



MILES COLLEGE



THE EDUCATOR
A FACILITATOR OF LEARNING
MILES COLLEGE
DIVISION OF EDUCATION

Internship Handbook for

Teacher Education Candidates, Faculty,
Cooperating Teachers and Administrators

Division of Education
5500 Myron Massey Boulevard
Fairfield, AL 35064

Mrs. Bobbie Knight., President
Dr. Jarralynne Agee, Provost and Vice President, Academic Affairs
Dr. Anthony C. Greene, CAEP Coordinator and Division Chairperson, Professor

Revised Fall 2020

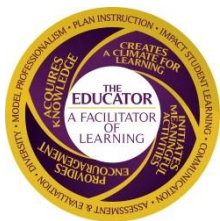


TABLE OF CONTENTS

The President’s Cabinet/Division of Education Faculty/Staff.....	3
Division of Education Mission Statement.....	4
The Conceptual Framework.....	5
Alabama Educator Code of Ethics.....	7
Model Code of Ethic for Educators.....	12
Student Internship Process/Application.....	18
Transition Points	20
INTASC Standards	21
Field Experience	21
A Philosophy of the Student Teaching Internship.....	22
Suggestions for Student Teaching/Interns.....	23
Roles of Division of Education Faculty and School Partners.....	31
Instructions for Use of Forms.....	40
Forms A-H.....	41
Portfolio/Field Experience Forms.....	52
P-12 Partnerships.....	58
Dispositions.....	59
Student Organizations.....	61
Glossary.....	62
Required Signature Forms.....	84
Student/Employee Nondiscriminatory Policy.....	90



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:

Mrs. Bobbie Knight	President
Dr. Jarralynne Agee	Provost and Vice President, Academic Affairs
Mrs. Diana Knighton	Senior Vice President, Finance and Administration
Reverend Larry Batie	Dean of Chapel and Vice President, Student Life and Engagement
Dr. Arthur Brigati	Vice President of Institutional Advancement

Division of Education (DOE) Faculty/Staff

Full-Time Faculty:

Dr. Anthony C. Greene, Division Chair and CAEP Coordinator, Secondary Specialist
Dr. Sandra Harrell, Reading Specialist
Dr. Damita Pitts, Director of Field Experience and Clinical Practice
Dr. Yvette McPherson Richardson, Elementary Education Specialist
Dr. Calvin Moore, Early Childhood
Mrs. Veronica Salary, Elementary Education
Ms. Vernandi Greene

Full-Time Administrative Staff:

Ms. Monique Camp, Publications Specialist, Data Base Manager Education Lab Coordinator
Mrs. Carolyn Jordan, Certification Officer

Adjunct Faculty:

Mr. John Douglas, Health and Physical Education
Mrs. Dominga Gardner, Instructional Technology

Educator Preparation Program Mission Statement:

The mission of the Educator Preparation Program (EPP) 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 EPP 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.

Educator Preparation Program 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.

Educator Preparation Program 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.



Miles College Conceptual Framework Revised

Standard #1 - Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator 1.1 - Uses problem-solving processes and learning strategies to enhance student learning and development

Indicator 1.2 - Motivates all students to become life-long learners and change agents in society

Standard # 2 - Diversity and Learning Differences

The candidate models 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.

Indicator 2.1 - Implements curriculum that exemplifies equity and diversity

Indicator 2.2 - Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning

Standard #3 - Learning Environments

The candidate commits 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.

Indicator 3.1 - Manages an appropriate classroom environment for maximum learning to take place

Indicator 3.2 - Uses methods and strategies that reflect individual differences

Standard #4 - Content Knowledge and Application

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator 4.1 - Integrates various subject matter to facilitate learning

Indicator 4.2 - Uses state-of -the-art materials, equipment, and strategies that enhance curriculum, curriculum instruction, field experiences, clinical experiences, assessments and evaluation in P-12 schools

Standard #5 - Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

Indicator 5.1 - Evaluates and uses data effectively to assess the needs of all students

Indicator 5.2 - Uses formative and summative assessments

Standard #6 - Planning for Instruction and Teaching Strategies

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

Indicator 6.1 - Uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving

Indicator 6.2 - Plans and implements instruction based on students' knowledge and curricular goals

Standard # 7 - Professional Learning, Ethics, and Leadership

The candidate engages in ongoing professional learning and uses evidence to continually evaluate and adapt his/her practices, spiritual needs, ethics, and effects of his/her choices and actions on others (learners, families, professionals, and community).

Indicator 7.1 - Uses appropriate oral, written, and non-verbal communication to enhance student learning and develop an awareness of P12 organizations that build leadership

Indicator 7.2 - Models ethical 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

Standard #8 - Technology

The candidate motivates students to become life-long learners and change agents in society and includes methods and strategies for applying technology to maximize learning.

Indicator 8.1 - Implements curriculum that includes methods and strategies for applying technology to maximize learning

Indicator 8.2 - Models effective use of technology in teaching

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:*

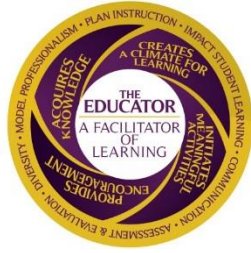
1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent 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.



THE EDUCATOR

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MILES COLLEGE

Miles College Division of Education Internship Process (Revised Fall 2020)

After successful completion of the course requirements Candidates must submit an application for internship by midterm the semester prior to internship. The application must include an official transcript and proof of:

1. A 2.8 overall GPA and in program of study.
2. Passage of the appropriate Content Knowledge Test
3. Membership in the Education Club and their professional organization.
4. A favorable recommendation from the respective division.

One semester prior to internship, each potential intern is required to meet with the certification officer to review transcript. This process is to insure that all courses have been completed with a grade of “C” or better.

Upon acceptance of the internship application, internship candidates must participate in the “Official TEP Internship Ceremony” to be fully admitted into the internship.

All candidates are required to meet with the certification officer by midterm during their internship to insure that they have completed the certification application required by the state.

Candidates must submit copies of all testing scores, which include Praxis II Content Knowledge tests, edTPA, an official transcript issued for the registrar’s office, and a receipt for each certification fee as applicable to the certification process. The candidate must also submit a signed application for certification from the State Department of Education website to the certification officer to complete the certification process.

CHECKLIST FOR ADMISSION TO INTERNSHIP

- Must have been admitted to TEP at least one semester prior to internship
- Pass the Praxis II Exam
- Maintain 2.8 GPA in all areas
- Application for Student Teaching (Internship)
- Must complete transcript authorization
- Recommendation from Certification Officer
- **Approval from the Division Chair**



**Miles College
Division of Education
Intern Application**

I.

Applicant:

_____ Title (e.g., Mr., Mrs.) First Middle Maiden Last Name Suffix (e.g., Jr., Sr.)

Mailing Address:

_____ Street/Apt./P.O. Box/Route and Box City State ZIP Code

E-mail address: _____

_____ Date of Birth _____ Social Security Number _____ Student ID #
 _____ Ethnicity Sex
 _____ Home Phone _____ Work Phone _____ Cell Phone

Emergency Contact Information

Name: _____
Address: _____
Phone: _____

Academic Information

II.

Major _____

Cumulative GPA (Grade Point Average): _____

In – Plan GPA: _____

Have you earned an Undergraduate Degree? (Circle One) Yes No

If yes, list the name of the institution(s):

IV. Record of Education (attach an additional sheet if needed):

Previous Teaching Experiences	
Previous contact with children other than teaching	
Talents, Skills or Interest that may be valuable in Teaching	

Praxis II Content Knowledge _____
 (Verification must be attached) Date Assessments Taken

Number of credits completed at Miles College: _____

 Signature of Advisor Date

 Signature of Division Chairperson

 Printed Name of Applicant Date

By signing this application, I understand that I have met all criteria required as defined in the Miles College Division of Education Internship Handbook. I also authorize Miles College DOE to submit my transcript to the SDE for certification.

Signature _____ **Date** _____



THE EDUCATOR

A FACILITATOR OF LEARNING

MILES COLLEGE

EDUCATION PREPARATION PROGRAM TRANSITION POINTS, UNIT KEY ASSESSMENTS, UNIT KEY ASSIGNMENTS

Professional Education Unit (PEU) Initial Teacher Preparation Programs	<u>Transition Point 1</u> Admission to Teacher Education Program (TEP)	<u>Transition Point 2</u> Admission to Student Internship	<u>Transition Point 3</u> Completion of Student Internship & Program	<u>Transition Point 4</u> Post Program Completion
Typical Timeline for 4 year course of study	End of Sophomore Year	End of Junior Year	End of Senior Year	1-3 years after graduation
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 (Instrumental)	* ≥2.80 GPA *Completion of all pre-requisite Professional Studies courses with a grade of “C” or better ED209; ED300; ED319: ED350; PSY 301 Article Critique *Successfully pass the Miles College English Proficiency Exam (EPE) *Background Check *Successful completion of 60 semester hours *Submission of candidate work samples (an autobiographical sketch, philosophy of education, and a “best sample” from EPP courses) *Field Experience Documentation Form and Journal of Field Experience *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 EPP Committee	* ≥2.80 GPA *Completion of all Teaching Field coursework with a grade of “C” or better Article Critique * Successfully pass Praxis II Content Knowledge test for appropriate major * Successfully pass Praxis II Reading (Elementary and Early Childhood Education Majors only) *A favorable letter of recommendation from the respective division *Field Experience Documentation Form and Journal of Field Experience *Disposition Survey ED 319 *Completion of all 150 required observation hours	* ≥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 Article Critique *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 *Completion of edTPA	* Employer Satisfaction Survey *Follow-up Graduate Survey

Student Signature _____

Date _____

Advisor Signature _____

Date _____

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

Model Standards for Beginning Teachers Licensing and Development

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



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 Intern Candidates 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 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, 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 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 placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and Office of School Readiness programs.) The internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.
 - v. For elementary education program, the internship shall include lower (K-3) and upper elementary-level (4-6) 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). The candidate is responsible for this non-transferable, non-refundable fee.
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. The student intern possesses knowledge of Alabama's assessment requirements and processes.
4. The student intern has deep 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); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.
5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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 is 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 Educator Preparation Program, has the responsibility of serving as the liaison between the various EPP 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 the EPP, 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.

If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP Chair may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate in the intern's area of specialization.



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 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, or game.
2. Introducing the game or activity to the class.

J. Understand requirements and expectations by:

1. Creating a classroom aid or game.
2. Introducing the game or activity 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.

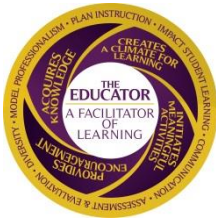
C. Assume the teacher's role by:

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 EPP 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 EPP 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.

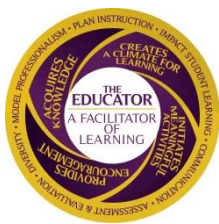
The College Supervisor should be especially alert for any problems that may develop between the Student Teaching/Intern and the Cooperating Teacher. When difficulties arise, the College Supervisor should strive to resolve any and all differences between the Student Teaching/Intern and the Cooperating 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.
11. Report to the Director of Field Experience and Clinical Practices any problems.
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.
16. Field Experiences and/or the internship should include both the opening and the closing of a school year when possible.
17. **Interns are required to meet on campus but should not exceed five days during the semester that they are student teaching.**



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 _____
Principal _____ School _____
System _____
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 _____
Principal _____ School _____
System _____
College _____
Supervisor _____

Remarks: _____

Semester _____

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

School _____

Form C - Student Teaching/Internship Sign – In Sheet

Date	Time In (Arrival in Classroom)	Time Out (Departure from Classroom)	Cooperating Teacher (Initial each day)

Intern's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____



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

students

Other _____

Evidence

- ___ Planbook
- ___ Chalkboard
- ___ Bulletin board and displays
- ___ Student Materials
- ___ Oral

Other _____

II. MATERIALS/EQUIPMENT

Visual

learning

- ___ Auditory
- ___ Kinesthetic
- ___ Text
- ___ Duplicating Masters
- ___ Non-print

(describe)

Other _____

III. INSTRUCTION

Uses

- ___ Background Experiences
- ___ Related Vocabulary
- ___ Oral overview/ introduction
- ___ Silent reading
- ___ Questions: (indicate)

___ literal ___ Inferential ___ divergent

Skill/Concept practice

- ___ Oral Reading
- ___ Reading related material
- ___ Writing
- ___ Music/Art
- ___ Dramatization

___ Laboratory

___ Student reports

___ Review

___ Assessment

___ Remediation/Re-teaching

Other _____

Other _____

IV. INTERACTION WITH STUDENTS

___ Gives accurate information

___ Encourages responses

___ Allows adequate response time

___ Uses student information

___ Clarifies student responses

___ Allows responses from many

Provides: Illustrations/ Examples

___ Additional Information

___ Informs student of progress

___ Uses correct grammar

V. MANAGEMENT

___ Whole group instruction

___ Small group instruction

___ Individualization

___ Adequate physical arrangement

___ Atmosphere conducive to

___ Students on task

___ Appropriate discipline

___ Utilizes time effectively

___ Presents lessons from:

___ Desk ___ other locations

Other _____

COMMENTS

RECOMMENDATIONS



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 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:

**MILES COLLEGE
EDUCATION PREPARATION PROGRAM
FORM F
FINAL EVALUATION FOR STUDENT TEACHING/INTERNS**

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 life-long 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.

**Miles College
Education Preparation Program**

FORM G: Evaluation of the Professional Portfolio

Student Teaching Intern'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

Student Teaching Intern Name

Evaluator

Date

<u>Criterion</u>	<u>Performance Rating</u>			
	Exceeds Expectations 4	Meets Expectations 3	Emerging 2	Developing 1
<u>Professional Information</u>				
Autobiography	○	○		
Resume, including:				
• Praxis Scores				
• Educational Background				
• Field Experiences/Student Teaching				
• Professional Organizations				
• Service and Volunteer Activities				
• Honors and Recognition				
• Other Work Experience				
• Professional Recommendations (Contact Info)				
Philosophy of Education				
Reflections on Conceptual Framework				
<u>Theoretical and Curriculum Understandings</u>				
Observation Reports				
Research Papers				
Impact on Student Learning, including:				
• Reflection				
• Data				
<u>Professional Development</u>				
Conferences/Training				
Books/Article/Webinars				
<u>Instructional Competencies</u>				
Teaching Video				
Lesson Plans/Thematic Unit				
Student Teaching Lesson Plans				
Evidence of Student Learning				
Classroom Layout/Bulletin Board Photo				
<u>Technology</u>				
Webquest				

Web Resources
Technology Project



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.

FORM H

**MILES COLLEGE
EDUCATION PREPARATION PROGRAM
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

Teacher Candidate _____ Date _____ Assignment _____

Instructor: _____ Peer Evaluator _____

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

Conceptual Framework Expected Outcome: Communication
 CAEP Standard: Pedagogical Knowledge
 InTASCs: Standard 4: Content Knowledge

Points _____
 100

**Education Preparation Program
Final Presentation Mini Lesson Rubric
Presented to Intern Advisory Committee**

Semester: _____

Intern's Name: _____

Major: _____

Date: _____

Intern Mini Assessment Item- Instructional Planning	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1	SCORE
1. Learning objectives are appropriate for the subject and grade level and are connected to the standards.	Objectives are appropriate for subject area developmental level of learners and are connected to the standards.	Objectives are appropriate for subject area/developmental level.	Objectives are inappropriate for the subject area or developmental level of learners and/or are not connected to the standards.	
2. Plans are appropriate and logically sequenced lessons.	Instructional strategies are congruent with lesson objectives. The sequence of the lesson is logical.	Some instructional strategies match lesson objectives. Some strategies used in lessons do not fully encompass a logical sequence.	Instructional strategies rarely match lesson objectives. The sequence of the lesson appears illogical.	
3. Plans indicate a respect for cultural and linguistic diversity.	Cultural and linguistic diversity of the students who may be present in the class is addressed through instructional content, strategies, and/or materials.	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.	Plans do not reflect the cultural and linguistic diversity of the students who may be present in the classroom.	
Total				
Intern Mini Assessment Item- Instructional Delivery	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1	
4. Implements effective instruction for students using knowledge of content and appropriate standards.	Lesson reflects a good understanding of the content in the discipline and adequately addresses the standards.	Lesson reflects some understanding of the content in the discipline and adequately addresses the standards.	Knowledge of content is minimally reflected in the lesson and/or instruction is not adequate to meet the standards.	
5. Communicates, and maintains high expectations for student achievement and participation.	Teacher intern consistently communicates and designs experiences that require student participation in a challenging supportive environment.	Teacher intern communicates and designs some experiences that encourage student participation in a challenging, supportive environment.	Teacher intern does not communicate and/or design experiences that encourage student participation in a challenging supportive environment.	

6. Uses technology to enhance student learning.	Teacher intern and students use <i>technology</i> to enhance the learning experience.	Teacher intern or students <i>use technology</i> to enhance the learning experience.	Teacher intern and students do not <i>use technology</i> .	
Total				
Intern Mini Assessment Item – Content	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1	SCORE
7. Demonstrates a thorough command of the content taught.	Teacher intern’s presentation of content is consistently clear, precise, accurate and relevant to learners.	Teacher intern’s presentation of content is generally clear, precise, accurate and relevant to learners.	Teacher intern’s presentation of content has misinformation and lacks clarity.	
8. Provides appropriate content.	Teacher intern draws lesson content from multiple sources and presents it in innovative ways to expose students to a variety of intellectual, social, and/or cultural perspectives.	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.	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.	
Total				
Intern Mini Assessment Item— Environment	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1	
9. Promotes positive, collaborative peer interactions.	Teacher intern makes frequent use of strategies to promote positive relationships among students in the classroom.	Teacher intern makes some use of strategies to encourage Positive relationships among students in the classroom	Teacher intern makes minimal use of strategies to encourage minimal positive relationships among students in the classroom.	
10. Demonstrates confidence and poise when managing the classroom environment.	Teacher intern displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students.	Teacher intern generally displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students.	Teacher intern displays difficulty in maintaining composure in the face of student behavior and/or demonstrates a lack of confidence when interacting with students.	
Total				
Overall Total				

The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

Article Critique (TK20 & BlackBoard)
Miles College
The Educator: A Facilitator of Learning

Student's Name: _____ Semester: _____ Date Submitted: _____
 Instructor's Name: _____ Course/Class: _____ Grade _____ pts. /16

_____ Title of Article _____

Criterion Total 16 Points 4 points maximum in each area	Exceeds Expectations 4 Points 16 -13 points = A	Meets Expectations 3 Points 12-10 points = B	Emerging 2 Points 9-7 points = C	Developing 1 Point 6-5 points = D 4 points and below = F
Summary of Content _____ Point(s)	The writer summarizes 4 or more major highlights from the article.	The writer summarizes only 3 major highlights from the article.	The writer summarizes no more than 2 highlights from the article.	The writer fails to summarize any highlights from the article.
Author's Main Focus _____ Point(s)	The writer does an excellent, detailed job of identifying the author's main idea or message presented in the article.	The writer satisfactorily identifies the author's main idea or message presented in the article.	The writer somewhat identifies the author's main idea or message, but not fully.	The writer inadequately identifies the author's main idea or message, or completely misses the main idea.
Personal Reaction/Societal Implications _____ Point(s)	The writer uses critical thinking to develop an excellent, detailed personal reaction that relates to the course.	The writer uses critical thinking to develop a satisfactory personal reaction that relates to the course.	The writer somewhat uses critical thinking to develop a personal reaction, which somewhat relates to the course.	The writer does not use critical thinking to develop a personal reaction that relates to the course.
Writing Mechanics _____ Point(s)	Content is free or almost free of errors related to spelling, grammar, punctuation, and mechanics.	Content contains a few occasional errors related to spelling, grammar, punctuation, and mechanics.	Content contains several errors related to spelling, grammar, punctuation, and mechanics.	Content contains many errors related to spelling, grammar, punctuation, and mechanics.

CAEP Standard 1. Content and Pedagogical Knowledge
 Miles College DOE: Conceptual Framework Indicator 1.1 / EPO: Plan Instruction
 InTASC: Standard 4 – Content Knowledge Standard 6 - Assessment

The EPP takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

SPRING 2020



DIVERSITY DOCUMENTATION

Teacher Candidate Name & Student Number: _____ **Major:** _____

Date	Time In	Time Out	ELL Learners	Gender		Socioeconomic Status	Ethnic/ Racial Group	Disabilities	Signature ASSIGNED P-12 Teacher / Supervisor / Director
				M	F				

*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
 Hispanic
 Native American
 Other

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 EPP. 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.

Bessemer City Schools (U)

Abrams Elementary School
Bessemer Alternative School
Bessemer City High School
Hard Elementary School
Jonesboro Elementary School
Westhills Elementary School

Birmingham City Schools (U)

Brown Elementary School
Central Park Elementary School
EPIC Elementary School* (D)
Hemphill Elementary School
Hudson Elementary School
A.H. Parker High School (M)
Ramsey Alternative School (M)
Oxmoor Valley Elementary (U)

Fairfield City Schools (U)

C. J. Donald Elementary School
Glen Oaks Elementary School
Robinson Elementary School
Fairfield High Preparatory School

Homewood City Schools (D)

Edgewood Elementary School
Homewood Middle School
Homewood High School

Hoover City Schools (S)

Berry Middle School
Hoover High School
Spain Park High School

Jefferson County Schools (R/S/U)

Adamsville Elementary School
Center Point High School
Pleasant Grove High School (D)
Crumbly Elementary School (P)
Minor Community School
McAdory Middle School
Grantswood Middle School
Pleasant Grove Elementary School (D)
Shades Valley High School
Brighton Elementary (S)
Lipscomb Elementary (S)

Leeds City Schools (S)

Leeds Elementary K-5

Trussville City Schools (S)

Paine Primary School

Midfield City Schools (S)

Midfield Elementary School
Rutledge Middle School

Walker County Schools (R)

Walker County High School

Holy Family High School (P)

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 EPP 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 CAEP, 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 Education Preparation Program a candidate 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 EPP Specialist and the Chair of the EPP. 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 candidate 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 candidate 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 candidate's oral and written responses.

(IV.) The hearing board will consider the oral and written responses from the parties involved with the candidate 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 candidate should be allowed to remain in the Education Preparation 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 candidate's file.

Letters of Concern

A letter of concern may also be submitted to the Chair of the Education Preparation Program from any Miles College faculty or staff member. This letter will be placed in the candidate's file and will be taken into consideration when the candidate's disposition evaluation is prepared at the end of the semester.

Student Organizations



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 Education Preparation 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 men, 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

CAEP GLOSSARY

Ability

Competence in an activity or occupation because of one's skill, training, or other qualification. For CAEP purposes it is the demonstrated competence to be hired in one's field of preparation.

Accreditation

(1) A process for assessing and enhancing academic and educational quality through voluntary peer review. CAEP accreditation informs the public that the educator preparation provider (EPP) has met state, professional, and institutional standards of educational quality. (2) The decision rendered by CAEP when an EPP meets CAEP's standards and requirements.

Accreditation Action Report

The final report completed by the Accreditation Council and official record of an educator preparation provider (EPP) accreditation status. It informs the EPP of the decision of the Accreditation Council, including the EPP's accreditation status, standards met or unmet, any cited areas for improvement and/or stipulations, and the Accreditation Council's rationale for its decisions.

Accreditation Council

The governance body that grants or withholds accreditation of an educator preparation provider (EPP), based on the review of findings of an initial review panel and a joint review team. The Council also certifies whether or not the accreditation process followed CAEP's policies and procedures.

Accreditation Cycle

The length of time between site visits, generally two to seven years, based on the Educator Preparation Provider's (EPP) accreditation status.

Accreditation Eligible

One of the two statuses of an educator preparation provider (EPP) upon completion of the CAEP application process. Accreditation eligible indicates that an EPP is seeking accreditation for the first time and will submit its self-study and engage in its accreditation review within a five year period.

Accreditation Information Management System (AIMS)

CAEP's data collection and management system used by (1) educator preparation providers (EPPs) to submit and access reports and forms; (2) CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements; and (3) CAEP site visitors and Accreditation Council members as a workspace to review and complete assignments related to accreditation and/or governance.

Accreditation Pathways

The three approaches to the accreditation process available to educator preparation providers (EPPs) that guide the format of the self-study, the process of formative evaluation, and the emphasis of a site visit. The three pathways available under CAEP are: Inquiry Brief (IB), Selected Improvement (SI), and Transformation Initiative (TI).

Accreditation Plan

An educator preparation provider's (EPP's) identification of sites outside of the main campus or administrative headquarters and the programs for the preparation of educators that are offered at each site. This information is used by CAEP staff and site visit team chairs/leads to plan the site visit, including the sites that will be visited by team members in-person or via technology.

Accreditation Status

The public recognition that CAEP grants to an Educator Preparation Provider (EPP) to indicate the outcome of (1) an EPP's application to CAEP, or (2) the accreditation review. The outcome of an application to CAEP can be either accreditation eligible or candidate for accreditation. The outcome of an accreditation review can be accreditation for five or seven years, probation, denial, or revocation.

Accredited

The accreditation status of an educator preparation provider (EPP) that meets all of CAEP's standards and other requirements. The term for a fully accredited EPP is seven years.

Actionable

Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.

Add-on Programs

Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s); Or, Programs that lead to licensure but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility. Add-on programs do not lead to a degree (but may lead to a certificate). Add-on programs require a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting. Add-on programs will be reviewed under CAEP Standard A.1, component A.1.1, and require the EPP to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

Advanced-level Programs

Educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

Adverse Action

The revocation or denial of accreditation when it is confirmed that an educator preparation provider's (EPP's): (1) fails to meet one CAEP Standard after a review for initial accreditation; (2) fails to meet two or more CAEP Standards after a review for reaccreditation; (3) fails to continue to meet CAEP's application requirements; (4) falsely reports data and/or plagiarizes information submitted for accreditation purposes; (5) fails to submit annual reports, annual dues, or other documents required for accreditation; and/or (6) results from an investigation into valid complaint in which it is determined that the CAEP Standards are no longer being met.

All P-12 Students

Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

Annual Fees

The payment required each year by an educator preparation provider (EPP) to retain its accreditation status, to have access to AIMS for annual report submission, and to support CAEP activities as outlined in its mission and strategic plan.

Annual Report

A yearly update submitted through AIMS by an educator preparation provider (EPP) in which, the EPP provides CAEP with a summary of: (1) provider information; (2) progress on removing any areas for improvement/stipulations; (3) substantive changes; (4) links to candidate performance data on its website; (5) eight annual measures of program outcomes and impact; and (6) pathway specific progress, as requested.

Appeal

CAEP's process of reconsideration of denial or revocation of accreditation upon request by an educator preparation provider (EPP).

Appeals Committee

A committee of the Accreditation Council from which a panel of reviewers are drawn to review an appeal.

Appeals Panel

The five-member group appointed from the Appeals Committee by the CAEP President to review an appeal.

Appendix E

A table included as part of the accreditation self-study for the Inquiry Brief pathway in which an inventory of the evidence available to demonstrate candidate achievement is recorded and is audited during the site visit.

Applicant

The status of an educator preparation provider (EPP) that has completed its Phase I Application while its Phase II Application to CAEP is being completed or is under review.

Area for Improvement (AFI)

A statement written by a site visit team or the Accreditation Council that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that it leads to an unmet standard. Areas for improvement should be remediated by the end of the accreditation term and progress toward improvement is reported annually in the annual report.

Assessment

An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary).

Attributes

Qualitative and dispositional characteristics (such as credentials, knowledge, beliefs, attitudes, etc.)

Audit for Inquiry Brief

A site visitor team's examination and verification of the Inquiry Brief selfstudy/ supporting evidence presented by the educator preparation provider (EPP) to make its case for accreditation.

Audit Task

One of a series of activities related to a CAEP standard that is undertaken by site visitors. An audit task is composed of a *target* statement or table from the self-study report and a *probe*.

Benchmark

A point of reference or standard of excellence in relation to which something can be compared and judged. A specific level of student performance may serve as the benchmark that candidates are expected to meet at a particular point in time or developmental progression (adapted from the Western Association of Schools and Colleges glossary).

Board of Directors

The governance body responsible for policy development; the financial affairs of CAEP; and the election of CAEP's board members, committee members, and co-chairs of the Council.

Bylaws

The standing rules governing the regulation of CAEP's internal affairs.

CAEP (Council for the Accreditation of Educator Preparation)

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

CAEP Coordinator

An educator preparation provider (EPP) representative designated by the EPP as the primary recipient for CAEP related communications.

Candidate

An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

Candidate for Accreditation

An accreditation status achieved after completion of Phase II application to CAEP during which an educator preparation provider (EPP) engages in a developmental/diagnostic evaluation of its readiness to engage in an accreditation review.

Capacity

An educator preparation provider's (EPP) stated, reviewed and evaluated ability to deliver and maintain its obligations related to (1) the high quality preparation of candidates for professional roles/licensure/certification; (2) continuous improvement; and/or (3) transformation.

Case Analysis

An analysis included in the Inquiry Brief site visit review that is focused on the CAEP Standards of the educator preparation provider's (EPP) case for accreditation. The analysis cites evidence in the record that is consistent or inconsistent with CAEP's requirements and standards, including whether or not there are credible rival hypotheses for evidence put forward in the EPP's self-study report.

Case Study

For CAEP a case study is a systematic study of some aspect of preparation that posits a problem of practice, identifies a means to address it, frames appropriate measures, gathers data, and analyzes results for the purposes of preparation improvement and/or accreditation evidence.

Certificate Level

A professional educator preparation program that provides the courses for a specific certificate or license, but does not lead to an academic degree.

Certificate/Licensure

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.).

Certification

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Certificate* and/or *Certification/Licensure Level*.)

Claims

The statements in the *Inquiry Brief* self-study report to describe how an educator preparation provider (EPP) meets CAEP standards in preparing competent, caring, and qualified educators (i.e., teachers, administrators, and other school professionals).

Clarification Questions

A set of questions about the Inquiry Brief self-study report that are prepared as part of the formative evaluation that need clarification in writing before the site visit begins. These questions are included, with the educator preparation provider's answers, in the site visit report and may lead to follow-up tasks during the visit.

Clinical Educators

All educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Clinical Experiences

Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as student teaching or internship.

Clinical Practice

Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Code of Ethics

Guidelines for the appropriate behavior of CAEP board members, Commission members, Accreditation Council members, committee members, site visitors, program reviewers, and staff as they conduct CAEP business. CAEP's code of ethics can be accessed in the *CAEP Policy and Procedures Manual*.

Code of Good Practice

The seven statements accepted by members of the Association of Specialized and Professional Accreditors (ASPA) that define ideal behaviors of national accreditors in the conduct of their work. (See <http://www.aspa-usa.org>)

Coherence

Logical interconnection; overall sense or understandability.

Cohort

A group of candidates or program completers admitted, enrolled, or graduated at the same time, e.g., a class entering in a fall semester or a class graduating in the spring semester.

Commission

One of three governing bodies that make recommendations for an EPP's accreditation based on standards being met and identifies areas for improvement and/or stipulations for presentation to CAEP's Accreditation Council. Each Commission also certifies whether CAEP followed its policies and procedures. An educator preparation provider (EPP) is assigned to the Commission that is responsible for the accreditation pathway selected by the EPP: the Continuous Improvement (CI) Commission, the Inquiry Brief (IB) Commission, or Transformation Initiative (TI) Commission.

Complaint Review Committee

A committee of the Accreditation Council with responsibility for reviewing and taking action on valid complaints against an educator preparation provider (EPP) or CAEP.

Complaints

The formal submission of documents and other materials to support an allegation (1) that an educator preparation provider (EPP) no longer meets one or more of the CAEP standard(s); (2) that CAEP did not follow its established policies and procedures; or (3) that a member of CAEP's staff violated CAEP policies or procedures, including but not limited to its code of conduct.

Completer

Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).

Compliance

Presenting sufficient evidence of meeting the standards or requirements of a regulatory or accrediting body.

Component

Sub-indicators of a standard that elaborate upon and further define a standard. CAEP uses its components as evidence categories that are summarized by the educator preparation provider (EPP) and reviewed by the site visit team in order to assign areas for improvement or stipulations that lead to a peer judgment of whether or not a standard is met.

Confidentiality

A policy statement to which site visitors, councilors, and staff are required to adhere. The policy includes expectations that individuals will not to disclose or discuss information from an educator preparation provider's (EPP) self-study, related evidence, interviews, or CAEP's decision-making process outside of the formal accreditation process meetings.

Conflict of Interest

Any association, relationship, business arrangement, or circumstance related to an applicant for accreditation by anyone involved in the accreditation process that might suggest to disinterested and objective referees that his or her actions were contrary to CAEP policy; contrary to its stated duties to its clients, members, and stakeholders; or for personal gain or the gain of family, close friends, or non-CAEP associates.

Consumer Information

Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public.

Content Knowledge

The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

Continuing Accreditation

The accreditation process for an educator preparation provider (EPP) to renew its accredited status.

Continuous Improvement

A process of gathering information about all aspects of preparation activities and experiences, analyzing that information (looking for patterns, trends, making comparisons with peers), identifying what works and what seems to be troubled, making adjustments, and repeating the cycle.

Continuous Improvement (CI) Commission

The CAEP governing body that is responsible for determining the standards that are met by an educator preparation provider (EPP) in the continuous improvement pathway.

Continuous Improvement (CI) Pathway

One of the three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that standards are met. The focus of the self study is on the ways the EPP has been strengthened and the improved quality of its completers since the previous accreditation visit.

Council for the Accreditation of Educator Preparation (CAEP)

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

Credibility

The quality of being believable or worthy of trust.

Cross-cutting Themes

Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission's perspective that they need to be integrated *throughout* preparation experiences.

Cumulative

For CAEP purposes, measures of candidate performance that increase or grow across successive administrations. Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose "weight" is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. In sum, the entire set of measures used under a given Standard should be mutually reinforcing.

Curriculum

Courses, experiences, and assessments for preparing educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent.

Cut Score

A score or rating that is designated as the minimally acceptable level of performance on an assessment.

Data

Information with a user and a use that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends.

Deep Understanding

Knowledge of a particular thing to such a degree that it implies skill in dealing with or handling something, comprehension, and personal interpretation.

Denial

The accreditation decision when an educator preparation provider's (EPP) case for initial accreditation fails to meet one or more CAEP standards.

Dependability

Worthy of trust; reliable.

Discipline

A branch of knowledge, typically studied in higher education, that becomes the specific subject area in which a teacher specializes (such as history), or the professional field in which an educator practices (such as educational administration).

Dispositions

The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

Distance Education

A formal educational process in which instruction occurs when the learning and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media and include asynchronous or synchronous modes as well as electronic or printed communications.

Diverse

Showing a great deal of variety; very different, as in diverse clinical placements (See *Diversity*).

Diversity

(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

Dues

The yearly financial assessment paid by a member to maintain its partnership agreement and/or collaborative representation in CAEP's governance system.

Educator

Anyone who directly provides instruction or support services in P-12 or higher education settings.

Educator Preparation Provider (EPP)

The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

Effectiveness

Adequacy to accomplish a purpose; producing the intended or expected result. For CAEP purposes effectiveness includes the impact that a candidate or program completer has on P-12 student learning.

Elements

A component or constituent of a whole or one of the parts into which a whole may be resolved by analysis. For CAEP purposes these are the components of a program including academic, pedagogical, clinical and other elements that constitute the total preparation program.

Endorsement

An addition to an educator's license or certification that officially sanctions an educator's fulfillment of preparation requirements to teach a subject different from that specified on the original license/certificate, to work with another group or age level of students, or to provide professional services in schools.

Ethics

The moral principles that govern a person's or group's behaviors.

Evidence

The intentional use of documentation, multiple and valid measures, and analysis provided as support for and proof of an educator preparation provider's (EPP) claims related to CAEP's standards.

Extension

A change in the term of accreditation that results because of a good cause delay or postponement of an Educator Preparation Providers' (EPP's) site visit.

Faculty

The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPPbased educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members.

Fees

The yearly financial assessment paid by (1) an educator preparation provider (EPP) to maintain its accreditation status; (2) a state to maintain its partnership agreement; or (3) an affiliated organization/agency to maintain its collaborative representation in CAEP's governance system.

Field Experiences

Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

Formative Evaluation

A process that provides feedback to an educator preparation provider (EPP) as it progresses through the accreditation process. The offsite reviews of evidence and the self study provides feedback to all EPPs several months before the onsite visit.

Good Cause

Reasons that are beyond the control of an Educator Preparation Provider (EPP) such as a change in state regulations or a natural disaster.

Good Cause Extension

A request made by an educator preparation provider (EPP) requesting an extension to its accreditation term for a 'good cause' for a period up to one year in consultation with the state/country partner because of reasons that are beyond the control of the EPP, such as a change in state regulations, natural disaster, new state or national standards or legislation, changes in EPP leadership, or other extenuating circumstances.

Good Faith Effort

In philosophy, the concept of good faith (Latin: *bona fides*, or *bona fide* for "in good faith") denotes sincere, honest intention or belief, regardless of the outcome of an action.

Governance

The system of management that defines policy, provides leadership, guides oversight of the accreditation and administrative policies, procedures and resources of CAEP.

Group Average

The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests.

High Quality Candidates

The rigorous qualifications of candidates at admission, exit and throughout a preparation program as judged through selective criteria on a recurring basis by EPPs.

Holistic

For CAEP purposes, a judgment of overall performance on a CAEP standard that reflects the understanding that the standard has a meaning or interpretation that is more than the sum of its components.

Innovation

Implementation of something new or different in the preparation of educators that leads to the improvement of teaching and support of student learning.

Inquiry Brief

Inquiry Brief, the accreditation pathway undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards with a research monograph style self-study that focuses on broad-based faculty engagement in investigation of candidate performance with an emphasis on the quality of the evidence used to evaluate candidate performance and to improve program quality. Accreditation pathways will not be applicable after fall 2018 site visits.

Institutional Accreditation

The summative evaluation of a college or university against the standards of an institutional or regional accreditor, such as the Higher Learning Commission.

Institutional Standards

Standards set by an educator preparation provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to the EPP.

Internal Academic Audit

Review processes used by an educator preparation provider (EPP) in the Inquiry Brief Pathway to ascertain the proper functioning of its Quality Assurance System (QAS). The focus, methods, and findings of the internal audit are presented in the Brief and the implications of the findings for continuous improvement of the QAS and program features are discussed.

International Accreditation

Educator preparation providers (EPPs) incorporated in or primarily operating in countries outside of the United States may seek CAEP accreditation. International institutions must meet all of CAEP's standards and policies; however, in some cases adaptation may be made to accommodate national or cultural differences while preserving the integrity of the CAEP process (adapted from the Western Association of Schools and Colleges glossary).

Internship

Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions.

Job Placement Rates

The number and percentage of a cohort of admitted candidates or program completers who accepted jobs as teachers or other school professionals in a school after completing of a preparation program.

Joint Review Team

The working group of the Accreditation Council comprised of two review panels that reviews the accreditation materials and the Review Panels' reports to develop recommendations for accreditation status of their assigned educator preparation provider cases for presentation to the Accreditation Council.

Knowledge Base

The empirical research, disciplined inquiry, informed theory, and wisdom of practice that serves as the basis for requirements, decisions, and actions of an educator preparation provider (EPP).

Lapse

A term used to refer to the accreditation status of an Educator Preparation Provider (EPP) when the site visit is not hosted on schedule and no request for an extension or withdrawal from accreditation have been filed.

Lead Site Visitor

The head of the site visit team, appointed by CAEP staff, who manages the accreditation review process of the Educator Preparation Provider (EPP) from the point of the formative review/audit through the site visit and up to the point of review by the Accreditation Council.

License

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.). (See *Licensure* or *Licensure Level*).

Licensure

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Licensure Level*.)

Licensure Level

A professional educator preparation program that provides the courses for a specific certificate or license but that does not lead to an academic degree.

Measures

The variety of observation and assessment tools and methods that are collected as part of a research effort.

Members of CAEP

Stakeholders that are educational organizations, states, and other agencies or parties committed to CAEP's mission and strategic plan.

Metric

A method of measuring something, or the results obtained from this.

Misleading or Incorrect Statements

Misrepresentation of an educator preparation provider's (EPP's) accreditation status or the use of accreditation reports or materials in a false or misleading manner.

Mission

An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider.

National Council for Accreditation of Teacher Education (NCATE)

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education units or programs since it was founded in 1954. NCATE consolidated with TEAC in 2013 to form CAEP.

National Recognition

The status granted specific educator preparation programs that meet the standards of a specialized professional association (SPA) that is a member of CAEP.

Norming

In assessment of candidate learning, a process of training raters to evaluate products and performances consistently, typically using criterion-referenced standards and rubrics (adapted from the Western Association of Schools and Colleges glossary).

Norm-referenced

Testing or assessment in which candidate performance is judged in relation to the performance of a larger group of candidates, not measured against a pre-established standard. See criterion-referenced (adapted from the Western Association of Schools and Colleges glossary).

Operating Procedures

The document that outlines the step-by-step implementation of the CAEP policies that guide CAEP's day-to-day activities.

Parity

The equity of an educator preparation provider's (EPP) budget, facilities, equipment, faculty and candidate support, supplies, and other elements of the EPP compared to the resources available to similar programs at the institution or organization that houses the EPP.

Parsimony

Measures or metrics that are limited in number but powerful in information. For CEP purposes, the fewest number of measures or metrics that make a compelling case for meeting a standard.

Partner

Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

Partnership

Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

Part-Time Faculty

Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. *See Adjunct Faculty and Professional Education Faculty.*

Pedagogical Content Knowledge

A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

Pedagogical Knowledge

The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.

Pedagogical Skills

An educator's abilities or expertise to impart the specialized knowledge/content of their subject area(s).

Peer Review

A self-regulation process by which the quality of an institution, organization, educator preparation provider (EPP), school, or other entity is evaluated by individuals who are active participants in the profession. CAEP accreditation is a peer review process.

Performance Assessment

Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied.

Performance Data

Information, both quantitative and qualitative, derived from assessments of educator candidate proficiencies as demonstrated in practice.

Petition

The document prepared by an educator preparation provider (EPP) to explain the grounds for an appeal following denial or revocation of accreditation.

Preponderance of Evidence

An overall confirmation that candidates meet standards in the strength, weight, or quality of evidence. This preponderance is based on the convincing evidence and its probable truth or accuracy, and not simply on the amount of evidence. (See evidence).

Probationary Accreditation

The continuing accreditation decision rendered by the Accreditation Council when an educator preparation provider (EPP) fails to meet one of CAEP's standards.

Probationary Visit

The site visit that occurs after the Accreditation Council puts an educator professional provider (EPP) on probation for failing to meet one of CAEP's standards.

Probes

Specific methods employed/actions taken by an educator preparation provider (EPP) during the internal audit of the IB Pathway to verify alignment between operational expectations and operational reality. In addition, Site Visitors use probes during examination of the IB self-study evidence to verify the credibility and accuracy of cited evidence and to gather additional information pertinent to assessing the strength of an EPP's case for CAEP accreditation.

Professional Community

The continuing accreditation decision rendered by the Accreditation Council when an educator preparation provider (EPP) fails to meet one of CAEP's standards.

Professional Development

Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.

Professional Development School (PDS)

A specially structured school in which Educator Preparation Provider (EPP) and P-12 school clinical educators collaborate to (1) provide practicum, field experience, clinical practice, and internship experiences; (2) support and enable the professional development of the educator preparation provider (EPP) and P-12 school clinical educators; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance P-12 student achievement.

Professional Learning Communities (PLCs)

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for students they serve. CAEP supports PLCs for a variety of stakeholders.

Proficiencies

Demonstrated abilities to perform some part of what is described by standards.

Program

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).

Program Approval

A separate status from National Recognition provided by SPAs, program approval is the distinction granted by a state government agency when an educator preparation provider (EPP) program meets the state's standards and/or requirements. Program approval can encompass continuous review or one-time approval.

Program Completer

Any candidate who exited an educator preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP). (See *Completer*.)

Program Review with Feedback

The process by which CAEP assesses the quality of licensure areas data offered by an educator preparation provider (EPP) under Standard 1. This review results in feedback for states, EPPs, and site visitors on the quality of evidence presented at the specialty licensure area level.

Program Review with National Recognition

The process by which CAEP, in collaboration with its specialized professional associations (SPAs), assesses the quality of programs offered by educator preparation providers (EPPs). EPPs that select this program review option are required to submit their programs for review by SPAs as part of the accreditation process unless otherwise specified by the state partnership agreement with CAEP.

Program Reviewers

Peer volunteers who review specialized educator licensure areas against the standards of Specialized Professional Associations (SPAs) and provide feedback to the state and site visitors.

Progressions/Progressive Development

Descriptions of increasingly sophisticated ways of thinking about and enacting teaching practice that suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning. (InTASC Model Core Teaching Standards, p. 50)

Protocol

Expectations for actions, behaviors, or reports, similar to etiquette (for example, CAEP protocol dictates that at the end of a site visit the lead site visitor meets with the head of the educator preparation provider to share team findings) (adapted from the Western Association of Schools and Colleges glossary).

Provider

An inclusive term referring to the educator preparation provider (EPP) that is the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.

Public Disclosure

(1) A CAEP policy to ensure that an educator preparation provider (EPP) maintains its accreditation status, candidate performance data, and accreditation information available on the EPP's website for access by current and prospective candidates, parents, faculty, school professionals, and others. (2) A CAEP policy to ensure that CAEP maintains the accreditation status of EPPs and other accreditation information on its website.

Qualitative Measures

Assessments or analyses that can be reported narratively and numerically to provide in-depth study of an individual, classroom, or school. Qualitative assessments include, but are not limited to, in-depth interviews, focus groups, observations, case studies, and ethnographic studies.

Quality Assurance System

Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements.

Quantitative Measures

Assessments or analyses that can be reported numerically and sometimes generalized to a larger population. Common quantitative measures include surveys (online, phone, paper), observation and other evaluative forms, and tests.

Rationale

A statement or argument that provides a justification for a selection, decision, or recommendation.

Relevance

A principle of evidence quality that implies validity, but goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen. This principle also implies that there is a clear and explicable link between what a particular measure is established to gauge and the substantive content of the Standard under which it is listed.

Reliability

The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

Reliable and Valid Evidence

The credibility of the results from assessment and evaluation measures.

Reliable and Valid Model

For CAEP purposes (p. 17 of the Commission report), a case study that is presented to meet one or more of CAEP's standards in which key outcomes and processes are gauged, changes and supporting judgments are tracked, and the changes presented are actually improvements. To be reliable and valid as a model, the case study should have followed CAEP's guidelines in identifying a worthwhile topic to study, generated ideas for change, defined the measurements, tested solutions, transformed promising ideas into sustainable solutions that achieve effectiveness reliably at scale, and shared knowledge.

Remand

Returning a case for accreditation to a new team for a second full review when there is no consensus on the recommendations of the joint review team by the Accreditation Council.

Representative

The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is qualitative—for example, case studies or narratives, multiple instances should be given or additional data shown to indicate the typicality of the chosen examples. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.

Requirements

CAEP's expectations other than those contained in the standards, including criteria for eligibility or candidacy, paying annual fees, submitting annual reports, publishing educator candidate performance data on websites, etc.

Retention Rates

Comparison of the number of candidates who entered a program against the number who completed the program and were recommended for certification or licensure. Retention rates may also be collected for the number of new teachers who begin work in schools and who are still working in specified subsequent years.

Review Panel

A 3-4 person group selected from an Accreditation Council that examines the selfstudy, site visitors' report, and other accreditation documents related to an educator preparation provider's (EPP) case for accreditation. The Review Panel makes a recommendation to the Joint Review Team of the Accreditation Council on the standards that are met and confirms or revises areas for improvement and/or stipulations.

Revocation

The continuing accreditation decision made by the Accreditation Council to revoke an accredited status when the Accreditation Council has determined that the educator preparation provider (EPP) no longer meets two or more CAEP standards.

Rigor

In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary).

Rubric

A tool for scoring candidate work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left-hand vertical axis, and levels of performance across the horizontal axis. The work of performance may be given an overall score (holistic scoring) or criteria may be scored individually (analytic scoring). Rubrics are also used for communicating expectations (adapted from the Western Association of Schools and Colleges glossary).

Satisfaction

For CAEP purposes, the degree of confidence and acceptance that a preparation program was satisfactory, dependable, and true to its purpose by an employer or candidate.

Scoring Rubric

The established criteria, including rules, principles, procedures, and illustrations, used in scoring responses to individual items that do not provide enumerated responses from which test takers make a choice.

Selected Improvement Pathway

One of three CAEP accreditation pathways in which an educator preparation provider (EPP) provides evidence that the CAEP Standards are met. The self study includes a data driven plan for improvement on a focal area selected by the EPP. Accreditation pathways will not be applicable after fall 2018 site visits.

Self-Study

The process and document that an Educator Preparation Provider (EPP) creates/undergoes to evaluate its practices against CAEP standards.

Shared Accountability

A policy for holding Educator Preparation Providers (EPPs), P-12 schools and teachers mutually responsible for students' and candidates' learning and academic progress.

Signature Assessment

An embedded assessment method using an assignment—either the identical assignment or multiple assignment all constructed according to a common template— cross multiple courses or sections of courses. A sample of candidates' work products is then examined using a rubric to arrive at judgments about the quality of candidate learning across the course or program (adapted from the Western Association of Schools and Colleges glossary).

Site Visit

The two-to-three days in which site visitors conduct their summative review of an educator preparation provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters.

Site Visitors

Evaluators who review educator preparation providers (EPPs) that submit a self-study for one of CAEP's accreditation pathways. Site visitors examine the EPP against the evidence presented to make the case for meeting the CAEP standards. Site visitors are selected from nominations by CAEP members, EPPs, states, and others; they must successfully complete training.

Site Visitors Report

The document prepared by site visitors during and/or following the site visit that verifies the evidence presented in the self-study report written by the educator preparation provider (EPP) to identify which evidence supports each CAEP standard and which evidence is inconsistent with the CAEP standard.

Specialized Professional Association (SPA)

A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals).

Stakeholder

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Standardized Test Scores

The numerical expression of a student's or educator candidate's performance on an examination that was administered and scored consistently across all of the test takers who took the same examination. This consistency permits a more reliable comparison of student or educator candidate performance across test takers.

Standards

Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review.

Standards are written in broad terms with components that further explicate their meaning. (See *Professional Standards*).

State Partnership Agreement

A formal agreement between a state and CAEP that defines the state's recognition of accreditation decisions, the program review options available to educator preparation providers (EPPs) within the state, and the relationship between CAEP accreditation and state program approval. The agreement outlines the state's presence and role in accreditation visits.

State Program Review

The process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

STEM

Science, technology, engineering and mathematics.

Stewardship

The responsible oversight and protection of something considered worth caring for and preserving.

Stipulation

A statement written by a site visit team or review panel which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet. For educator preparation providers (EPPs) seeking to continue their accreditation, a stipulation must be corrected within two years to retain accreditation. For EPPs seeking initial or first accreditation, a stipulation leading to an unmet standard will result in denial of accreditation.

Strategic Evaluation

A component of CAEP Standard 5 (Provider Quality, Continuous Improvement, and Capacity) that refers to an educator preparation provider's (EPP's) use of a variety of methods and processes to provide timely, credible, and useful information that can be acted upon to increase its organizational effectiveness and its impact on its completers' ability to support and improve P-12 student learning.

Structured

A quantitative research method commonly employed in survey research to ensure that each interview is presented with exactly the same questions in the same order; that answers can be reliably aggregated; and that comparisons can be made with confidence between sample subgroups or between different survey periods. For CAEP purposes the term is used in the context of structured observation instruments and structured student surveys.

Student

A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

Student Learning

The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning.

Student Surveys

Questionnaires about the performance of teachers and other school professionals that are completed by P-12 students. Student surveys are one of the measures that an educator preparation provider (EPP) could use to demonstrate the teaching effectiveness of its candidates and completers.

Student Teaching

Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

Subject Matter Knowledge. See

Content Knowledge.

Substantive Change

Any change in the published mission or objectives of the organization or educator preparation provider (EPP); the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the EPP was most recently accredited; a change from contracting with other providers for direct instructional services, including any teach-out agreements. Substantive changes are reported by EPPs in their annual report to CAEP.

Summary of the Case

The site visitors' explication of the case the educator preparation provider (EPP) has made for accreditation.

Support Services for Candidates

The provision of academic advising and systems that facilitate and encourage academic success; personal counseling services; employment assistance; financial aid guidance; the protection of student records; and extracurricular activities (e.g., student organizations, clubs, and professional activities) that are based on well-defined purposes that serve the educational needs of educator candidates.

Teacher Education Accreditation Council (TEAC)

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education programs since it was founded in 1997. TEAC consolidated with NCATE in 2013 to form CAEP.

Teacher Enhancement Program

A post baccalaureate program for licensed teachers.

Teacher Performance Assessment (TPA)

An ongoing process for measuring teacher candidates' performance. CAEP expects these assessments to be validated based on state and national professional standards, to be reliably scored by trained evaluators, and to be used for continuous improvement of educator preparation.

Teach-out Agreement

An agreement between accredited educator preparation providers (EPPs) and its candidates that will provide a reasonable opportunity for candidates to complete their program of study if the EPP stops offering its educational program before all enrolled candidates have completed the program.

Teach-out Plan

A written document that describes the process for the equitable treatment of candidates when an educator preparation provider (EPP) ceases to operate a program before all candidates have completed their courses of study.

Team Chair

See *Lead Site Visitor*.

Technology

The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Third-party Comment

Testimony from members of the professional community or the public about the quality of the educator preparation provider (EPP) and its programs.

Time Frames for Achieving Compliance

The maximum number of years an educator preparation provider (EPP) has to come into compliance when its accreditation cycle is less than seven years or CAEP finds a violation of its standards has occurred.

Title II

A requirement of the Higher Education Opportunity Act of 2008 that educator preparation providers (EPPs) report the performance of teacher candidates on state licensure tests along with other data.

Title IV

A requirement of the Higher Education Opportunity Act of 2008 and its predecessor that colleges and universities must be accredited by an institutional accrediting body recognized by the Secretary of the U.S. Department of Education for their students to be eligible for federal financial aid.

Training

The formal and informal preparation of Board members, Council members, Commission members, site visitors, volunteers, consultants, and staff for their CAEP roles and responsibilities.

Transparency

Openness in communications about the accreditation process, documents prepared for accreditation, and the outcomes of the accreditation review.

Triangulation

A technique that reinforces conclusions based on data from multiple sources.

U.S. Department of Education

The federal agency that administers programs that cover every area of education and range from preschool education through postdoctoral research, including the recognition of accrediting agencies such as CAEP.

U.S. Department of Education Recognition

A designation by the U.S. Department of Education that an accreditation agency is a reliable authority for determining the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

Validity

The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.

Value-added Measures

For CAEP purposes, assessments that provide evidence of P-12 students' intended educational outcomes as measured by standardized tests and other assessments. For CAEP purposes, VAM should demonstrate the change over time of intended educational outcomes that is attributable to teacher preparation programs.

Verifiable

The degree to which a measure or result is able to be independently confirmed or substantiated. This is partly a matter of whether the process of creating the current value of the measure is replicable, and if repeating the process would yield a similar result. This principle implies reliability, but goes beyond it to require transparency and full documentation—whether sufficient information is available to enable any third party to independently corroborate what was found.

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.

Intern's Name (Print) _____

Intern's Signature

Date

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.

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Intern's Name (Print) _____

Intern's Signature

Date

DRESS CODE

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 competitively 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 by 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.

Intern Candidate _____ Date _____

**MILES COLLEGE
EDUCATION PREPARATION PROGRAM
FIELD TRIP
ASSUMPTION OF RISK AND LIABILITY RELEASE**

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 Education Preparation Program to use my course work (i.e., papers, projects, tests, quizzes, portfolios) as work samples/artifacts for the CAEP Electronic Platform. 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 Education Preparation Program.

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

Intern's Name (Print): _____

Intern'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 Internship Handbook and understand all of the guidelines and policies it contains.

_____ I understand that I must provide a copy of the 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 Internship Handbook apply to me, and that I am expected to adhere to them.

Intern's Name (Print) _____

Intern'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.