Internship Handbook
for
Teacher Education Candidates, Faculty, Cooperating Teachers and Administrators

Division of Education
5500 Myron Massey Boulevard
Fairfield, AL 35064

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Revised 2015
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Miles College is governed by a Board of Trustees which appoints the college president. The president is assisted by cabinet members who oversee six areas of the college. The six positions in the President's cabinet are:

Dr. George T. French, Jr.  President
Dr. Emmanuel Chekwa  Dean and Vice President, Academic Affairs
Mrs. Diana Knighton  Senior Vice President, Finance and Administration
Dr. Ba-Shen T. Welch  Vice President, Strategic Initiatives
Mrs. Cherise Y. Peters  Vice President, Enrollment Management
Reverend Larry Batie  Dean of Chapel and Vice President, Student Life and Engagement
Mr. Charles Crockrom, Sr.  Vice President, Alumni Affairs and Constituent Engagement

Division of Education (DOE) Faculty/Staff

Full-Time Faculty:
  Dr. Sharon J. Porterfield Miller, Division Chair and NCATE Coordinator
  Dr. Aubretta Curry, Reading Specialist
  Dr. Anthony C. Greene, Exceptional Education Specialist
  Dr. Anitra Hampton Pace, Director of Field Experience and Clinical Practice
  Dr. Annette Mahon, Early Childhood Education Specialist
  Dr. Yvette McPherson Richardson, Elementary Education Specialist
  Mrs. Yolanda Duff-Newsome, Early Childhood
  Mrs. Veronica Salary, Elementary Education
  Mrs. Ashley Tyson, General Psychology

Full-Time Administrative Staff:
  Ms. Monique Camp, Administrative Assistant and Publications Specialist
  Mrs. Fannie Holmes, Data Base Manager and Education Lab Coordinator
  Mrs. Carolyn Jordan, Administrative Assistant and Certification Officer

Adjunct Faculty:
  Ms. Vernandi Greene, Assessment
  Mrs. Carolyn Studdard, Health and Physical Education
  Dr. Theresa Thomas, Instructional Technology Specialist
  Dr. Walter Gonsoulin, Secondary
  Dr. Jameah Gardner, Assessment
  Kia Boyd, Psychology
Division of Education Mission Statement:

The mission of the Division of Education (DOE) follows the mission of the college to ensure that teacher education candidates “seek holistic development that leads to intellectual, ethical, spiritual, and service oriented lives.” This includes providing a liberal arts curriculum along with content mastery courses and teaching pedagogy that maximize the diversity and creativity essential to teacher education. Faculty professional involvement with candidates contributes to a learning environment that stimulates the life-long learning that undergirds teaching effectiveness. The Division manifests this concept by providing opportunities for candidates to develop the knowledge, skills and professional dispositions they will need to work effectively with students in P-12 schools.

Division of Education Diversity Statement:

Candidates from all diverse backgrounds and perspectives will be well-served by this course. Candidates’ learning needs will be addressed both in and out of class, and the diversity that candidates bring to this class will be viewed as a resource, strength, and benefit. All content, materials and activities will be presented in a manner that is respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

Division of Education Clinical and Field Experience Statement:

Clinical and Field Experience is the beginning of a training experience that offers the Teacher Candidates a supervised environment in which to observe. This experience will develop and polish the professional skills already acquired by each teacher candidate. Each Teacher Candidate will be assigned to a school or center for a school-site observation by The Director of Field Experience and Clinical Practices. The Alabama State Department of Education requires documented clock hours for field experience. Teacher Candidates are expected to be timely, dress professionally, and behave and speak in a professional manner at all times.

Advisement: Students interested in pursuing a degree and/or certification in teacher education should seek the advice of the Certification Officer at Miles College. Due to the Alabama State Department of Education certification requirements, it is imperative that students take all courses on the state approved checklist for selected certification programs.

The Certification Officer is readily accessible for academic advisement throughout a student’s college years. The Certification Officer also provides assistance in meeting all course requirements for Certification at the Class B level.
The Conceptual Framework

The theme of the Conceptual Framework for the Division of Education is The Educator: “A Facilitator of Learning.” The Educator is a catalyst for learning. He/She acquires the knowledge needed to transfer to the students, creates the climate for learning, initiates activities that are meaningful to the students and provides encouragement for student learning in P-12 schools. The course work and performance based activities allow the Education Candidates to enhance their abilities in the four overarching tenets. The knowledge, skills, and professional dispositions are identified in the Conceptual Framework along with the expected proficiencies outcomes (EPO). The Conceptual Framework has been developed using theoretical concepts and with input from representatives of all stakeholders including candidates, Cooperating Teachers, principals, and Professional Education Unit (PEU). Measures to assess the Candidates’ progress are maintained as they matriculate through their program of study. This ensures that all teacher education candidates who completed the programs in their major demonstrate the knowledge, skills and professional dispositions that are outlined in the Conceptual Framework.

Conceptual Framework Overarching Tenets Alignment:

(Candidate Expected Proficiency Outcomes/Dispositions/ Indicators/Skills)

1.0 Acquiring Knowledge is the integration of understanding and mastery of procedural skills and experience gained through coursework and performance based activities to promote life-long learning with students in P-12 schools.

Each student: (Indicators) (Candidate Expected Outcomes)

1.1 Knows, analyzes and synthesizes subject content using historical and philosophical perspectives. (knowledge) (EPO: Plan Instruction)

1.2 Uses problem-solving processes and learning strategies to enhance student learning and development. (skill) (EPO: Communication)

1.3 Implements curriculum that exemplifies equity and diversity. (professional disposition) (EPO: Diversity)

2.0 Creating a Climate for Learning is the commitment to the awareness, knowledge, and acceptance of human diversity which leads to the ability to form relationships to sustain learning with students in P-12 schools.
Each student:

2.1 Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning. (professional disposition) (EPO: Diversity)

2.2 Manages an appropriate classroom environment for maximum learning to take place. (skill) (EPO: Impact Student Learning)

2.3 Implements curriculum that includes methods and strategies for applying technology to maximize learning (skill) (EPO: Impact Student Learning)

3.0 Initiating Meaningful Activities is the use of state-of-the-art materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation in P-12 schools.

Each student:

3.1 Integrates various subject matter to facilitate learning. (skill) (EPO: Assessment / Evaluation)

3.2 Evaluates and uses data effectively to assess the needs of all students. (skill) (EPO: Assessment/ Evaluation)

4.0 Providing Encouragement is modeling values and beliefs that guide thought, activities and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students.

Each student:

4.1 Motivates all students to become life-long learners and change agents in society. (professional disposition) (EPO: Model Professionalism)

4.2 Uses appropriate oral and written communication and body language to enhance student learning. (skill) (EPO: Communication)
Alabama Educator Code of Ethics

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

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

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:
• Encouraging and supporting colleagues in the development and maintenance of high standards.
• Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
• Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:
• Harassment of colleagues.
• Misuse or mismanagement of tests or test materials.
• Inappropriate language on school grounds.
• Physical altercations.
• Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness
An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:
• Properly representing facts concerning an educational matter in direct or indirect public expression.
• Advocating for fair and equitable opportunities for all children.
• Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.
Unethical conduct includes, but is not limited to, the following:
- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

**Standard 3: Unlawful Acts**

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

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

**Standard 4: Teacher/Student Relationship**

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

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

Unethical conduct includes, but is not limited to, the following:
- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

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

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

Ethical conduct includes, but is not limited to, the following:
- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.
Unethical conduct includes, but is not limited to, the following:
  • Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
  • Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

**Standard 6: Public Funds and Property**
*An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.*

Ethical conduct includes, but is not limited to, the following:
  • Maximizing the positive effect of school funds through judicious use of said funds.
  • Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
  • Misusing public or school-related funds.
  • Failing to account for funds collected from students or parents.
  • Submitting fraudulent requests for reimbursement of expenses or for pay.
  • Co-mingling public or school-related funds with personal funds or checking accounts.
  • Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**
*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.*

Ethical conduct includes, but is not limited to, the following:
  • Insuring that institutional privileges are not used for personal gain.
  • Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
  • Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
  • Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
  • Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**
*An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

Ethical conduct includes, but is not limited to, the following:
  • Keeping in confidence information about students that has been obtained in the course of
professional service unless disclosure serves professional purposes or is required by law.

- Maintaining diligently the security of standardized test supplies and resources.

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

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

**Standard 9: Abandonment of Contract**

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

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

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

**Reporting**

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

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

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

**Disciplinary Action**

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

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

(1) Authority of the State Superintendent of Education

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

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

Any of the following grounds shall also be considered cause for disciplinary action:
• Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
• Order from a court of competent jurisdiction.
• Violation of any other laws or rules applicable to the profession.
• Any other good and sufficient cause.

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

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one’s effectiveness within the school community;
6. Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one’s professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

**Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

**A. The professional educator demonstrates commitment to high standards of practice through:**

1. Incorporating into one’s practice state and national standards, including those specific to one’s discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one’s discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one’s position;
5. Reflecting upon and assessing one’s professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

**B. The professional educator demonstrates responsible use of data, materials, research and assessment by:**

1. Appropriately recognizing others’ work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one’s research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

**C. The professional educator acts in the best interest of all students by:**

1. Increasing students’ access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

**Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

**A. The professional educator respects the rights and dignity of students by:**
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one’s interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator’s career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:
   1. Seeking to understand students’ educational, academic, personal and social needs as well as students’ values, beliefs, and cultural background;
   2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
   3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
   1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
   2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
   3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

**Principle IV: Responsibility to the School Community**
The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.
A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students’ best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, Cooperating Teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students’ opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students’ best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.
D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students’ learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district’s policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications
of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students’ safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students’ presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students’ individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.
## Professional Education Unit

(DIVISIONS OF EDUCATION AND ARTS AND SCIENCES)

## Transition Points and Key Assessments

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### Programs:
- Early Childhood Education (P-3)
- Elementary Education (K-6)
- Secondary Education (7-12)
- *Biology Education*
- *Chemistry Education*
- *General Science Education*
- *English/Language Arts Education*
- *History/Social Science Education*
- *Mathematics Education*
- *Music Education (Choral)*
- *Music Education (Instrumental)*

### Transition Point 1:
- ≥ 2.80 GPA
- Completion of all pre-requisite Professional Studies courses with a grade of "C" or better
- ED209; ED300; ED319; ED350; PSY 301
- Successfully pass the Miles College English Proficiency Exam (EPE)
- Successfully pass the Basic Skills Test of the Alabama Educator Certification Testing Program (AECTP)
- Background Check
- Successful completion of 60 semester hours
- Submission of candidate work samples (an autobiographical sketch, philosophy of education, and a "best sample" from TEP courses)
- A minimum of 70 hours Field experience documentation progression toward 150 required observation hours
- Membership in SAEA (Effective Fall 2015)
- Disposition Survey ED209
- Recommendation from major advisor and Teacher Education Committee

### Transition Point 2:
- ≥ 2.80 GPA
- Completion of all Teaching Field coursework with a grade of "C" or better
- Successfully pass appropriate Praxis II Content Knowledge examination and Principal of Learning and Teaching (PLT)
- Successfully pass Praxis II Reading (Elementary and Early Childhood Education Majors only)
- A favorable letter of recommendation from the respective division
- Successful completion of all required Teaching Field courses
- Disposition Survey ED 319
- Completion of all 150 required observation hours

### Transition Point 3:
- ≥ 2.80 GPA
- Pre/Post evaluations of the Alabama Quality Teacher Standards (AQTS) for Class B and specific content areas by College Supervisors and Cooperating Teachers
- Completion of the 16-week student internship ED 450 with a grade of "B" or better
- Disposition Survey ED449&450
- Final presentation of e-Portfolio of the Student Internship experience evaluated by the Student Intern Advisory Committee, including presentation of Action Research Projects & E-portfolio with Mini Lesson
- Exit Interview
- Completed Senior Checklist

### Transition Point 4:
- ≥ 2.80 GPA
- Employer Satisfaction Survey
- Follow-up Graduate Survey
A Philosophy of the Student Teaching/Internship

The Student Teaching/Internship represents the bridge between professional preparation and professional practice. It is a period of guided teaching when the Student Teaching/Intern takes increasing responsibility for guiding the school experiences of a given group of learners in the P-12 school setting.

Student Teaching/Internship builds upon previous theoretical and clinical experiences designed to ensure that Student Interns are equipped as “creative decision makers.” In order to achieve the most satisfactory results in the Student Teaching/Internship, certain principles should govern the choice of experiences offered to the Student Teaching/Internship. The Student Teaching/Internship Program should:

1. Consider the welfare of the child who is to be taught and the procedures of the college, the school, and the school system;
2. Consider that the Student Teaching/Intern is a learner;
3. Be flexible and adjusted to meet the needs of the Student Teaching/Intern and the environment in which he/she is placed;
4. Be continuous and unified integrating the different phases as the Student Teaching/Intern progresses from the environment in which he/she is placed;
5. Provide for a variety of experiences for the Student Teaching/Intern;
6. Encourage initiative and originality;
7. Provide for the development of a code of professional ethics to be understood and followed;
8. Provide for observation of a variety of quality teaching experiences;
9. Encourage open-mindedness and willingness to become aware of and accept change;
10. Instill in the Student Teaching/Intern an awareness that professional growth is continuous;
11. Develop a caring and supportive relationship between the Student Teaching/Intern, the Cooperating Teacher, and the Supervisor (Director), thus producing a successful Student Teaching/Internship experience.
GUIDELINES FOR THE STUDENT TEACHING/INTERNSHIP

The Student Teaching/Internship generally is regarded as the most important experience in the teacher education curriculum. The most important and influential persons in supervising the Student Teaching/Internship experience are the Cooperating Teacher and the College Professor. These persons carry an important professional responsibility in preparing the Student Teaching/Intern for entrance into the teaching profession. The Cooperating Teacher and College Supervisor must establish and maintain the highest level of cooperation and communication with each other and with the Student Teaching/Intern. Field and clinical experiences are varied and when possible should include the opening and closing of a school year. Additionally, field and clinical experiences, in accordance with the State of Alabama Department of Education mandate, a teacher candidate seeking teacher certification is placed in school sites within our existing partnerships in urban, rural and suburban schools. The following guidelines relate to ensuring the level of cooperation and communication.

GENERAL GUIDELINES

1. Interpretation of the requirements for Student Teaching/Internship according to the standards are as follows:

   A. Alabama State Teacher Certification Requirements: The Student Teaching/Internship must be a full-time assignment in the schools for a full semester which may include more than one classroom or grade level with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days. **Student Teaching/Internship at Miles is an entire semester.** This means that the Student Teaching/Intern will be in the school, working with the Cooperating Teacher, for the full day of school, five days per week. Student Teaching/Interns may not take any additional courses that would interfere with this requirement. **Student Teaching/Interns may not miss more than five days out of their Student Teaching/Internship assignment.** This includes activities on their college/university campuses or absences. A Student Teaching/Intern who is absent from the 10 consecutive day placement for one day must provide a reason deemed acceptable and may exercise full responsibilities on the
eleventh consecutive day. The Student Teaching/Intern may plan support activities provided by the Cooperating Teacher. The final examination schedule is announced by the college.

B. The Cooperating Teacher and Director of Field Experience and Clinical Practices may arrange for the dispersal of the twenty days according to their best judgment and the Cooperating Teacher’s pre-planned schedule for teaching. Please keep in that mind that twenty days requirement represents a minimum requirement. The Student Teaching/Intern should be allowed to teach as much as possible both in a full time and part time or team teaching model. It is not uncommon for a Student Teaching/intern to far exceed this ‘twenty day” minimal requirement.

C. Relationships with other faculty members, parents/guardians, educational organizations, and the administration of the school, acquiring competence to keep necessary records, and making required reports shall be stressed in the Student Teaching/Internship. As well as effective teaching, this means that the Student Teaching/Intern should be exposed to and has responsibility for all activities and duties of a fully certified, employed teacher. This would include all extracurricular activities for which the Cooperating Teacher is responsible, faculty and in-service meetings, parent organization meetings, student permanent record maintenance, and scheduling. Cooperating Teachers and the Director or Field Experience and Clinical Practices should attempt to secure in-school experiences for the Student Teaching/Intern that lie outside of the Cooperating Teacher's classroom. Observations with Student Teaching/Internship/Interns who teach in different organizational patterns. Different grade levels or have different responsibilities are desirable as time permits.

D. Note the following requirements from the Alabama Code:

   i. For Student Teaching/Interns who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

   ii. For Student Teaching/Interns who are seeking certification in two or more related fields (e.g., chemistry and physics), internship may be divided between the two teaching fields.
iii. For P-12 programs, the internship shall be divided between early childhood, elementary and middle/secondary grades.

iv. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels.

v. For elementary education program, the internship shall include lower and upper elementary-level placements unless substantial field experiences were completed at both levels.

vi. All candidates must be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI).

2. Student Teaching/Interns have been exposed to many ideas of teaching and curricula during the Pre-Student Teaching/Internship course work. Student Teaching/Interns should be allowed, within the bounds of reason, to experiment with different teaching methodologies in order to find the teaching style that is most successful for them.

3. All parties concerned with Student Teaching/Interns should remember that this course is a learning experience for the Student Teaching/Intern. The Student Teaching/Intern should not be expected to be an accomplished, finished product or perfect reproduction of a professional educator. The Director of Field Experience and Clinical Practices and College Supervisor should work with and evaluate the Student Teaching/Internship/Intern in terms of basic strengths, weaknesses, and progress being made toward becoming competent enough to enter the profession as a first year teacher.

4. Student Teaching/Interns should submit lesson plans to the Cooperating Teacher, the College Supervisor, and the Director of Field Experience and Clinical Practices when possible. LESSON PLANS ARE REQUIRED FOR ALL LESSONS TAUGHT BY THE STUDENT TEACHING/INTERNSHIP INTERN. The type of lesson plans submitted usually progresses from detailed plans to outline plans. This progression is a decision made jointly by the Cooperating Teacher, the Director of Field Experience and Clinical Practices and the College Supervisor.
5. All Student Teaching/Interns should submit a Resource Unit to the Cooperating Teacher, the Director of Field Experience and Clinical Practices, and the College Supervisor at least one week prior to beginning the teaching unit. Cooperating Teachers, the Director of Field Experience and Clinical Practices, and College Supervisors usually have a preference for the organization and format of the unit. Again this should be a joint decision that should be communicated clearly to the Student Teaching/Intern.

6. The first thing Student Teaching/Interns should do after arriving at their school placement is to become familiar with school policies and regulations. Ask your Cooperating Teacher to help you with this information. Become familiar with the proper procedures required at your school and follow them. This includes duplication procedures and materials checkout.

7. Student Teaching/Interns are expected to be in their classrooms every day at the same designated times as the Cooperating Teachers. Student Teaching/Interns will keep the same hours the regular teachers do and attend seminars, school staff meetings, and in-service meetings with the regular faculty. The Director of Field Experiences and Clinical Practices must approve variations in schedules.

8. Absences are not allowed from Student Teaching/Internship. If illness or an emergency makes it necessary for you to be absent from your Student Teaching/Internship assignment, contact your Cooperating Teacher as soon as possible (by 7:15 a.m. of the day you are to be absent; earlier, if possible). If you cannot reach your Cooperating Teacher, call the school office and leave a message with the secretary or the principal. Remember to notify your Director of Field Experience and Clinical Practices in case an observation is planned for that day. Absences must be excused and are subject to being made up.

9. The Student Teaching/Intern should not be used as a substitute teacher. In the event of absence of the Cooperating Teacher, Student Teaching/Interns may teach for the day in the classroom they are assigned. Any problems arising in this area should be reported immediately to the Director of Field Experience and Clinical Practices.
10. The Student Teaching/Intern should be alert to any hazards to students in instructional activities. Safety instructions should be a vital part of planning of any student activity. Physical education, industrial arts, laboratory activities, and playgrounds are due special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.

11. For documentary, organizational, and planning purposes, Student Teaching/Interns will keep a portfolio of their Student Teaching/Internship experience. Material to be included should be units, lesson plans, evaluation sheets, information about written assignments, Student Teaching/Internship time log, etc., as well as a daily log or diary of their Student Teaching/Internship experience. Your Cooperating Teacher, Director of Field Experience and Clinical Practices, and College Supervisor may have some specific requirements in this area.

Remember, you will be in a different situation and have different experiences from the other Student Teaching/Interns. Your Cooperating Teacher, Director of Field Experience and Clinical Practices, and College Supervisor are there to help you become a better teacher. In order for them to fulfill their roles, you should ask for help, seek their suggestions, and on the basis of these, experiment to see what works best in the situation for you as a teacher. You should look at the Student Teaching/Internship as your opportunity to gain as much valuable experience as possible. It is your chance to develop your teaching potential to the fullest, under guidance and within the context of a classroom situation.

Final grades will be based on the recommendation of the Director of Field Experience and Clinical Practices and College Supervisor. (Grades measure teaching performance, progress, and documentation.) Teaching performance is evaluated through observation and the use of standardized evaluation instruments develop for each discipline. The Director of Field Experience and Clinical Practices and College Supervisor are responsible for assigning the grades the Student Teaching/Intern earns. However, the Cooperating Teacher’s grade recommendation will be extremely influential and will enter into the final decision.
It is the policy of Miles College to provide remediation, at no cost, to individuals who receive less than the required minimum composite score on the teacher evaluation, EDUCATEAlabama, within two (2) years of initial teaching experience.

"IN NO CASE SHALL MILES COLLEGE BE REQUIRED TO PROVIDE REMEDIATION FOR MORE THAN THE FIRST (2) TWO YEARS OF EMPLOYMENT."
SUGGESTIONS FOR STUDENT TEACHING/INTERNS

Any successful experience in a Student Teaching/Internship will largely depend on your ability to adapt to a new situation and to develop good working relationships with your Cooperating Teacher, the Director of Field Experience and Clinical Practices, your College Supervisor, and professional peers. As you begin your Student Teaching/Internship experience, you will see that other teachers treat you as a professional and not as a student. The principal and faculty of your school will expect your behavior to be appropriate for a professional and to a large extent, your behavior will be evaluated as much as your teaching ability and knowledge of content area. For these reasons, the following suggestions are given to help you do a better job in your Student Teaching/Internship:

Secure direction to the school or agency in which you are placed. Allow for travel time to arrive at your school/agency on time. You are expected to be punctual.

Parking space at many schools/agencies in minimal. Ask about a proper place for you to park.

Dress appropriately. Remember you are a professional and will be treated as such.

Learn the policies and regulations of the school as soon as possible. The rules should be followed carefully.

Learn the proper procedure for duplicating and/or reproducing materials. Learn the correct procedures for checking out materials for the library or resource center.

Learn the physical facilities of your school.

Learn the school schedule as soon as possible.

AS A STUDENT TEACHING/INTERN, YOU SHOULD BE ABLE TO:

- Establish a positive relationship with students individually and use discretion in these relationships.
- Understand why a student acts as he/she does.
- Smile, be gentle, but firm.
- Be as objective as possible.
Help students when appropriate, but do not encourage their asking for help.
Discourage attention-getting tricks, tale-bearing, etcetera.
Be in control. You are the leader at all times.
Understand why certain things happen.
Remember that everything will not be successful. Determine the reason for failure (Yours and/or the students).
See the teacher-student relationships and why they exist, compare them to everyday life.
Study group responses. Note the relationship of the teacher to the student at the beginning of the term and note the changes by the end of the term.
Note the development of group leader. Work with student leader.
Understand the Cooperating Teacher’s method of supervision.
Understand the Cooperating Teacher’s questioning technique.
Note the development of critical thinking skills.
Study the group to determine how they meet the needs of the individual students.
Learn to budget your time.
Learn to prolong a lesson and learn the techniques of adding to material when the situation presents itself.
Learn to adjust to sudden changes in the schedule.
Learn to vary activities.
Teach self-discipline throughout the term. It is the only effective form of discipline. However, for the last few weeks of the school year, there will need to be more direct supervision of students.
Keep a list of questions as situations occur so that you can discuss them at conference time.
Remember there is something likeable in each student. Look for this until you find it. A good teacher has something to offer each student, so look for this until you find it also.
Provide professional evaluation feedback concerning your Cooperating Teacher and College Supervisor.
Use these experiences as growing and learning experiences. The profession can be one of the most rewarding that life had to offer. Your attitude makes a difference.
ROLE OF DIRECTOR
OF
FIELD EXPERIENCE AND CLINICAL PRACTICES

The Director of Field Experience and Clinical Practices, under the direction of the Chair of the Division of Education, has the responsibility of serving as the liaison between the various teacher education programs and school systems in scheduling and implementing arrangements for all clinical experiences. Clinical experiences are defined as student observations, practicum, and Student Teaching/Internship experiences. The Director of Field Experience and Clinical Practices is responsible for proper administration of the program, which includes, but is not limited to, the following:

1. Providing for the successful management of the program.
2. Implementing all approved standards and policies governing clinical experiences.
3. Providing ongoing encouragement, support and assistance to the intern.
4. Leading orientation and seminars for Student Teaching/Interns, Cooperating Teachers, and college supervisors.
5. Processing applications for students who are qualified to enroll in the internship course for the semester.
6. Surveying school systems for qualified classroom teachers to serve as Cooperating Teachers.
7. Arranging for placement of students for Student Teaching/Internship and practicum.
8. Coordinating clinical experience placements in conjunction with teacher education courses.
9. Developing forms and materials necessary for proper evaluation and administration of the program.
10. Maintaining student files used for documenting clinical experiences.
11. Coordinating the Exit process.

The Director of Field Experience and Clinical Practices confers regularly with faculty members in the College of Education and Professional Studies who have students requesting Student Teaching/Internship assignments and clinical experience placements.
ROLE OF SCHOOL PRINCIPAL

The principal, as the instructional leader of the school, plays a significant role in the Student Teaching/Internship program. The principal is responsible for selecting and approving experienced, competent Cooperating Teachers to assist the Student Teaching/Internship program. The principal should prepare the faculty for the arrival of Student Teaching/Interns and should assist the Student Teaching/Interns in adjusting to the total school program.

THE PRINCIPAL WILL BE CONCERNED WITH:

1. Becoming familiar with the Student Teaching/Internship program.

2. Working closely with the Director of Field Experience and Clinical Practices.

3. Orienting the faculty and staff to the Student Teaching/Internship program.

4. Assisting Student Teaching/Interns with initial orientation and sign-in / sign-out procedures.

5. Becoming familiar with the Student Teaching/Interns. The principal may observe the student teaching/intern formally (preferred) or informally using evaluation forms provided by teacher preparation unit, the school, or the school system.

6. Communicating any problems that may arise to Director of Field Experience and Clinical Practices and/or the designated school system official.
ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher should meet the educational and certification standards of the State of Alabama, hold a master’s degree, and have at least three (3) years of teaching experience. The Cooperating Teacher should be classified as a highly qualified teacher, demonstrate expertise in the classroom, be skilled in interpersonal relationships, and be interested in guiding the Student Teaching/Intern. The Cooperating Teacher has one of the most important roles in the teacher education process. By assuming the responsibility of a Student Teaching/Intern, the Cooperating Teacher affirms a commitment to the profession to aid in the development of highly qualified beginning teachers. The Cooperating Teacher must be recommended by the school principal.

The Cooperating Teacher and Student Teaching/Intern should schedule conference time each week to evaluate progress and plan for the next week. This conference time should be used to discuss teaching techniques and materials, to look at problems which may have occurred, to assess areas of teaching which have been successful and unsuccessful, and to discuss any problems which need further attention.

The Cooperating Teacher must be willing to devote the time necessary to assist in the proper training of a new teacher. If a teacher does not have the time to spend with the Student Teaching/Intern during and after school, then that teacher should not be considered to serve as a Cooperating Teacher.
SUGGESTIONS FOR ORIENTATION OF YOUR INTERNSHIP

The first days of working with a Student Teacher/Intern could be a trying time for both the Student Teacher/Intern and the Cooperating Teacher. The following outline may be of assistance in establishing a sound personal and working relationship with your Student Teaching/Intern.

INITIAL MEETING AND CONFERENCE

A. Introduce yourself to the Student Teaching/Intern.
   1. Explain your philosophies.
   2. Talk about your expectations.

B. Become acquainted with the Student Teaching/Intern.
   1. Discuss goals and expectations as the Cooperating Teacher.
   2. Obtain biographical information from your Student Teaching/Intern.

C. Provide an overall picture of your students and class set-up.
   1. Review registration information.
   2. Provide class roll.

D. Introduce the Student Teaching/Intern to the school staff. This could be done at a faculty meeting.

E. Establish a weekly conference time.

F. Help the Student/Teaching Intern to become familiar with the classroom arrangement, and tour the school facilities.

G. Discuss general policies for classroom management

H. Discuss responsibilities for materials.

Provide the Student/Teaching Intern with a desk, a school handbook, a daily schedule, teacher manuals, bus schedules, lunch/attendance forms, etc.

The Cooperating Teacher, the Student Teaching/Intern, and the College Supervisor should exchange home telephone numbers.
First Day

A. The Cooperating Teacher should involve the Student Teaching/Intern in observing:

1. How students are called into a group. (If applicable)
2. How students are dismissed from a group.
3. Verbal and non-verbal signals the teacher uses.
4. How students get ready for lunch, go outside, go to the library, etc.
5. How class routine is established.

B. The Cooperating Teacher should provide the opportunity for interacting with the students by:

1. Working with large groups.
2. Working with small groups.
3. Helping small groups with seatwork, classroom assignments, projects, etc.

First Week

During the first week of the Student Teaching/Internship period, the Cooperating Teacher should continue to familiarize the Student Teaching/Intern with the program and help the Student Teaching/Intern to feel comfortable in the classroom. The Cooperating Teacher should afford the opportunity for the Student Teaching/Intern to:

A. Learn the students’ names by:

1. Writing brief observation of each student when applicable, or have access to class rolls.
2. Observing any special needs of the students.
3. Establishing individual relationships with the students.
4. Constructing a socio-gram.

B. Become familiar with management tasks by:

1. Taking responsibility for daily roll call, lunch count, and monies.
2. Learning the procedures for transition of groups and activities.

C. Become familiar with grading procedures by:

1. Discussing areas emphasized.
2. Discussing data used for determining grade and for keeping records.

D. Engage in direct observation by:

1. Observing how a lesson is introduced, how a group is called together and dismissed, how new material is introduced.
2. Review manuals and learning the procedures for using them.
E. Review a Cooperating Teacher presentation by:
   1. Following the teacher’s written lesson plan.
   2. Discussing the outcome of the lesson.

F. Study discipline techniques by:
   1. Noting classroom management.
   2. Establishing authority with the students.

G. Participate in the teaching process by:
   1. Teaching a lesson to the entire group.
   2. Teaching a small group activity planned by the Cooperating Teacher.
   3. Working with individual students who are having difficulties.
   4. Assuming more classroom responsibilities (this depends on the readiness of the teacher; some need more time to gain confidence).

H. Plan for unit teaching by:
   1. Selecting a topic from several provided by the Cooperating Teacher.
   2. Determining, with the Cooperating Teacher, deadlines for turning in and teaching the unit.

I. Provide new teaching materials by:
   1. Creating a classroom aid, game, or bulletin board.
   2. Introducing the game, activity, or bulletin board to the class.

J. Understand requirements and expectations by:
   1. Creating a classroom aid, game, or bulletin board.
   2. Introducing the game, activity, or bulletin board to the class.

Second Week

In the second week of the semester the Student Teaching/Intern should begin to assume the teacher’s role in instruction and decision-making. The Cooperating Teacher should afford the opportunity for the Student Teaching/Intern to:

A. Increase responsibility for instruction by:
   1. Planning to meet students’ individual needs.
   2. Evaluating the Cooperating Teacher’s plans and actual teaching to see why certain activities were carried out or were changed.
   3. Differentiating among types of questions asked by the Cooperating Teacher and understanding why different types of questions were used.
   4. Listening carefully to students in order to respond in an appropriate manner.

B. Assume specific academic responsibilities by:
   1. Accumulating unit materials from a resource center.
2. Taking responsibility for a group activity, such as teaching a reading group or a specific class.
3. Taking responsibility for planning and presenting a classroom demonstration or lab experiment.
4. Teaching an art or music lesson.
5. Leading a group discussion.

C. Assume the teacher’s role by:
1. Making decisions, when circumstances demand it, based on the Cooperating Teacher’s rules and policies.
2. Being aware of the effect of the Cooperating Teacher’s voice and gestures on the class and be prepared to institute your own changes as needed.
3. Solving discipline problems consistent with policies acceptable to the cooperating teacher and those formal policies of the school and school system.

Third Week and Beyond

As confidence increases, the Student Teaching/Intern should be given additional responsibilities in instruction and decision making until he or she is able to teach the class full time for a minimum of twenty days. Most Student Teaching/Interns far exceed the twenty-day minimal requirement.

During the course of Student Teaching/Internship, it has been our policy to encourage the Student Teaching/Interns to visit several other classrooms to observe other teachers and teaching techniques. In consultation with the College Supervisor, the school principal, and the Student Teaching/Intern, the Cooperating Teacher is requested to assist the Student Teaching/Intern in arranging for these visits, as time permits.
ROLE OF THE COLLEGE SUPERVISOR

Faculty designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas. College Supervisors must have recent professional experience in P-12 school settings at the levels that they supervise. The College Supervisor(s) serve as the liaison between the respective department within the Division of Education and Professional Studies and the Cooperating Teacher to which the Student Teaching/Intern is assigned. The principal responsibility of the College Supervisor is to assist the Student Teaching/Intern in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the Student Teaching/Intern. Observation early in the term and on a regular basis is imperative. Conferences with the Student Teaching/Intern and Cooperating Teacher should be arranged with each visit.

The College Supervisor should be especially alert for any problems that may develop between the Student Teaching/Intern and the Cooperating Teacher. When difficulties arise, the College Supervisor should strive to resolve any and all differences between the Student Teaching/Intern and the Cooperating Teacher. If a Student Teaching/Internship experience is deteriorating to the point that a Student Teaching/Intern is ineffective, it is the responsibility of the College Supervisor to immediately notify the Director of Field Experience and Clinical Practices so that appropriate alternatives may be examined.

SPECIFIC FUNCTIONS OF THE COLLEGE SUPERVISOR

1. Work with principals to identify schools and qualified Cooperating Teachers.
2. Make available to the Cooperating Teacher pertinent information about the student teacher.
3. Become acquainted with the principal, the faculty, students, policies, curriculum, and school plant facilities of the assigned school.
4. Work with the school administration, the Cooperating Teacher, and the Director of
Field Experience and Clinical Practices to make the transition from a Student Teaching/Intern to a professional teacher.

5. Work closely with Cooperating Teachers to avoid contradictory information to the Student Teaching/Intern.

6. Be available as a resource person for the assigned Cooperating Teacher and the Student Teaching/Internship helps Student Teaching/Interns to analyze their teaching experiences.

7. Work with the Cooperating Teachers in evaluating the Student Teaching/Intern in terms of growth in and techniques in teaching.

8. Visit each Student Teaching/Intern at least eight (8) times at varied times. Each observation should be for an entire lesson and longer on a full of day teaching.

9. Observe the Student Teaching/Intern on a regular basis.

10. Hold conferences with the Student Teaching/Intern and the Cooperating Teacher following each observation.


12. Conduct seminars for Student Teaching/Interns for the purpose of discussing common problems and providing group guidance.

13. Provide constructive criticism through positive comments. Negative comments should be accompanied by specific suggestions for improvement.

14. Maintain a folder for each Student Teaching/Intern. The College Supervisor, the Cooperating Teacher, and the Student Teaching/Intern should read all documents in the folder as they are generated, and each person should date and sign each document.

15. Provide evaluation information regarding the Cooperating Teacher and the Director of Field Experience and Clinical Practices.
INSTRUCTIONS FOR USE OF FORMS

FORM A: To be completed by the Student Teaching/Intern and Cooperating Teacher(s) and mailed to the Office of Clinical Experiences by the end of the first week of student teaching.

FORM B: To be completed and updated when necessary by the Student Teaching/Intern and provided to the College Supervisor.

FORM C: To be completed at the end of each week by the Student Teaching/Intern and verified by the signature of the Cooperating Teacher.

FORM D: To be completed together by the College Supervisor and the Cooperating Teacher(s) and shared with the Student Teaching/Intern during the fifth and tenth week of the Student Teaching/Internship (Student Teaching/Interns should receive copies).

FORM E: Approximately six (6) to be completed by the Cooperating Teacher and six (6) to be completed by the College Supervisor (Student Teaching/Interns should receive copies).

FORM F: To be completed together by the College Supervisor and the Cooperating Teacher(s) and shared with the Student Teaching/Intern during the final week of the Student Teaching/Internship (Student Teaching/Interns should receive copies).

FORM G: Evaluation of the professional portfolio of the Student Teaching/Intern.

FORM H: Rubric Assessment for Final Evaluation Rubric of Student Teaching/Interns.
Semester __________________

Form A: RECORD OF STUDENT TEACHING/INTERNSHIP
(Mail to the Teacher Service Center by the end of the first week of Student Teaching/Internship)

Student Teaching/Intern’s Name __________________________ SS# _______________________

Local Address __________________________________________
Street _ City _ State _ Zip

Permanent Address _______________________________________
Street _ City _ State _ Zip

Local Phone ___________________________ Permanent Phone _________________________

Major(s) __________________________________________________________

Advisor ___________________________ College ____________________________

Supervisor ___________________________

STUDENT TEACHING/INTERNSHIP ASSIGNMENT
(Please print complete names with correct spelling)

Cooperating Teacher: ___________________________ Phone _______________________
Degree(s) of Cooperating Teacher ___________________________ #Yrs Teaching Experience
Subject (s) Currently Teaching ___________________________ Grade Level (s)
SS# ___________________________ Home Address ____________________________
School: ___________________________ School ____________________________
Phone ___________________________ School Phone ____________________________
Principal ___________________________ School Principal ____________________________
System ___________________________ School System ____________________________
College ___________________________ School College ____________________________
Supervisor ___________________________

Remarks: ________________________________________________________________

Cooperating Teacher: ___________________________ Phone _______________________
Degree(s) of Cooperating Teacher ___________________________ #Yrs Teaching Experience
Subject (s) Currently Teaching ___________________________ Grade Level (s)
SS# ___________________________ Home Address ____________________________
School: ___________________________ School ____________________________
Phone ___________________________ School Phone ____________________________
Principal ___________________________ School Principal ____________________________
System ___________________________ School System ____________________________
College ___________________________ School College ____________________________
Supervisor ___________________________

Remarks: ________________________________________________________________
FORM B: SCHEDULE OF CLASSES
(This form is due to College Supervisor the first week)

Student Teaching/Intern’s Name________________________________________ #SS

School ____________________________ Room __________________________
# ____________________________ System: __________________________
Cooperating Teacher (s) ______________________________________________
College Supervisor ___________________________________________________

ELEMENTARY SCHEDULE OF CLASSES

Time Period | Subject
-------------|-------------------

SECONDARY SCHEDULE OF CLASSES

Cooperating Teacher | Period | Course Title | Time Taught | Room No.
---------------------|--------|--------------|-------------|-----------
1                    |        |              |             |           
2                    |        |              |             |           
3                    |        |              |             |           
4                    |        |              |             |           
| Lunch              |        |              |             |           
5                    |        |              |             |           
6                    |        |              |             |           
7                    |        |              |             |           
Name of Intern:________________________

Miles College

Form C - Student Teaching/Internship Sign – In Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In (Arrival in Classroom)</th>
<th>Time Out (Departure from Classroom)</th>
<th>Cooperating Teacher (Initial each day)</th>
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Miles College Classroom Visitation Report
Form D

(To be used by principals, assistant principals, Cooperating Teachers and designated Miles College observers)

Teacher's Name_________________________School__________________________Date________________

Subject/Grade__________________________Arrival Time_________________Departure Time__________

Purpose of visit:______________________________________________________________________________________________

Instructional Objectives_______________________________________________________________________________________

Check all that apply

I. OBJECTIVES
Sources(s)
- State guide
- System guide
- Textbook
- Standardized test
- Minimized skills test

Other__________________

II. MATERIALS/EQUIPMENT
Visual learning
- Auditory
- Kinesthetic
- Text
- Duplicating Masters
- Non-print

Other__________________

COMMENTS______________________________________________________________________________________________

RECOMMENDATIONS______________________________________________________________________________________

Additional Information

I. OBJECTIVES

II. MATERIALS/EQUIPMENT

III. INSTRUCTION

IV. INTERACTION WITH STUDENTS

V. MANAGEMENT

Other__________________

OTHER __________________________

Presents lessons from:

Desk__ other locations

Appropriate discipline

Utilizes time effectively

Practices student of progress

Uses correct grammar

Provides: Illustrations/ Examples

Additional Information

Informs student of progress

Adequate physical arrangement

Atmosphere conducive to

Students on task

_________ Individualization

_________ Whole group instruction

_________ Small group instruction

_________ Laboratory

_________ Student reports

_________ Review

_________ Assessment

_________ Remediation/Re-teaching

_________ Other__________

_________ Writing

_________ Music/Audio/Art

_________ Dramatization

_________ Reading related material

_________ Oral Reading

_________ Skill/Concept practice

_________ Background Experiences

_________ Related Vocabulary

_________ Oral overview/introduction

_________ Silent reading

_________ Questions: (indicate)

_________ Allows responses from many

_________ Clarifies student responses

_________ Allows adequate response time

_________ Uses student information

_________ Encourages responses

_________ Gives accurate information

_________ __ literal ___ Inferential ___ divergent ___ Provides: Illustrations/ Examples

_________ __ Skill/Concept practice

_________ __ Oral Reading

_________ __ Reading related material

_________ __ Writing

_________ __ Music/Audio/Art

_________ __ Dramatization

_________ __ Laboratory

Other__________________
FORM E

Miles College MID-TERM STUDENT TEACHING/INTERN EVALUATION

**Note: Cooperating Teachers, please use this evaluation form to keep notes on the progress of intern students. At the end of the first three weeks please call the Intern Supervisor for a telephone conference.**

Student Teaching/Intern__________________________
Grade__________________________
Cooperating Teacher____________________
Subject__________________________
Cooperating School_____________________ Date__________________

What does the Student Teaching/Intern need to learn to become a better teacher?

What strong points characterize the Student Teaching/Intern’s teaching?

Has the Student Teaching/Intern been making the best possible use of school materials, facilities, and opportunities including technology? Indicate specific instances. (C.F. 2.3, 3.1)

Has the intern shown evidence of ability to learn from experience? (C.F. 1.1)

Has the Student Teaching/Intern been given an opportunity to teach and observe in one or more types of classes? Comments:

Does the Student Teaching/Intern appear to understand and appreciate pupils? Illustrate: (C.F. 1.3, 4.1, 4.2)

Do the students cooperate whole heartedly with the Student Teaching/Intern?

Does the Student Teaching/Intern recognize unsolved problem? Does the student intern assume responsibility for the solution of these or are the unsolved problems ignored? Explain: (C.F. 1.2)
Will discipline difficulties seriously interfere with the Student Teaching/Intern’s efficiency during his/her first year of teaching? (C.F. 2.2)

Would you recommend that the Student Teaching/Intern be allowed to continue or discontinue the Student Teaching/Internship experience based on the student’s development thus far? Explain:

What suggestions should be made to the Student Teaching/Intern about his/her personality traits or habits? (C.F. 2.1)

Has the Student Teaching/Intern built some principles to guide and evaluate his/her teaching? Illustrate: (C.F. 3.2)

What steps should be planned to make the Student Teaching/Intern a better teacher?

Additional Comments:
The Educator: A Facilitator of Learning

Student Teaching/Intern

________________________________________________________________________

Semester/Year____ ___________________ Date ______________

School _______________ Subject(s) _________ Grade (s) _________

Evaluation Completed by _____________________________________

(Student Teaching/Intern / Cooperating Teacher / College Supervisor)

This evaluation includes the Alabama Quality Teaching Standards for Professional Studies aligned with the Conceptual Framework of the Division of Education at Miles College.

Conceptual Framework Constructs:

Acquiring Knowledge: The integration of understanding and mastery of procedural skills, and experience gained through coursework and performance based activities to promote lifelong learning with students in P-12 schools.

Creating a Climate for Learning: The commitment to the awareness, knowledge, and acceptance of human diversity, which leads to the ability to form relationships to sustain learning with students in P-12 schools.

Initiating Meaningful Activities: The use of state-of-the-art materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation in P-12 schools.

Providing Encouragement: The demonstration of positive dispositions by modeling values and beliefs that guide thought, activities, and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students.

Complete the evaluation using the scale of 1 to 5 to rate each area as indicated ( ). A rating of 1 means poor in that particular area, 2 means below average, 3 is average, 4 means good or above average and 5 means excellent.
### Alabama Standard/Rule 290-3-3-.03

**290-3-3-.03 Alabama Quality Teaching Standards for Class B Programs**  
Course ED 450 Observation and Teaching

<table>
<thead>
<tr>
<th>CF</th>
<th>Key Indicators</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Content Knowledge</td>
<td>(1-5)</td>
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<tr>
<td>(1)(c)</td>
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<tr>
<td>(1)(c)1.</td>
<td>Academic Discipline(s)</td>
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<tr>
<td>1.1</td>
<td>(1)(c)1.(i) 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.</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>(1)(c)1.(ii) Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).</td>
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<tr>
<td>1.1</td>
<td>(1)(c)1.(iii) Ability to use students' prior knowledge and experiences to introduce new subject-area related content.</td>
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<tr>
<td>1.2</td>
<td>(1)(c)1.(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.</td>
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<tr>
<td>1.3</td>
<td>(1)(c)1.(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.</td>
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<tr>
<td>(1)(c)2.</td>
<td>Curriculum</td>
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<tr>
<td>1.1</td>
<td>(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the <em>Alabama Course of Study</em> for those teaching fields.</td>
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<tr>
<td>2.2</td>
<td>(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.</td>
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</tr>
<tr>
<td>3.1</td>
<td>(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.</td>
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<tr>
<td></td>
<td>Teaching and Learning</td>
<td>Key Indicators</td>
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<tr>
<td>(2)(c)</td>
<td>Human Development</td>
<td></td>
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<tr>
<td>(2)(c)1.</td>
<td>Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.</td>
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<tr>
<td>1.1</td>
<td>(2)(c)1.(ii)</td>
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<tr>
<td>2.2</td>
<td>Knowledge of the role of language in learning.</td>
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<tr>
<td>1.1</td>
<td>(2)(c)1.(iv)</td>
<td>Knowledge of developmentally appropriate instructional and management strategies.</td>
</tr>
<tr>
<td>4.1</td>
<td>(2)(c)1.(v)</td>
<td>Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.</td>
</tr>
<tr>
<td>1.1</td>
<td>(2)(c)1.(vi)</td>
<td>Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.</td>
</tr>
<tr>
<td>3.1</td>
<td>(2)(c)1.(vii)</td>
<td>Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.</td>
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<tr>
<td>(2)(c)2.</td>
<td>Organization and Management</td>
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<tr>
<td>2.2</td>
<td>Knowledge of the importance of developing learning objectives based on the <em>Alabama Courses of Study</em> and the needs, interests, and abilities of students.</td>
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<td>2.2</td>
<td>Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.</td>
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<td>3.2</td>
<td>Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.</td>
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<td>1.2</td>
<td>Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.</td>
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<td>1.3</td>
<td>Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.</td>
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<td>2.2</td>
<td>Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.</td>
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<tr>
<td>3.2</td>
<td>Ability to collect and use data to plan, monitor, and improve instruction.</td>
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<tr>
<td>2.2</td>
<td>Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.</td>
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<tr>
<td>2.2</td>
<td>Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.</td>
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<tr>
<td>(2)(c)3.</td>
<td>Learning Environment</td>
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<tr>
<td>1.3 (2)(c)3.(i)</td>
<td>Knowledge of norms and structures that contribute to a safe and stimulating learning environment.</td>
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<td>1.1 (2)(c)3.(ii)</td>
<td>Knowledge of factors and situations that promote or diminish intrinsic motivation.</td>
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<td>2.1 (2)(c)3.(iii)</td>
<td>Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.</td>
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<td>4.2 (2)(c)3.(iv)</td>
<td>Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.</td>
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<td>2.2 (2)(c)3.(v)</td>
<td>Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.</td>
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<tr>
<td>3.2 (2)(c)3.(vi)</td>
<td>Ability to use individual behavioral support plans to proactively respond to the needs of all students.</td>
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<td>4.2 (2)(c)3.(vii)</td>
<td>Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.</td>
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<td>2.3 (2)(c)3.(viii)</td>
<td>Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.</td>
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<th>(2)(c)4.</th>
<th>Instructional Strategies</th>
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<td>1.1 (2)(c)4.(i)</td>
<td>Knowledge of research and theory underpinning effective teaching and learning.</td>
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<td>1.3 (2)(c)4.(ii)</td>
<td>Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.</td>
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<td>1.3 (2)(c)4.(iii)</td>
<td>Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.</td>
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<td>4.2 (2)(c)4.(iv)</td>
<td>Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.</td>
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<td>2.1 (2)(c)4.(v)</td>
<td>Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.</td>
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<td>1.3 (2)(c)4.(vi)</td>
<td>Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.</td>
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<tr>
<td>1.2 (2)(c)4.(vii)</td>
<td>Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.</td>
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<td>3.2 (2)(c)4.(viii)</td>
<td>Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.</td>
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<td>2.3 (2)(c)4.(ix)</td>
<td>Ability to use questions and questioning to assist all students in developing skills and strategies in</td>
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<td><strong>2.1</strong></td>
<td>(2)(c)4.(x)</td>
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<th>(2)(c)5.</th>
<th>Assessment</th>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(i)</td>
<td>Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(ii)</td>
<td>Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(iii)</td>
<td>Knowledge of measurement-related issues including validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(iv)</td>
<td>Knowledge of current Alabama assessment requirements and procedures.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(v)</td>
<td>Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(vi)</td>
<td>Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(vii)</td>
<td>Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.</td>
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<td><strong>1.3</strong></td>
<td>(2)(c)5.(viii)</td>
<td>Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.</td>
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<td><strong>2.3</strong></td>
<td>(2)(c)5.(ix)</td>
<td>Ability to develop rubrics and to teach students how to use them to assess their own performance.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(x)</td>
<td>Ability to develop and select appropriate performance assessments.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(xi)</td>
<td>Ability to engage all students in assessing and understanding their own learning and behavior.</td>
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<td><strong>3.2</strong></td>
<td>(2)(c)5.(xii)</td>
<td>Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.</td>
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<td>(3)</td>
<td>Literacy</td>
<td>Key Indicators</td>
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<td>(3)(c)</td>
<td><strong>Oral and Written Communications</strong></td>
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<td>(3)(c)1.</td>
<td>Knowledge of standard oral and written communications.</td>
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<tr>
<td>1.1</td>
<td>Knowledge of the impact of native language and linguistic background on language acquisition.</td>
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<td>2.3</td>
<td>Knowledge of media communication technologies that enrich learning opportunities.</td>
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<td>4.2</td>
<td>Ability to model appropriate oral and written communications.</td>
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<tr>
<td>4.2</td>
<td>Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.</td>
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<tr>
<td>4.2</td>
<td>Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.</td>
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<tr>
<td>4.2</td>
<td>Ability to integrate skill development in oral and written communications into all content areas that one teaches.</td>
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<tr>
<td>4.2</td>
<td>Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.</td>
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<tr>
<td>(3)(c)2.</td>
<td><strong>Reading</strong></td>
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<tr>
<td>1.1</td>
<td>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.</td>
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<tr>
<td>1.1</td>
<td>Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.</td>
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<tr>
<td>3.1</td>
<td>Ability to integrate reading instruction into all content areas that one teaches.</td>
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<tr>
<td>3.1</td>
<td>Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.</td>
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<td>(3)(c)3.</td>
<td><strong>Mathematics</strong></td>
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<td>1.1</td>
<td>(3)(c)3.(i) Knowledge of the role that mathematics plays in everyday life.</td>
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<td>1.1</td>
<td>(3)(c)3.(ii) Knowledge of the concepts and relationships in number systems.</td>
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<tr>
<td>1.1</td>
<td>(3)(c)3.(iii) 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.</td>
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<td>1.2</td>
<td>(3)(c)3.(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.</td>
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<tr>
<td>1.2</td>
<td>(3)(c)3.(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.</td>
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<td>(3)(c)4.</td>
<td><strong>Technology</strong></td>
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<td>1.1</td>
<td>(3)(c)4.(i) Knowledge of available and emerging technologies that support the learning of all students.</td>
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<tr>
<td>1.1</td>
<td>(3)(c)4.(ii) 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.</td>
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</tr>
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<td>2.3</td>
<td>(3)(c)4.(iii) Ability to integrate technology into the teaching of all content areas.</td>
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<tr>
<td>2.3</td>
<td>(3)(c)4.(iv) Ability to facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.</td>
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<tr>
<td>2.3</td>
<td>(3)(c)4.(v) Ability to use technology to assess student progress and manage records.</td>
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<tr>
<td>2.3</td>
<td>(3)(c)4.(vi) Ability to evaluate students’ technology proficiency and students' technology-based products within content areas.</td>
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<tr>
<td>(4)</td>
<td><strong>Diversity</strong></td>
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<tr>
<td>(4)(c)</td>
<td><strong>Key Indicators</strong></td>
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<tr>
<td>(4)(c)1.</td>
<td><strong>Cultural, Ethnic and Social Diversity</strong></td>
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<td>1.3</td>
<td>(4)(c)1.(i) 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.</td>
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<tr>
<td>1.3</td>
<td>(4)(c)1.(ii) Knowledge of cultural, ethnic, gender, linguistic, and socioeconomic differences and how these may affect individual learner needs, preferences, and styles.</td>
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<tr>
<td>1.3</td>
<td>(4)(c)1.(iii) Knowledge of the characteristics of one’s own culture and use of language and of how they differ from other cultures.</td>
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</tr>
<tr>
<td>1.3</td>
<td>(4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>(4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.</td>
<td></td>
</tr>
<tr>
<td>(4)(c)2.</td>
<td>Language Diversity</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>(4)(c)2.(i)</td>
<td>Knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English.</td>
<td></td>
</tr>
<tr>
<td>(4)(c)2.(ii)</td>
<td>Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning.</td>
<td></td>
</tr>
<tr>
<td>(4)(c)2.(iii)</td>
<td>Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4)(c)3.</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)(c)3.(i)</td>
<td>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.</td>
</tr>
<tr>
<td>(4)(c)3.(ii)</td>
<td>Knowledge of the indicators of the need for special education services.</td>
</tr>
<tr>
<td>(4)(c)3.(iii)</td>
<td>Ability to identify and refer students for diagnosis for special services.</td>
</tr>
<tr>
<td>(4)(c)3.(iv)</td>
<td>Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4)(c)4.</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)(c)4.(i)</td>
<td>Knowledge of research and theory related to learning styles and multiple intelligences.</td>
</tr>
<tr>
<td>(4)(c)4.(ii)</td>
<td>Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.</td>
</tr>
<tr>
<td>(4)(c)4.(iii)</td>
<td>Ability to help students assess their own learning styles and to build upon identified strengths.</td>
</tr>
<tr>
<td>(4)(c)4.(iv)</td>
<td>Ability to design learning experiences that engage all learning styles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4)(c)5.</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)(c)5.(i)</td>
<td>Knowledge of how personal and cultural biases can affect teaching and learning.</td>
</tr>
<tr>
<td>(4)(c)5.(ii)</td>
<td>Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.</td>
</tr>
<tr>
<td>(4)(c)5.(iii)</td>
<td>Ability to create a learning community in which individual differences are respected.</td>
</tr>
<tr>
<td>(4)(c)5.(iv)</td>
<td>Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.</td>
</tr>
<tr>
<td>(5)</td>
<td><strong>Professionalism</strong></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
</tr>
<tr>
<td>(5)(c)</td>
<td><strong>Collaboration</strong></td>
</tr>
<tr>
<td>4.1</td>
<td>(5)(c)1.</td>
</tr>
<tr>
<td>4.1</td>
<td>(5)(c)1.(i)</td>
</tr>
<tr>
<td>4.1</td>
<td>(5)(c)1.(ii)</td>
</tr>
<tr>
<td>4.1</td>
<td>(5)(c)1.(iv)</td>
</tr>
<tr>
<td>4.1</td>
<td>(5)(c)1.(v)</td>
</tr>
<tr>
<td>1.1</td>
<td>(5)(c)1.(viii)</td>
</tr>
<tr>
<td>4.2</td>
<td>(5)(c)1.(ix)</td>
</tr>
<tr>
<td>4.2</td>
<td>(5)(c)1.(x)</td>
</tr>
</tbody>
</table>

| (5)(c)2. | **Continuous, Lifelong Professional Learning** |
| 1.1 | (5)(c)2.(i) | Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s). |
| 1.1 | (5)(c)2.(ii) | Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. |
| 1.1 | (5)(c)2.(iii) | Knowledge of the processes and skills associated with peer coaching and mentoring. |
| 1.1 | (5)(c)2.(iv) | Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. |
| 1.1 | (5)(c)2.(v) | Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. |
### (5)(c)3. Alabama-Specific Improvement Initiatives

1.1 (5)(c)3.(i) 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.

1.1 (5)(c)3.(ii) Knowledge of Alabama’s State assessment requirements and processes.

3.1 (5)(c)3.(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.

4.2 (5)(c)3.(iv) Ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives.

### (5)(c)5. Ethics

1.1 (5)(c)5.(i) Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

1.1 (5)(c)5.(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

1.2 (5)(c)5.(iii) Ability to use and maintain confidential student information in an ethical and professional manner.

2.3 (5)(c)5.(iv) Ability to 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 protection policies.

### (5)(c)6. Local, State, and Federal Laws and Policies

1.1 (5)(c)6.(i) Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

1.1 (5)(c)6.(ii) Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.

1.2 (5)(c)6.(iii) Ability to access school, community, state, and other resources and referral services.

1.2 (5)(c)6.(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.

1.2 (5)(c)6.(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.

**Total Score**

53
Miles College  
Division of Education  
FORM G: Evaluation of the Professional Portfolio

Student’s Name ________________________________________________________

Each item is rated as excellent (3); satisfactory (2); unacceptable (1); or not applicable (NA).

Professional Information

1. Quality and quantity of work experience ______
2. Educational Background ______
3. Professional organization ______
4. Honors and/or recognition ______
5. Cultural activities ______
6. Volunteer ______
7. Autobiography ______
8. Statement of philosophy ______
9. Reflects Conceptual Framework ______
10. Other ______

Theoretical and Curriculum Understandings

1. Classroom/student observation reports ______
2. Teaching ______
3. Written papers related to course work ______
4. Critiques of books and articles ______
5. Summaries of sessions at professional conferences ______
6. Annotated bibliographies of books read ______
7. Reflections on the teaching and learning process ______
8. Other ______

Instructional Competencies

1. Lesson plans with accompanying critiques ______
2. Photographs or sketches of learning centers, etc. ______
3. Audio or video tapes of actual teaching lessons ______
4. Other ______

Overall Assessment _____________________________________________________________

Date ___________

Evaluator ______________________________________________________
# Evaluation of the E-Portfolio

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Evaluator</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Information</strong></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Autobiography</td>
<td></td>
</tr>
<tr>
<td>Resume, including:</td>
<td></td>
</tr>
<tr>
<td>- Praxis Scores</td>
<td></td>
</tr>
<tr>
<td>- Educational Background</td>
<td></td>
</tr>
<tr>
<td>- Field Experiences/Student Teaching</td>
<td></td>
</tr>
<tr>
<td>- Professional Organizations</td>
<td></td>
</tr>
<tr>
<td>- Service and Volunteer Activities</td>
<td></td>
</tr>
<tr>
<td>- Honors and Recognition</td>
<td></td>
</tr>
<tr>
<td>- Other Work Experience</td>
<td></td>
</tr>
<tr>
<td>- Professional Recommendations (Contact Info)</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>Reflections on Conceptual Framework</td>
<td></td>
</tr>
</tbody>
</table>

| **Theoretical and Curriculum Understandings** | Exceeds Expectations | Meets Expectations | Emerging | Developing |
| **Observation Reports** | | | | |
| **Research Papers** | | | | |
| **Impact on Student Learning, including:** | | | | |
| - Reflection | | | | |
| - Data | | | | |

| **Professional Development** | Exceeds Expectations | Meets Expectations | Emerging | Developing |
| **Conferences/Training** | | | | |
| **Books/Article/Webinars** | | | | |

| **Instructional Competencies** | Exceeds Expectations | Meets Expectations | Emerging | Developing |
| **Teaching Video** | | | | |
| **Lesson Plans/Thematic Unit** | | | | |
| **Student Teaching Lesson Plans** | | | | |
| **Evidence of Student Learning** | | | | |
| **Classroom Layout/Bulletin Board Photo** | | | | |

| **Technology** | Exceeds Expectations | Meets Expectations | Emerging | Developing |
| **Webquest** | | | | |
Web Resources  O O O O O
Technology Project  O O O O O

Rating Scale:

1 Developing- Indicates the Student Intern's performance in this requirement is not satisfactory. Improvement activities must be undertaken immediately.
2 Emerging- Indicates the Student Intern's performance sometimes but not always meets expectation in this requirement. Improvement activities are required for performance to consistently meet standards.
3 Meets Expectations- Indicates the Student Intern consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.
4 Exceeds Expectations- Indicates the Student Intern does an outstanding job in this requirement. No area for improvement is readily identifiable.
MILES COLLEGE
DIVISION OF EDUCATION
RUBRIC ASSESSMENT FOR
FINAL EVALUATION FOR STUDENT TEACHING/INTERNS

Student Teaching/Intern ______________________________________________
Cooperating Teacher ________________________________________________
College Supervisor _________________________________________________
Date ______________

Total Points Obtained = __________
(Overall total from Student Teaching/Intern + Cooperating Teacher + College Supervisor)

Total Points Possible = __________
(Overall total from Student Teaching/Intern + Cooperating Teacher + College Supervisor)

Grade = Total Points Obtained/ Total Points Possible ____________

A = 345 to 310
B = 309 to 276
C = 275 to 241
D = 240 to 207
F = 206 - Below

Signed:

Student Teaching/Intern ______________________________________________
Cooperating Teacher ________________________________________________
College Supervisor _________________________________________________
Date ______________
Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3 Exceeds Expectations</th>
<th>2 Meets Expectations</th>
<th>1 Emerging</th>
<th>0 Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td>10 points</td>
<td>08 points</td>
<td>06 points</td>
<td>04 points</td>
</tr>
<tr>
<td>The Teacher Candidate is completely prepared and has obviously rehearsed.</td>
<td>The Teacher Candidate seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The Teacher Candidate is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>The Teacher Candidate does not seem at all prepared to present.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Teacher Candidate is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is able to accurately answer most questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>The Teacher Candidate is unable to accurately answer questions posed by classmates about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly and distinctly all the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly most of the time.</td>
<td>Speaks clearly and distinctly some of the time.</td>
<td>Often mumbles or cannot be understood.</td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Manipulatives</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses several manipulatives/mnemonic device (could include costume) that show considerable work/creativity and which make the presentation better.</td>
<td>Uses one manipulatives/mnemonic device that shows considerable work/creativity and which make the presentation better.</td>
<td>Uses one manipulatives/mnemonic device which makes the presentation better, but shows little work/creativity.</td>
<td>Uses no manipulatives/mnemonic or the props chosen distract from the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Stays on Topic</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays on topic all of the time.</td>
<td>Stays on topic most of the time.</td>
<td>Stays on topic some of the time.</td>
<td>It was hard to tell what the topic was.</td>
<td></td>
</tr>
<tr>
<td><strong>Uses Complete Sentences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always speak in complete sentences.</td>
<td>Mostly speaks in complete sentences.</td>
<td>Sometimes speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Attire</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business attire, very professional look.</td>
<td>Casual business attire.</td>
<td>Casual business attire, but wore sneakers or seemed somewhat wrinkled.</td>
<td>General attire not appropriate for audience (jeans, t-shirt, shorts).</td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation includes all material needed to gain a comfortable understanding of the topic.</td>
<td>Presentation includes most material needed to gain a comfortable understanding of the topic.</td>
<td>Presentation is missing more than two key elements.</td>
<td>Presentation is lacking several key components and has inaccuracies.</td>
<td></td>
</tr>
</tbody>
</table>

Conceptual Framework Expected Outcome: Communication
NCATE: 1 Content Knowledge
InTASCS: Standard 4: Content Knowledge
AQTS: 3 Literacy

Points ________
<table>
<thead>
<tr>
<th>Intern Mini Assessment Item - Instructional Planning</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning objectives are appropriate for the subject and grade level and are connected to the standards.</td>
<td>Objectives are appropriate for subject area developmental level of learners and are connected to the standards.</td>
<td>Objectives are appropriate for subject area/developmental level.</td>
<td>Objectives are inappropriate for the subject area or developmental level of learners and/or are not connected to the standards.</td>
<td>3</td>
</tr>
<tr>
<td>2. Plans are appropriate and logically sequenced lessons.</td>
<td>Instructional strategies are congruent with lesson objectives. The sequence of the lesson is logical.</td>
<td>Some instructional strategies match lesson objectives. Some strategies used in lessons do not fully encompass a logical sequence.</td>
<td>Instructional strategies rarely match lesson objectives. The sequence of the lesson appears illogical.</td>
<td></td>
</tr>
<tr>
<td>3. Plans indicate a respect for cultural and linguistic diversity.</td>
<td>Cultural and linguistic diversity of the students who may be present in the class is addressed through instructional content, strategies, and/or materials.</td>
<td>Plans provide some evidence that the intern has considered how the lesson can be modified for the cultural or linguistic diversity of students who may be present in the classroom.</td>
<td>Plans do not reflect the cultural and linguistic diversity of the students who may be present in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern Mini Assessment Item - Instructional Delivery</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Implements effective instruction for students using knowledge of content and appropriate standards.</td>
<td>Lesson reflects a good understanding of the content in the discipline and adequately addresses the standards.</td>
<td>Lesson reflects some understanding of the content in the discipline and adequately addresses the standards.</td>
<td>Knowledge of content is minimally reflected in the lesson and/or instruction is not adequate to meet the standards.</td>
</tr>
<tr>
<td>5. Communicates, and maintains high expectations for student achievement and participation.</td>
<td>Teacher intern consistently communicates and designs experiences that require student participation in a challenging supportive environment.</td>
<td>Teacher intern communicates and designs some experiences that encourage student participation in a challenging supportive environment.</td>
<td>Teacher intern does not communicate and/or design experiences that encourage student participation in a challenging supportive environment.</td>
</tr>
<tr>
<td>Intern Mini Assessment Item – Content</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>7. Demonstrates a thorough command of the content taught.</td>
<td>Teacher intern’s presentation of content is <strong>consistently</strong> clear, precise, accurate and relevant to learners.</td>
<td>Teacher intern’s presentation of content is generally clear, precise, accurate and relevant to learners.</td>
<td>Teacher intern’s presentation of content has misinformation and lacks clarity.</td>
</tr>
<tr>
<td>8. Provides appropriate content.</td>
<td>Teacher intern draws lesson content from <strong>multiple</strong> sources and presents it in <strong>innovative</strong> ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</td>
<td>Teacher intern draws lesson content from a few sources and presents it in ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</td>
<td>Teacher intern draws lesson content from one source and does not presents it in ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern Mini Assessment Item—Environment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Promotes positive, collaborative peer interactions.</td>
<td>Teacher intern makes <strong>frequent</strong> use of strategies to promote positive relationships among students in the classroom.</td>
<td>Teacher intern makes some use of strategies to encourage positive relationships among students in the classroom</td>
<td>Teacher intern makes minimal use of strategies to encourage minimal positive relationships among students in the classroom.</td>
<td>3</td>
</tr>
<tr>
<td>10. Demonstrates confidence and poise when managing the classroom environment.</td>
<td>Teacher intern <strong>displays composure</strong> in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students.</td>
<td>Teacher intern generally displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students.</td>
<td>Teacher intern displays difficulty in maintaining composure in the face of student behavior and/or demonstrates a lack of confidence when interacting with students.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall Total**
## Article Critique

**Miles College**

**The Educator: A Facilitator of Learning**

<table>
<thead>
<tr>
<th>Student’s Name: _____________________________________</th>
<th>Semester: ___________________</th>
<th>Date Submitted: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s Name: ____________________________________</td>
<td>Course/Class: _______________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total 12 Points</strong></td>
<td><strong>3 points maximum in each area</strong></td>
</tr>
<tr>
<td><strong>Summary of Content</strong></td>
<td><strong>Exceeds Expectations 3 Points</strong></td>
</tr>
<tr>
<td>____ Point(s)</td>
<td>The writer summarizes 4 or more major highlights from the article.</td>
</tr>
<tr>
<td></td>
<td>The writer summarizes 3 major highlights from the article.</td>
</tr>
<tr>
<td></td>
<td>The writer summarizes no more than 2 highlights from the article.</td>
</tr>
<tr>
<td></td>
<td>The writer fails to summarize any highlights from the article.</td>
</tr>
<tr>
<td><strong>Author’s Main Focus</strong></td>
<td><strong>Meets Expectations 2 Points</strong></td>
</tr>
<tr>
<td>____Point(s)</td>
<td>The writer does an excellent, detailed job of identifying the author’s main idea or message presented in the article.</td>
</tr>
<tr>
<td></td>
<td>The writer satisfactorily identifies the author’s main idea or message presented in the article.</td>
</tr>
<tr>
<td></td>
<td>The writer somewhat identifies the author’s main idea or message, but not fully.</td>
</tr>
<tr>
<td></td>
<td>The writer inadequately identifies the author’s main idea or message, or completely misses the main idea.</td>
</tr>
<tr>
<td><strong>Personal Reaction</strong></td>
<td><strong>Emerging 1 Point</strong></td>
</tr>
<tr>
<td>____Point(s)</td>
<td>The writer uses critical thinking to develop an excellent, detailed personal reaction that relates to the course.</td>
</tr>
<tr>
<td></td>
<td>The writer uses critical thinking to develop a satisfactory personal reaction that relates to the course.</td>
</tr>
<tr>
<td></td>
<td>The writer somewhat uses critical thinking to develop a personal reaction, which somewhat relates to the course.</td>
</tr>
<tr>
<td></td>
<td>The writer does not use critical thinking to develop a personal reaction that relates to the course.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td><strong>Developing 0 Points</strong></td>
</tr>
<tr>
<td>____Point(s)</td>
<td>Content is free or almost free of errors related to spelling, grammar, punctuation, and mechanics.</td>
</tr>
<tr>
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Alabama Quality Teaching Standard: Standard 1 – Content Knowledge Rule Number: (1)(c).1.(i)
NCATE: Standard 1 - Candidate knowledge, skills, and professional dispositions
Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction
InTASC: Standard 4 – Content Knowledge  Standard 6 - Assessment

**TOTAL POINTS = 12**  ____/12  **GRADE _____**

**Correlation to Miles College Grading Scale**

| 12 -11 points | A |
| 10 points     | B |
| 9 points      | C |
| 8 points      | D |
| 7 points or below | F |
DIVERSITY DOCUMENTATION

Teacher Candidate Name & Student Number: ____________________________________  Major: ___________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>ELL Learners</th>
<th>Gender M F</th>
<th>Socioeconomic Status</th>
<th>Ethnic/ Racial Group</th>
<th>Disabilities</th>
<th>Signature ASSIGNED</th>
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<td>P-12 Teacher / Supervisor / Director</td>
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*Suburban = S; Urban = U; Rural = R

**Disabilities**

Aut- Autism
ED- Emotional Disability
ID- Intellectual Disability
OI- Orthopedic Impaired
VI- Visual Impairment

DB- Deaf-Blindness  GT- Gifted  MD- Multiple Disability  SLD- Specific Learning Disability

DD- Developmental Delayed  HI- Hearing Impaired  OHI- Other health Impaired  TBI- Traumatic Brain Injury

**Ethnic/Racial Group**

African
Asian
Latino

African-American/Black  French  Pacific Islander

Caucasian  Other  Hispanic  Native American

**Socioeconomic**

L –Low  M- Middle  H- High

Revised Fall 2015

The student should submit the original form to the Instructor of the class. The instructor will submit the Original Form to the Field/Clinical Director.
P-12 PARTNERSHIPS

Collaborative relationships with P-12 partners are integral parts of the unit. Professional Education Faculty and P-12 public school personnel collaborate to design, implement, and evaluate programs for the preparation of teachers. Focus groups and surveys are conducted to determine the strengths and needs of the current program. The unit has maintained close working relationships with a variety of schools in the surrounding area. These partnerships are dedicated to improving the quality of instruction in the schools and the quality of the pre-service teaching experience.

Some of the ongoing partnership sites are Leeds Elementary, Leeds Middle, Leeds High, Central Park Elementary, Glen Oaks, Robinson, Fairfield High Preparatory School, C.J. Donald Elementary, Jonesboro Elementary, Bessemer City High School, Hemphill Elementary, and Pleasant Grove High School. Other collaborative partnerships are secured with area school systems. Miles Division of Education has partnerships with several school systems, including Jefferson County Schools, Shelby County Schools, Mountain Brook City Schools, Homewood City Schools, Vestavia Hills City Schools, Hoover City Schools, and Birmingham City Schools.

Legend:     Diverse (D)     Magnet (M)     Parochial (P)     Rural (R)      Suburban (S)     Urban (U)
Dispositions Code of Personal Conduct Operational Definition:

The values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and that impact student learning, motivation, and development, as well as, the educator’s own professional growth.

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

The teacher education division faculty believes as a part of their conceptual framework, that dispositions are for students’ welfare. Those dispositions included in the document are in alignment with the standards set forth by NCATE, INTASC, employers, and education professionals.

Dispositions Procedures

Each semester students enrolled in ED 209: Intro. To Teaching, ED 319: Education of the Exceptional Child and ED 449 and ED 450 will receive a dispositions assessment from the Professors in the classes where they are enrolled: Introductory, Early Childhood, Elementary, or Secondary. These assessments will be kept on file by the Certification Officer.

At any time during the Teacher Education Program a student may receive a report for poor demonstration of dispositions. Such a report will be handled in the following manner:

1. First Incident

   You will receive written notification of the incident(s) report from the Unit Specialist and the Chair of the Division of Education. Development of a personal plan of action will be required detailing how the incident(s) will be resolved, how it could have been handled differently, and what steps will be taken to ensure that the incident(s) will not occur again.

2. Second Incident

   (I.) The incident(s) report will be presented to the student in a formal hearing before a board of three faculty/staff members. The faculty/staff members filing the report will not be in the hearing, but will be available to present information, documentation, and/or clarification during the proceedings.

   (II.) The student will be given two weeks to respond to the report in both oral and written form.

   (III.) The faculty/staff members who filed the report will be given two weeks to respond to the student’s oral and written responses.

   (IV.) The hearing board will consider the oral and written responses from the parties involved with the student and faculty/staff members available for questions and/or additional explanations. Following clarifications and
summaries, the board will make their final deliberations as to whether or not the student should be allowed to remain the Teacher Education Program.

(V.) The decision of the review board will be final and a record of this hearing and subsequent action taken becoming a part of the student's file.

Letters of Concern

A letter of concern may also be submitted to the Chair of the Teacher Education Department from any Miles College faculty or staff member. This letter will be placed in the student’s file and will be taken into consideration when the student’s disposition evaluation is prepared at the end of the semester.
The Student Alabama Education Association and Alabama Education Association (SAEA/AEA) is the largest education association in the state of Alabama. The SAEA and AEA is an advocate organization that leads the movement for excellence in education and is the voice of education professionals in Alabama. The mission is to promote educational excellence.

The Student Alabama Education Association and Alabama Education Association provide legal assistance, professional development opportunities, great member benefits, and a strong voice for education in the Alabama Legislature. The SAEA/AEA serves as the advocate for its members and leads in the advancement of equitable and quality public education for Alabama's diverse population.

Its mission is to promote educational excellence; the SAEA and AEA shall serve as the advocate for its members and shall lead in the advancement of equitable and quality public education for a diverse population.

After entering the Teacher Education Program, teacher candidates may join Kappa Delta Pi, the honorary association for educators. The association was established to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including men as well as women, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 620 chapters and more than 40,000 members. In order to become a member, a student must meet the following requirements:

- Have earned at 3.0 grade point average;
- Secure two letters of recommendation;
- Be interviewed by two professors;
- Be of excellent moral character;
- Be willing to participate in at least three activities each semester (workshops, field trips, and community projects);
- Checklist
Glossary

- **Boundaries:**
  - The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

- **District/school district:**
  - This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

- **Culture:**
  - The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.

- **Educator:**
  - Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

- **Ethic of care:**
  - Responding with compassion to the needs of students.

- **Ethical Decision-Making Model:**
  - A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

- **Fiduciary relationship:**
  - A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, attorneys.

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1 http://www.merriam-webster.com/dictionary/culture
physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

- **Implicit or Explicit Demands of an Organization:**
  - Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

- **Harm:**
  - The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

- **Learning Community:**
  - A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.²

- **Multiple Relationships:**
  - Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person’s family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

- **New Educators:**
  - New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

- **Professional educator:**
  - A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

- **Proprietary materials:**
  - Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

- **Safe environments/Safety and well-being:**
  - A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

- **School Community:**
  - This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff.

² [http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y](http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y)
members, students, their parents and families, school board members and other community members.3

- **Sensitive Information:**
  - This includes but is not limited to student information and educational records, including medical or counseling records.

- **Student:**
  - A learner attending a P-12 school.

- **Technology:**
  - Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

- **Transparency:**
  - Openness and accountability with respect to one’s behaviors, actions and communications as an educator.

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Student Teaching/Internship Informed Agreement

Please read each statement. Afterwards, write your initials in the blank before each item to signify agreement and compliance with the statements.

_____ I have read the entire Student Teaching/Internship Handbook and understand all of the guidelines and policies it contains.

_____ I understand that I must provide a copy of the Student Teaching/Internship Handbook to my cooperating teacher.

_____ I have been given the opportunity to ask questions about any guidelines or policies that I do not understand.

_____ I understand that all guidelines and policies in the Student Teaching Internship Handbook apply to me, and that I am expected to adhere to them.

Student Name (Print)__________________________________________________

__________________________________   ___________________________

Student’s Signature   Date
I, the undersigned, ____________________________________________ understand that as an academic institution, Miles College engages students in pre-professional, academic and social learning experiences. It stimulates the student’s awareness and appreciation of accepted societal expectations with regard to professional and personal preparation, appearance, and judgment. In accordance with the goals and objectives of Miles College, to prepare students to comparatively compete in the professional work force upon graduation, the College sets forth the following Policies, which govern appearance and dress for all associations in the Miles College Community.

- Male Teacher Education Candidates are required to wear professional attire.
- No T-shirts are allowed at any time (except in the physical education setting).
- Skirts AND dresses of varied lengths may be worn. Skirts, and/or dresses should never expose the upper thighs or lower buttocks. Length of the shorts, skirts, and dresses can be determined be extending the arm down toward the knee. No hemline should be shorter than fingertips when the arm is extended.
- Splits in skirts and dresses may be worn. The fingertip must meet the split when the arm is extended and meet the fingertip when extended down the body.
- Hats and caps are not permitted while in an academic or residential building. Hats and caps may be worn during athletic events.
- All shirts, tops, and blouses must fully cover the upper body. Muscle shirts may not be worn. Necklines, however, should not expose cleavage.
- No clothing may be worn with cutouts or holes in the garment.
- Clothing which displays messages or illustrations of a profane or violent nature or which has sexual connotations, or which advertise or suggest statements concerning drugs, alcohol, illegal substances, and weapons may not be worn.

Teacher Education Candidate_______________________________ Date___________
I, the undersigned participant, desire to participate in a field trip to __________________ located in __________________ on the ____ day of ________________________, __________.

I understand that there are certain dangers, hazards, and risks inherent in field trip participation and voluntarily agree to assume all risks and responsibilities that I might encounter or sustain as a result of my participation in this trip. I have read, understand, and do hereby agree to abide by all rules and directions under which this trip is to be made. I promise not to sue and further release, hold harmless, and indemnify the Miles College, its Board of Trustees, employees, and agents, for any damage or harm, mental or physical, should any occur, during the course of, as a result of, or in any way related to this trip, regardless of the College’s carelessness or negligence. This waiver and release extends to the trip in its entirety, including, but not limited to, travel to and from the destination regardless of the mode of transportation.

In the event of accident or sickness, I consent to being provided with emergency medical care and treatment as offered by medical or paramedical personnel and agree to be transported as necessary for such purposes. I understand that I am responsible for any and all expenses related to any such medical care.

I am over the age of 19 and have read this release. I understand that there are risks associated with my participation in this trip, and consent to all its terms. I voluntarily sign this release with full knowledge of its significance.

Dated this the ____ day of ________________________, ______

_______________________________________________
Printed Name

______________________________________________________
Signature

______________________________________________________
Signature of Witness
Permission to Use Student Assignments

I, (print name) ________________________________, give permission to Miles College Division of Education to use my course work (i.e., papers, projects, tests, quizzes, portfolios) as work samples/artifacts for the NCATE Exhibits Room. I understand that my name will be removed from all work samples that are used. These work samples may be used during and after my enrollment in the Miles College Division of Education.

Signature_____________________________________________Date_____________________________
ALABAMA EDUCATOR CODE OF ETHICS ASSURANCE FORM

As a student enrolled in teacher education courses at Miles College Division of Education, I agree to adhere to the following standards included in the following:

Adapted from the Alabama Educator Code of Ethics:

Standard 1: Professional Conduct
An educator must demonstrate conduct that follows recognized professional standards.

Standard 2: Trustworthiness
An educator must exemplify honesty and integrity in the course of professional practice.

Standard 3: Unlawful Acts
An educator must abide by federal, state, and local laws and statutes.

Standard 4: Teacher/Student Relationship
An educator must always maintain a professional relationship with all students, both in and outside the classroom.

Standard 5: Alcohol, Drug, and Tobacco Use or Possession
An educator must refrain from the use of alcohol, tobacco, or both during the course of professional practice and should never use illegal or unauthorized drugs.

Standard 6: Public Funds and Property
An educator entrusted with public funds and property must honor that trust with a high level of honesty, accuracy, and responsibility.

Standard 7: Remunerative Conduct
An educator must maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Standard 8: Maintenance of Confidentiality
An educator must comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test materials, and other information covered by confidentiality agreements.

Standard 9: Abandonment of Contract
An educator must fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract

Student’s Name (Print):___________________________________________________________

Student’s Signature: _____________________________________________________________

Date: _____________________________
Teacher Candidate Informed Agreement

Please read each statement. Afterwards, write your initials in the blank before each item to signify agreement and compliance with the statements.

_____ I have read the entire Teacher Candidate Handbook and understand all of the guidelines and policies it contains.

_____ I understand that I must provide a copy of the Teacher Candidate Handbook to my Cooperating Teacher.

_____ I have been given the opportunity to ask questions about any guidelines or policies that I do not understand.

_____ I understand that all guidelines and policies in the Teacher Candidate Handbook apply to me, and that I am expected to adhere to them.

Student Name (Print)__________________________________________

__________________________________________

Student’s Signature  Date
NOTICE OF NONDISCRIMINATORY POLICY TO STUDENTS AND EMPLOYEES

Miles College is an affirmative action/equal opportunity institution. The College provides equal opportunity without regard to race, sex, color, national or ethnic origin, religion, age, disability, or veteran status in its admissions policies, educational programs, employment and personnel policies, financial aid, and other College programs. Moreover, Miles College prohibits discrimination on the basis of such factors, including sexual harassment of anyone by faculty, staff, or students. Miles College seeks and welcomes applications for admission and for employment by members of minority groups. Miles College and individuals and agencies with which it contracts are subject to the provisions of fair labor laws; the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment act of 1967, as amended; Executive Orders 11246 and 11375; the Equal Pay Act of 1963; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973; the Vietnam-era Veterans’ Readjustment Act of 1974; the Immigration Reform and Control Act of 1986; the Drug-Free Workplace Act of 1988; and the Americans with Disabilities Act of 1990.