals and groups. Tell me about some specific examples.
2. Describe your collaboration with community agencies (i.e. DSS, DMH, community mental health organizations, hospitals, etc).
3. What is important for me to know regarding special education laws and issues?
4. If you had the opportunity to offer classroom workshops, what topics would you address and how would you approach them?
5. How have you dealt with issues of bullying, depression, anxiety, and substance abuse and prevention? What should I know about these issues?

Teaching and Learning (AQTS, 2009)

Assignment #18 Classroom Management Part I

Directions: Describe the rules, consequences, and rewards you will use during your internship.

Assignment #19 Classroom Management Part II

Directions: Choose ten of the following procedures. Describe the procedures in kid-friendly terms that students will follow. If these do not apply to the content area you teach (such as self-contained special education or physical education) then write down ten procedures that are appropriate for the students which you teach.

1. What do I do if I forget my pencil or paper?
2. What do I do when I come in the room?
3. What do I do if I need to leave the room?
4. What do I do if I am tardy?
5. Where can I find the assignments posted?
6. Where do I put completed papers?
7. What are the procedures for team work?
8. What are the procedures for the different types of class settings?
9. What do I do if you finish my work early?
10. What do I do if I need extra help, have a personal concern, or would like to request a conference?
11. What do I do if I "forget" to do my homework?
12. How do I know which book to bring to class?
13. How do I check out materials?
14. What do I do before I leave the room at the end of class?

Assignment #20 Student Conferencing

Directions: Create or find a template that can be used for student conferencing based on the needs of the students. The template can be based on learning, behavior, and/or personal goals. The template you create should be appropriate to the needs and developmental levels of the students. Example: A kindergarten teacher might use a student conference form about behavior and the goals the student will set related to behavior based on the classroom rules. A sixth grade teacher might create a conferencing form focusing on writing and setting goals related to content, grammar, and usage. A high school teacher might make a form to set goals with high schools about the grade exam. The interns should have had creating conferencing forms in their assessment classes.

Assignment #21 Unit Effectiveness

Directions: Answer the following questions as you reflect on the Unit that you taught during Internship.

4. Beginning of Unit: Study and analyze the pretest (Assignment #13) and the Prior Knowledge (Assignment #13) of the students. How did you use this knowledge help you plan the lessons for the Unit?
5. Middle of Unit: Reflect on the effectiveness of the instruction. Were the students learning? How did you determine that they met the daily outcomes?
6. What adjustments did you make to instruction during the Unit based on the information gathered from ongoing monitoring of performance and progress of students?

Assignment #22 Unit Analysis: Reflection Four

Directions:

End of the Unit: Administer the same instrument that was used for the pretest. Compare the pre-test and post-test results, analyze and reflect on the effectiveness of the lesson. You will attach each template to the actual assignment.

Step 1: Record Results

Pre-test Results				Post-test Results			
Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%	Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%

List the names of the students from one class as an example.

Step 2: Analyze Results

<i>Instructional Decisions</i>	<i>What you used</i>	<i>Adjustments you made</i>	<i>Were the instructional decision effective based on the post-test results?</i>	
Methods			Yes	No
Materials			Yes	No
Grouping			Yes	No

Step 3: Reflect on the Results

How would you change the lessons within the unit to maximize student learning?
--

DIVERSITY (AQTS, 2009)

Assignment # 23 ARI Assignment

Elementary ARI Assignment # 23

(Elementary, Early Childhood, and Special Education K-6 Majors)

Work with your cooperating teacher to plan and implement the following:

- 2-Whole group reading lessons
- 2-Small group reading rotations
- 1-Tier II intervention lesson - **Attach** a Universal Design Lesson Plan

Secondary ARI Assignment # 23

(Secondary, Physical Education, and Special Education 6-12 Majors)

Attach a Universal Design Strategic Lesson Plan

Assignment # 24 Reflection Five

Directions: Use the following prompts to prepare a written reflection on each of the lessons requested of the ARI Assignment. Compare the teaching of these lessons to the ARI Training you received.

- What methods were you able to apply?
- What did you observe about student learning?
- Based on those observations what might you do differently?

Assignment # 25 Small Group Plan

Uses age appropriate instructional strategies to improve learner's skills in critical literacy components

Directions: Choose one class. Complete the following plan to implement small group instruction in your lessons.

Group Design	Criteria	Number of Groups	Group Members
Based on Behavior			
Based on Achievement			
Based on Interest			

Assignment #26 Attendance Forms

Directions: Attendance is submitted in the Portfolio. There must be 75 days signed. Grades cannot be given before the 75th day is completed by the intern.

Portfolio Grading Sheet *(completed by your supervisor)*

ASU Outcomes	Assignments	Assessment		
CONTENT KNOWLEDGE				
Knowledgeable Scholar	1. Pacing Guide of Content	10	8	2
Life Long Learner	2. Reflection #1	10	8	2
PROFESSIONALISM				
Effective Communicator	3. Reflection #2	4	3	2
	4. Class Newsletter	4	3	2
Positive, Supportive Professional	5. Faculty Meeting	4	3	2
	6. Grade Level/Department Meeting	4	3	2
	7. Philosophy of Education	4	3	2
LITERACY				
Student-centered, Reflective Instructor	8. Unit Objectives	2	1	0
	9. Unit Introduction	2	1	0
	10. Unit Bibliography of Resources	2	1	0
	11. Integration of Mathematics	2	1	0
	12. Integration of Technology	2	1	0
Resourceful, Curriculum Planner	13. Unit Pre-teaching Plan	2	1	0
	14. Unit Lesson Plans (5)	2	1	0
	15. Reflection #3	2	1	0
	16. School Resources	2	1	0
	17. Interview of Personnel	2	1	0
TEACHING AND LEARNING				
Capable Classroom Manager	18. Classroom Management Plan	4	3	2
	19. Classroom Procedures	4	3	2
	20. Student Conferences	4	3	2
Competent Evaluator	21. Unit Effectiveness	4	3	2
	22. Unit Analysis - Reflection #4	4	3	2
DIVERSITY				
Skilled Facilitator of Development Growth	23. ARI Assignment	5	4	2
	24. ARI Reflection #5	5	4	2
	25. Small Group Plan	5	4	2
	26. Attendance Sheets	5	0	0

Worksheet for Determining Final Grade

Standard Strands	Possible Points	Earned Points
Content Knowledge	20	
Professionalism	20	
Literacy	20	
Teaching and Learning	20	
Diversity	20	
Totals	100	

General Information

Section IV: Internship Program Overview

The professional Internship Program for interns bridges the gap between theory and practice. The Internship experience 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 classroom teacher, local school, and an ASU University supervisor.

Through this experience, the intern gains skills in organizing and managing a classroom as well as establishing desirable learning situations for individual students in 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 College of Education. The final dates for submission of the application can be found on the website.
- **For candidates 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.)
 - Minimum hours of Field Experience.
 - Passing Praxis II score
- After the student applies for admission to the Internship Program, the application is screened by the Clinical Office. Notification will be sent to the student in cases of denial. 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
- A list of interns is forwarded to the superintendents of education in a number of area school systems for requested assignment and placement one semester prior to the internship semester.

- Classroom teachers are accomplished school professionals who are jointly selected by the College of Education and the partnering schools. After selection, classroom teachers are prepared for their roles as mentors by the University supervisor. Classroom teachers are selected from a roster which meets the following Alabama State Board of Education requirements for cooperating teachers:
 - Be a highly competent teacher whom is properly certified by the Alabama State Board of Education in the area of specialization of the intern(s) to be supervised. Have at least three years of successful teaching experience.
 - Understand the program of each intern supervised and the levels of achievement of each intern.
 - Be competent to provide superior professional supervision of student interns.
 - Be approved, in writing, by the appropriate school superintendent and dean or director of teacher education.
 - 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.)
 - Be currently teaching classes in the intern’s area of specialization.

Alabama Quality Teaching Standards

The Teacher Code of Alabama requires documentation of addressing AQTs standards in clinical experiences. The Alabama Quality Teaching Standards are divided into five sections: content knowledge; teaching and learning; literacy; diversity; and professionalism. Additionally, standards related to each program of study (e.i. Elementary, Math, Science, etc.) are assessed as well. The following standards are assessed during Internship with the Intern Observation Record.

Content Knowledge *Ability Standards*

Academic Discipline

- Use students’ prior knowledge and experience to introduce new subject area related content. **(1) (c)1.(iii)**
- Identify student assumptions and preconceptions about the content of a subject area and to adjust instruction. **(1) (c)1.(iv)**
- Help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. **(1)(c)1.(v)**

Curriculum

- Provide accommodations, modifications, and/or adaptations to the general curriculum meet the needs of each individual learner. **(1)(c)2.(ii)**
- Select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. **(1)(c)2.(iii)**

Content Knowledge *Knowledge Standards*

- Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines. **(1)(c)1.(i)**
- Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). **(1)(c)1.(ii)**

- Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields. **(1)(c)2.(i)**

Professionalism Ability Standards

Collaboration

- Involve parents and/or families as active partners in planning and supporting student learning. **(5)(c)1.(iv)**
- Share instructional responsibility for students with diverse needs, including students with disabilities, and develop collaborative teaching relationships and instructional strategies. **(5)(c)1.(v)**
- Share responsibility for all students' learning across the school and collaborate of colleagues to support every student's growth. **(5)(c)1.(vi)**
- Participate as reflective members of different types of teams, including but not limited to BBSST. **(5)(c)1.(vii)**
- Collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities. **(5)(c)1.(viii)**
- Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. **(5)(c)1.(ix)**
- Exhibit professional dispositions delineated in professional, state, and institutional standards in working with students, colleagues, families, and communities. **(5)(c)1.(x)**

Continuous, Lifelong Professional Learning

- Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. **(5)(c)2.(iv)**
- Use best practices, professional literature, and collegial assistance to improve as a teacher. **(5)(c)2.(v)**
- Willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies. **(5)(c)2.(vi)**
- Participate in the creation and nurturing of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at stages of their careers. **(5)(c)2.(vii)**

Alabama-Specific Improvement

- Integrate statewide programs and initiatives into the curriculum and instructional processes. **(5)(c)3.(iii)**
- Communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives. **(5)(c)3.(iv)**

School Improvement

- Participate in school improvement planning by working collaboratively with teams focused on specific improvement initiative. **(5)(c)4.(iii)**
- Assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career. **(5)(c)4.(iv)**

Ethics

- Use and maintain confidential student information in an ethical and professional manner. **(5)(c)5.(iii)**
- Practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies, including fair use and copyright guidelines and internet user protections. **(5)(c)5.(iv)**

Local, State, Federal Laws and Policies

- Access school, community, state, and other resources and referral services. **(5)(c)6.(ii)**
- Access resources to gain information about federal, state, district, and school policies and procedures. **(5)(c)6.(iii)**
- Keep accurate records related to federal, state, and district policies and other records with legal implications. **(5)(c)6.(iv)**

Professionalism Knowledge Standards

- Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming. **(5)(c)1.(i)**
- Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to Building Based Student Support Teams. **(5)(c)1.(ii)**
- Knowledge of roles and responsibilities of para-educators and other paraprofessionals. **(5)(c)1.(iii)**
- Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). **(5)(c)2.(i)**
- Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. **(5)(c)2.(ii)**
- Knowledge of the processes and skills associated with peer coaching and mentoring. **(5)(c)2.(iii)**
- Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement. **(5)(c)3.(i)**
- Knowledge of Alabama's state assessment requirements and processes. **(5)(c)3.(ii)**
- Knowledge of research relating collective responsibility for student learning to increased achievement for all students. **(5)(c)4.(i)**
- Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes. **(5)(c)4.(ii)**
- Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. **(5)(c)5.(i)**
- Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. **(5)(c)5.(ii)**
- Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities and legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws. **(5)(c)6.(i)**

Literacy Ability Standards

Oral and Written Communication

- Model appropriate oral and written communications. **(3)(c)1.(iv)**
- Demonstrate appropriate communication strategies that include questioning and active and reflective listening. **(3)(c)1.(v)**
- Foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. **(3)(c)1.(vi)**
- Integrate skill development in oral and written communications into all content areas. **(3)(c)1.(vii)**
- Use effective nonverbal communication and respond appropriately to nonverbal cues from student. **(3)(c)1.(viii)**

Reading

- Integrate reading instruction into all content areas that one teaches. **(3)(c)2.(iii)**
- Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of student to read widely and independently for information and pleasure. **(3)(c)2.(iv)**

Math

- Solve problems using different strategies, to verify and interpret results and to draw conclusions. **(3)(c)3.(v)**
- Communicate with others about mathematical concepts, processes, and symbols. **(3)(c)3.(vi)**

Technology

- Integrate technology into the teaching of all content areas. **(3)(c)4.(iii)**
- Facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate. **(3)(c)4.(iv)**
- Use technology to assess student progress and manage records. **(3)(c)4.(v)**
- Evaluate students' technology proficiency and students' technology-based products within content areas. **(3)(c)4.(vi)**

Literacy Knowledge Standards

- Knowledge of standard oral and written communications. **(3)(c)1.(i)**
- Knowledge of the impact of native language and linguistic background on language acquisition. **(3)(c)1.(ii)**
- Knowledge of media communication technologies that enrich learning opportunities. **(3)(c)1.(iii)**
- Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening. **(3)(c)2.(i)**
- Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction. **(3)(c)2.(ii)**
- Knowledge of the role that mathematics plays in everyday life. **(3)(c)3.(i)**
- Knowledge of the concepts and relationships in number systems. **(3)(c)3.(ii)**
- Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning. **(3)(c)3.(iii)**
- Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships. **(3)(c)3.(iv)**
- Knowledge of available and emerging technologies that support the learning of all students. **(3)(c)4.(i)**
- Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities. **(3)(c)4.(ii)**

Teaching and Learning Ability Standards

Human Development

- Teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. **(2)(c)1.(v)**
- Use knowledge about human learning and development in the design of a learning environment and learning experiences. **(2)(c)1.(vi)**
- Recognize individual variations in learning and development that exceed the typical range; use information to provide appropriate learning experiences. **(2)(c)1.(vii)**

Organization and Management

- Plan and implement equitable and effective student access to available technology and other resources. **(2)(c)2.(v)**
- Plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners. **(2)(c)2.(vi)**
- Collect and use data to plan, monitor, and improve instruction. **(2)(c)2.(vii)**
- Organize, allocate, and manage the resources of time, space and activities to support the learning of every student. **(2)(c)2.(viii)**
- Organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. **(2)(c)2.(ix)**

Learning Environment

- Develop a positive relationship with every student and to take action to promote positive social relationships among all students. **(2) (c) 3.(iii)**
- Communicate with parents and/or families to support students' understanding of appropriate behavior. **(2) (c) 3.(iv)**
- Create learning environments that increase intrinsic motivation and optimize student engagement and learning. **(2) (c) 3.(v)**
- Use individual behavioral support plans to proactively respond to the needs of all students. **(2) (c) 3.(vi)**
- Create a print-/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen. **(2) (c) 3.(vii)**
- Encourage students to assume increasing responsibility for themselves and to support one another's learning. **(2) (c) 3.(viii)**

Instructional Strategies

- Select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. **(2) (c) 4.(v)**
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. **(2) (c) 4.(vi)**
- Evaluate and integrate a variety of strategies into a coherent lesson design. **(2) (c) 4.(vii)**
- Adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. **(2) (c) 4.(viii)**
- Use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. **(2) (c) 4.(ix)**
- Use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. **(2) (c) 4.(x)**

Assessment

- Design and use a variety of approaches to formal and informal assessment to plan and modify instruction; and measure and report learning progress. **(2) (c) 5.(v); 2.3**
- Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. **(2) (c) 5.(vi)**
- Collaborate with others to incorporate accommodations into all assessments as appropriate. **(2) (c) 5.(vii)**
- Provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. **(2) (c) 5.(viii)**
- Develop rubrics and to teach students how to use them to assess their own performance. **(2) (c) 5.(ix)**
- Develop and select appropriate performance assessments. **(2) (c) 5.(x)**
- Engage all students in assessing and understanding their own learning and behavior. **(2) (c) 5.(xi)**
- Interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. **(2) (c) 5.(xii)**

Teaching and Learning Knowledge Standards

- Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. **(2)(c)1.(i)**
- Knowledge of the role of language in learning. **(2)(c)1.(ii)**
- Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. **(2)(c)1.(iii)**
- Knowledge of developmentally appropriate instructional and management strategies. **(2)(c)1.(iv)**
- Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students. **(2)(c)2.(i)**
- Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. **(2)(c)2.(ii)**

- Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans. **(2)(c)2.(iii)**
- Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. **(2)(c)2.(iv)**
- Knowledge of norms and structures that contribute to a safe and stimulating learning environment. **(2)(c)3.(i)**.
- Knowledge of factors and situations that promote or diminish intrinsic motivation. **(2)(c)3.(ii)**.
- Knowledge of research and theory underpinning effective teaching and learning. **(2)(c)4.(i)**.
- Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. **(2)(c)4.(ii)**.
- Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. **(2)(c)4.(iii)**
- Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. **(2)(c)4.(iv)**.
- Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. **(2)(c)5.(i)**.
- Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. **(2)(c)5.(ii)**.
- Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. **(2)(c)5.(iii)**.
- Knowledge of current Alabama assessment requirements and procedures. **(2)(c)5.(iv)**.

Diversity Ability Standards

Cultural, Ethnic, and Social Diversity

- Develop culturally responsive curriculum and instruction into ongoing instruction. **(4)(c)1.(iv)**.
- Communicate in ways that demonstrate sensitivity to diversity. **(4)(c)1.(v)**.

Language Diversity

- Differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning. **(4)(c)2.(ii)**.
- Collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. **(4)(c)2.(iii)**.

Special Needs

- Identify and refer students for diagnosis for special services. **(4)(c)3.(iii)**.
- Address learning differences and disabilities that are prevalent in an inclusive classroom. **(4)(c)3.(iv)**.

Learning Styles

- Help students assess their own learning styles and to build upon identified strengths. **(4)(c)4.(iii)**.
- Design learning experiences that engage all learning styles. **(4)(c)4.(iv)**.

General

- Involve families, community agencies, and organizations, and colleagues in helping support academic achievement of diverse learners. **(4)(c)5.(ii)**.
- Create a learning community in which individual differences are respected. **(4)(c)5.(iii)**.
- Assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. **(4)(c)5.(iv)**.

Diversity Knowledge Standards

- Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. **(4)(c)1.(i)**.

- Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles. **(4)(c)1.(ii)**
- Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures. **(4)(c)1.(iii)**.
- Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. **(4)(c)2.(i)**.
- Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. **(4)(c)3.(i)**.
- Knowledge of the indicators of the need for special education services. **(4)(c)3.(ii)**.
- Knowledge of research and theory related to learning styles and multiple intelligences. **(4)(c)4.(i)**.
- Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. **(4)(c)4.(ii)**.
- Knowledge of how personal/cultural biases can affect teaching and learning. **(4)(c)5.(i)**.

Educate Alabama Standards

See grading chart for portfolio.

Program of Study Standards

Program of Study Standards are included in the Intern Observation Record for each specific program of study.

1. Elementary
2. Early Childhood
3. Physical Education
4. Collaborative K-6
5. Collaborative 6-12
6. Math
7. History
8. Social Science
9. English
10. Biology
11. Chemistry
12. Career Technical