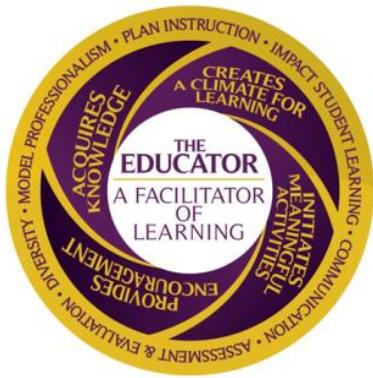




MILES
COLLEGE



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. Tonya Perry, Provost and Vice President, Academic Affairs
Dr. Lynn Kirkland, CAEP Coordinator and Division Chairperson, Professor

Revised FALL 2025

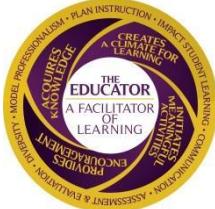


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Miles College is governed by a Board of Trustees which appoints the college president. The president is assisted by cabinet members who oversee six areas of the college. The six positions in the President's cabinet are:

Mrs. Bobbie Knight	President
Dr. Tonya Perry	Provost and Vice President, Academic Affairs
Mrs. Diana Knighton	Senior Vice President, Finance and Administration
Dr. Steven Hairston	Vice Pres. of Institutional Advancement/Development

Division of Education (DOE) Faculty/Staff

Full-Time Faculty:

Dr. Lynn Kirkland, Division Chair and CAEP Coordinator
Dr. Jennifer Summerlin, Reading Specialist
Dr. Jameka Thomas, Director of Field Experience and Clinical Practice
Dr. Yvette McPherson Richardson, Elementary Education Specialist
Dr. Fredeisha Darrington, Early Childhood Specialist
Mrs. Natasha Flowers, Elementary Education Specialist

Full-Time Administrative Staff:

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

Adjunct Faculty:

Mr. Frankie Jefferson, Health and Physical Education
Dr. Dashauna Ballard, Health and Physical Education
Mr. Eli Johnson, Special Education

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

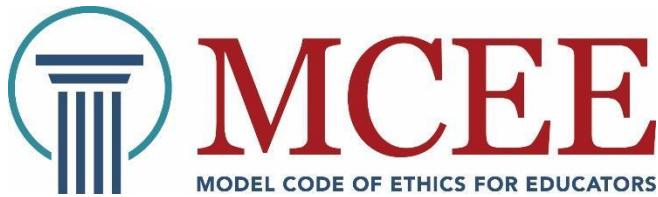
(a) The Superintendent shall have the authority under existing legal standards to:

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

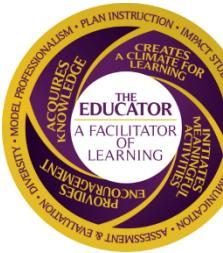
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

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

A FACILITATOR OF LEARNING

MILES COLLEGE
DIVISION OF EDUCATION

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 an education organization 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 ensure that all courses have been completed with a grade of "C" or better.

Upon acceptance of the internship application, internship candidates must meet the necessary criteria for admission into the "Official TEP Internship Program" and upon acceptance will then be fully admitted into the internship.

All candidates are required to meet with the Certification Officer by midterm during their internship to ensure 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 College 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

**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 No.

Student ID #

Ethnicity

Sex

Home Phone

Work Phone

Cell Phone

Academic Information

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): _____

Emergency Contact Information

Name: _____

Address: _____

Phone: _____

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

Signature of Advisor

Date

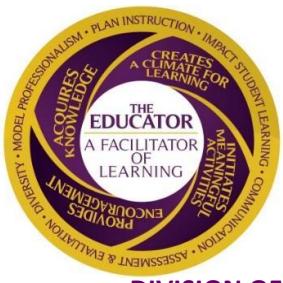
Signature of Division Chairperson

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



**DIVISION OF EDUCATION AND PROFESSIONAL EDUCATION UNIT
 TRANSITION POINTS, UNIT KEY ASSESSMENTS, UNIT KEY ASSIGNMENTS**

Professional Education Unit (PEU) Initial Teacher Preparation Programs	Transition Point 1 Admission to Teacher Education Program (TEP)	Transition Point 2 Admission to Student Internship	Transition Point 3 Completion of Student Internship & Program	Transition Point 4 Post Program Completion
Typical Timeline 4yr 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)	* ≥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/Book Critique	* ≥2.80 GPA *Completion of all Teaching Field coursework with a grade of "C" or better Article Critique	* ≥2.80 GPA *Pre/Post evaluations of the Alabama Core Teacher Standards (ACTS) for Class B and specific content areas by College Supervisors and Cooperating Teachers Article/Book Critique	* Employer Satisfaction Survey *Follow-up Graduate Survey
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)				
*Music Education (Choral)				

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 Supervisor. 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. 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 (ALSDE Educator

Preparation Code #290-3-3-2-i): The Student Teaching/Internship must be a full-time assignment in the schools for a full semester (2 placements over 16 weeks, Monday-Friday, 7:30-dismissal) that 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 5 full consecutive days per placement. 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 from the classroom. Absences during internship must be made up at the end of the placement.** A Student Teaching/Intern who is absent from any of the 10 consecutive day placements must provide a reason deemed acceptable and

may exercise full responsibilities on the sixth 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 10 days according to their best judgment and the Cooperating Teacher's pre-planned schedule for teaching. Please keep in mind that the ten-day 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 'ten-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 with 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 placements will occur in at least two of the three main types of accredited 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 programs, 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 [.https://www.alabamaachieves.org/teacher-center/teacher-certification/](https://www.alabamaachieves.org/teacher-center/teacher-certification/)

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 Numeracy Act (ANA); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and Multi-Tiered Systems of Support (MTSS) 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.

7. **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.
8. 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.
9. 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.
10. The use of social media including pictures, posts, blogs, videos, etc. that feature time within the school day and/or include students is strictly forbidden. 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 College Supervisor or Director of Field Experiences and Clinical Practices must approve variations in schedules which will be documented with an approved sign-in form.
11. 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 and College Supervisor 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 College Supervisor or the 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.

12. The Student Teaching/Intern may **NOT** serve as substitute teachers. In the event of absence of the Cooperating Teacher, Student Teaching/Interns may teach for the day in the classroom they are assigned with supervision. Interns are not employees of the assigned school or school system. Any problems arising in this area should be reported immediately to the College Supervisor or Director of Field Experience and Clinical Practices.
13. Internship requires a full-time commitment on the part of the Student Teaching/Intern and no other courses are taken during this time. Due to the excessive demands on the Student Teaching/Intern's time during the internship, students should arrange their schedules so that they **do not report to work during required school hours including afterschool duties.** The Student Teaching/Intern may not receive any payment from the school during the internship (this includes coaching or other extracurricular activities).
14. The Student Teaching/Intern should be alert to any hazards to students in instructional activities. Safety instructions should be a vital part of the 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.
15. 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 developed 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.

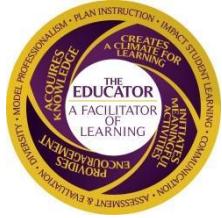
Learn the school schedule as soon as possible.

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.

- 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 has to offer. Your attitude makes a difference.



ROLE OF THE COLLEGE SUPERVISOR

The College Supervisor, with 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 College Supervisor and Director of Field Experience and Clinical Practices are 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 the College Supervisor or Director of Field Experience and Clinical Practices and/or the designated school system official.



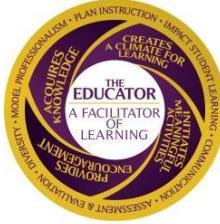
ROLE OF THE COOPERATING TEACHER

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.

Miles College Division of Education is now using the **Candidate Performance Assessment of Student Teaching (CPAST)** Evaluation, developed by The Ohio State University that is valid and reliable in evaluating the performance and dispositions of Student Teaching/Interns. While mentor teachers (and student teachers) are not required to complete an official training, some training on how to use the CPAST form is helpful. Please view this video (<https://www.youtube.com/watch?v=mWDuDpwKMI8>) for a brief training (10:41 minutes).



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. Following the guidelines set forth for the CPAST evaluation, the Cooperating Teacher, Student Teaching Intern, and College Supervisor should meet at the beginning, middle, and ending of each placement. 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.

On the first day of each placement, the Student Teaching/Intern, should come to the class prepared to introduce themselves with a poster depicting information about their background and favorite things. Always, have a read aloud book handy to share with the students.

The Cooperating Teacher, the Student Teaching/Intern, and the College Supervisor should exchange cell phone numbers and with permission exchange text messages.

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 observations 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 a lesson.
 - 5. Leading a group discussion.

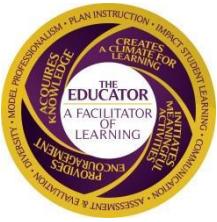
C. Assume the teacher's role by:

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 five consecutive days per placement. Most Student Teaching/Interns far exceed the 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

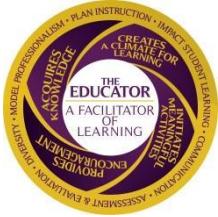
Faculty or administrators designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the EPP and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas. College Supervisors must have relevant professional experience within the last five years 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 within the first two weeks in the term is imperative in each placement. One visit must occur during the five consecutive days that the Student Teaching Intern is required to teach and at least two additional mandatory visits must occur within that placement. 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 district personnel to identify schools and qualified Cooperating Teachers who are willing and competent to work with teacher candidates/interns.
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 over the 16 week semester. Additionally, the College Supervisor should set up three meetings with the cooperating teacher and intern at the beginning, middle, and end of the placement. 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 fourth and eighth week of the Student Teaching/Internship (Student Teaching/Interns should receive copies).

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

FORM F: Disposition Evaluation at the end of placements.

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: _____ **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: _____ **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:** _____

"_____ System: _____
Cooperating Teacher
(s) _____
College
Supervisor _____

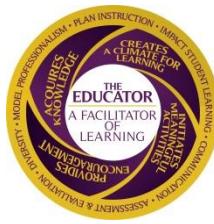
ELEMENTARY SCHEDULE OF CLASSES

Time Period	Subject
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SECONDARY SCHEDULE OF CLASSES

SECONDARY COURSE LIST OF CLASSES

	1			
	2			
	3			
	4			
		Lunch		
	5			
	6			
	7			



Name of Intern

Miles College

School

Form C - Student Teaching/Internship Sign – In Sheet

Intern's Signature

Date

Cooperating Teacher's Signature

Date

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Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)

Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment			
A. Focus for Learning: Standards and Objectives/Targets	INTASC 7a CAEP R1.3	N. Participates in Professional Development	INTASC 9b CAEP R1.4
B. Materials and Resources	INTASC 7b CAEP R1.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	INTASC 10d CAEP R1.4
C. Assessment of P-12 Learning	INTASC 6b CAEP R1.3	P. Demonstrates Punctuality	INTASC 9o CAEP R1.4
D. Differentiated Methods	INTASC 2c CAEP R1.1	Q. Meets Deadlines and Obligations	INTASC 9o CAEP R1.4
		R. Preparation	INTASC 3d CAEP R1.1
Instructional Delivery			
E. Learning Target and Directions	INTASC 7c CAEP R1.3	S. Collaboration	INTASC 10b CAEP R1.4
F. Critical Thinking	INTASC 5d CAEP R1.2	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	INTASC 10j CAEP R1.4
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	INTASC 8b CAEP R1.3	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	INTASC 5l, 6i CAEP R1.2	U. Responds Positively to Constructive Criticism	INTASC 9n CAEP R1.4
I. Safe and Respectful Learning Environment	INTASC 3d CAEP R1.1		
Assessment			
J. Data-Guided Instruction	INTASC 6l CAEP R1.3		
K. Feedback to Learners	INTASC 6d CAEP R1.3		
L. Assessment Techniques	INTASC 7d CAEP R1.3		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP R1.1		

*Rubric and assignments may not be shared without permission***Pedagogy Evaluation**

Student Teacher: _____

University Supervisor: _____

Cooperating Teacher/s: _____

Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#). Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives /Targets <i>InTASC 7a CAEP R1.3</i>	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND</p> <p>Goals are measurable</p> <p>AND</p> <p>Standards, objectives/targets, and learning tasks are consistently aligned with each other</p> <p>AND</p> <p>Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</p>	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND</p> <p>Goals are measurable</p> <p>AND</p> <p>Standards, objectives/ targets, and learning tasks are <i>consistently aligned</i> with each other</p> <p>AND</p> <p>Articulates objectives/targets that are appropriate for learners</p>	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND/OR</p> <p>Some goals are measurable</p> <p>AND/OR</p> <p>Standards, objectives/targets, and learning tasks, are <i>loosely</i> or <i>are not consistently aligned</i> with each other</p> <p>AND/OR</p> <p>Articulates <i>some</i> objectives/targets that are appropriate for learners</p>	<p>Plans <i>do not align</i> to the appropriate P-12 state learning standards</p> <p>AND/OR</p> <p>Goals are <i>absent or not measurable</i></p> <p>AND/OR</p> <p>Standards, objectives/targets, and learning tasks are <i>not aligned</i> with each other</p> <p>AND/OR</p> <p>Does not articulate objectives/targets that are appropriate for learners</p>	—
B. Materials and Resources <i>InTASC 7b CAEP R1.3</i>	<p>Uses a variety of materials and resources that</p> <ol style="list-style-type: none"> 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i> 	<p>Uses a <i>variety</i> of materials and resources that</p> <ol style="list-style-type: none"> 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i> 	<p>Uses materials and resources that <i>align</i> with <i>some</i> of the objectives/targets</p>	<p>Materials and resources <i>do not align</i> with objectives/targets</p>	—

C. Assessment of P-12 Learning <i>INTASC 6b CAEP R1.3</i>	Plans a variety of assessments that <ol style="list-style-type: none"> Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) Align with the appropriate P-12 state learning standards Are <u>culturally relevant</u> and draw from learners' <u>funds of knowledge</u> Promote learner growth 	Plans a variety of assessments that <ol style="list-style-type: none"> Provide opportunities for learners to illustrate competence (whole class) Align with the appropriate P-12 state learning standards Are <i>culturally relevant and draw from learners' funds of knowledge</i> 	Planned assessments <ol style="list-style-type: none"> <i>Provide opportunities for some learners to illustrate competence (whole class)</i> Align with the appropriate P-12 state learning standards 	Planned assessments <ol style="list-style-type: none"> <i>Are not included</i> OR <i>Do not align with the appropriate P-12 state learning standards</i> 	
D. Differentiate d Methods <i>INTASC 2c CAEP R1.1</i>	Lessons make meaningful and <u>culturally relevant</u> connections to <ol style="list-style-type: none"> Learners' prior knowledge Previous lessons Future learning Other disciplines and real-world experiences AND <u>Differentiation of instruction</u> supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Lessons make clear and coherent connections to <ol style="list-style-type: none"> Learners' prior knowledge Previous lessons Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons <i>make an attempt to build on, but are not completely successful at connecting to</i> <ol style="list-style-type: none"> Learners' prior knowledge Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i>	Lessons <i>do not build on or connect to learners' prior knowledge</i> AND/OR Explanations given are <i>illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	
Instructional Delivery					
E. Learning Target and Directions <i>INTASC 7c CAEP R1.3</i>	Articulates accurate and <i>coherent learning targets</i> AND Articulates accurate <i>directions/explanations throughout the lesson</i> AND Sequences learning experiences <i>appropriately</i>	Articulates an <i>accurate learning target</i> AND Articulates <i>accurate directions/ explanations</i> AND <i>Sequences learning experiences appropriately</i>	Articulates an <i>inaccurate learning target</i> AND/OR Articulates <i>inaccurate directions/explanations</i>	<i>Does not articulate the learning target</i> OR <i>Does not articulate directions/ explanations</i>	
F. Critical Thinking <i>INTASC 5d CAEP R1.2</i>	<i>Engages learners in critical thinking in local and/or global contexts that</i> <ol style="list-style-type: none"> <u>Fosters problem solving</u> Encourages conceptual connections Challenges assumptions 	<i>Engages learners in critical thinking that</i> <ol style="list-style-type: none"> Fosters problem solving Encourages conceptual connections 	<i>Introduces AND/OR models critical thinking that</i> <ol style="list-style-type: none"> Fosters problem solving Encourages conceptual connections 	<i>Does not introduce AND/OR model critical thinking that</i> <ol style="list-style-type: none"> Fosters problem solving Encourages conceptual connections 	
G. Checking for Understanding and	<i>Checks for understanding (whole class/group AND individual learners)</i> during lessons using <i>formative assessment</i>	<i>Checks for understanding</i> (whole class/group) during lessons using <i>formative assessment</i>	<i>Inconsistently checks for understanding</i> during lessons using <i>formative assessment</i>	<i>Does not check for understanding</i> during lessons using <i>formative assessment</i> OR	

Adjusting Instruction through Formative Assessment <i>InTASC 8b CAEP R1.3</i>	AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)	AND Differentiates through adjustments to instruction (whole class/group)	AND Adjusts instruction accordingly, but adjustments may cause additional confusion	<i>Does not make any adjustments based on learners' responses</i>	
H. Digital Tools and Resources <i>InTASC 5i InTASC 6i CAEP R1.2</i>	Discusses AND uses <i>a variety of developmentally appropriate technologies (digital tools and resources)</i> that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/targets of the lesson</i> AND <i>Technology is not available</i>	One of the following: A. <i>Does not use technologies (digital tools and resources) to engage learners</i> AND <i>Technology is available</i> in the setting OR B. <i>Use of technologies is not relevant to the learning objectives/targets of the lesson</i> OR C. <i>Does not discuss technologies</i> AND <i>Technology is not available</i> in the setting	
I. Safe and Respectful Learning Environment <i>InTASC 3d CAEP R1.1</i>	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Manages a safe and respectful learning environment</i> through the use of routines and transitions AND <i>Establishes and promotes constructive relationships to equitably engage learners</i> AND <i>Uses research-based strategies to maintain learners' attention (individual and whole group)</i>	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR <i>Attempts to establish constructive relationships to engage learners</i> AND/OR <i>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</i>	<i>Does not manage a safe learning environment</i> OR <i>Does not establish constructive relationships to engage learners</i> OR <i>Does not use constructive strategies to maintain learners' attention (individual and whole group)</i>	
Assessment					
J. Data-Guided Instruction <i>InTASC 6i CAEP R1.3</i>	<i>Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment</i> AND <i>Uses contemporary tools for learner data record-keeping and analysis</i>	<i>Uses data-informed decisions to design instruction and assessment</i> AND <i>Uses contemporary tools for learner data record-keeping</i>	<i>Uses minimal data to design instruction and assessment</i>	<i>Does not use data to design instruction and assessment</i>	
K. Feedback to Learners <i>InTASC 6d</i>	<i>Provides feedback that</i>	<i>Provides feedback that</i>	<i>Provides minimal feedback that</i>	<i>Does not provide feedback</i>	

CAEP R1.3	<p>1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i></p> <p>AND Provides timely feedback, <i>guiding learners on how to use feedback to monitor their own progress</i></p>	<p>1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i></p> <p>AND Provides <i>timely feedback</i></p>	<p>1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat timely</i> fashion</p>	<p>OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion</p>	
<p>L. Assessment Techniques <i>InTASC 7d</i> CAEP R1.3</p>	<p>Evaluates and supports learning through assessment techniques that are</p> <ol style="list-style-type: none"> 1. <u>Developmentally appropriate</u> 2. Formative AND <u>summative</u> 3. <u>Diagnostic</u> 4. Varied 	<p><i>Evaluates and supports learning through assessment techniques</i> that are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative OR summative 	<p>Assessment techniques are</p> <ol style="list-style-type: none"> 1. Developmentally <i>appropriate</i> 2. Formative OR summative 	<p>Assessment techniques are</p> <ol style="list-style-type: none"> 1. Developmentally <i>inappropriate</i> <p>OR Not used</p>	
Analysis of Teaching					
<p>M. Connections to Research and Theory CAEP R1.1</p>	<p>Discusses, provides <u>evidence</u> of, and <i>justifies</i> connections to educational research and/or theory</p>	<p><i>Discusses and provides evidence</i> of connections to educational research and/or theory</p>	<p><i>Mentions</i> connections to educational research and/or theory</p>	<p><i>No connections OR inaccurate connections</i> to educational research and/or theory</p>	
<p>AND <i>Uses research and/or theory to explain their P-12 learners' progress</i></p>					

Professional Dispositions Evaluation

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

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
<p>N. Participates in Professional Development (PD) <i>InTASC 9b</i> CAEP R1.4</p>	<p>Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)</p> <p>AND Provides evidence of an increased understanding of the teaching profession as a result of the PD</p> <p>AND</p>	<p>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p> <p>AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i></p>	<p><i>Participates in at least one professional development opportunity</i> (e.g. workshop, seminar, attending a professional conference)</p>	<p><i>Does not participate</i> in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p>	

	<i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i>				
O. Demonstrates Effective Communication with Parents or Legal Guardians <i>InTASC 10d</i> <i>CAEP R1.4</i>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p>	<p><i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<i>Does not provide evidence of communication with parents or legal guardians</i>
P. Demonstrates Punctuality <i>InTASC 9o</i> <i>CAEP R1.4</i>	<p>Reports on time or early for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports</i> on time for daily student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report</i> on time for student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	
Q. Meets Deadlines and Obligations <i>InTASC 9o</i> <i>CAEP R1.4</i>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p><i>Provides clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p><i>Provides incomplete</i> directions and lessons for substitutes/ cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of <i>absences prior to the absence</i></p> <p>AND/OR</p> <p><i>Does not provide</i> directions and lessons for</p>	

				substitutes/cooperating teacher	
R. Preparation <i>InTASC 3d</i> <i>CAEP R1.1</i>	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i>	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible <i>OR</i> organized	<i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are <i>not</i> organized <i>NOR</i> easily accessible	—
Professional Relationships					
S. Collaboration <i>InTASC 10b</i> <i>CAEP R1.4</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	—
T. <u>Advocacy</u> to Meet the Needs of Learners or for the Teaching Profession <i>InTASC 10j</i> <i>CAEP R1.4</i>	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	—
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND	Is receptive to feedback, constructive criticism, supervision, and <i>responds professionally</i> AND	<i>Is receptive to feedback, constructive criticism, and supervision</i> AND/OR	<i>Is not receptive to feedback, constructive criticism, and supervision</i> AND/OR	—

<i>InTASC 9n CAEP R1.4</i>	<p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p> <p>AND</p> <p><i>Proactively seeks opportunities for feedback from other professionals</i></p>	<p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p>	<i>Incorporates feedback inconsistently</i>	<i>Does not incorporate feedback</i>	
<u>What went well? Areas of strength?</u>					
<u>Possible opportunities for growth</u>					

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details	Action Plan: Next Steps to help Candidate achieve goal		
		Candidate will	Supervisor will	Cooperating Teacher will
<i>L.</i> <i>Assessment:</i> <i>Feedback to</i> <i>Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups-with a focus on task and process.</i> <i>I will focus on “quick and quiet” feedback.</i>	<i>I will prepare feedback ahead of time using data.</i>	<i>I will pay attention to feedback during observations.</i>	<i>I will review candidate feedback before lesson.</i>

1.

2.

Comments

Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."¹

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as "mentor teachers") Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the "kind of thinking involved in problem solving" and includes an ability to "examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions."²

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.").³

Data-informed decisions: "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."⁴

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.⁵

Diagnostic Assessment: (Also known as "pre-assessment") "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."⁶

Differentiation of Instruction: "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."⁷

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction⁸

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."⁹

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."¹⁰

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."¹¹

Goals: See definition for "Measurable Goals."

Learner: Any P12 student in the student teacher's classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

"Look Fors" Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement."¹²

Mentor Teachers: See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.¹³

Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."¹⁴

Student Teacher: (Also known as "intern" or "candidate") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Student Teaching: (Also known as "clinical practice") A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

¹ Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

² http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf

³ <http://www.learnnc.org/lp/pages/4474#note1>

⁴ <http://www.clnr.org/elar/dddm.cfm#A>

⁵ Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

⁶ <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

⁷ Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

⁸ Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

⁹ Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

¹⁰ Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

¹¹ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

¹² <https://education.alberta.ca/media/525540/ipp7.pdf>

¹³ <https://www.csun.edu/science/courses/555/pact/glossary.html>

¹⁴ <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificallyBasedRes/tabid/10877/Default.aspx>

Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."¹⁵

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes the student teacher's performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation and is responsible for recording the consensus scores using this form.

Form developed by:

The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Warner, C. and Whittington, M.	Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V. University of Akron: Jewell, W. Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A. Wilmington College: Hendricks, M Wright State University: Kahrig, T. Kent State University: Arhar, J., Turner, S.	Wittenberg University: Brannan, S., Whitlock, T. University of Dayton: Bowman, C.
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¹⁵ Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.

**Miles College
Education Preparation Program**

FORM E: 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 _____

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)
Crumby 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

Midfield City Schools (S)
Midfield Elementary School
Rutledge Middle School

Trussville City Schools (S)
Paine Primary 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

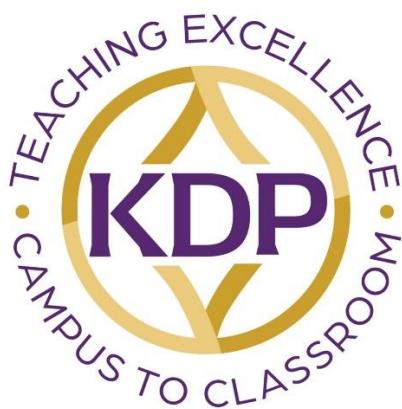
A letter of concern may also be submitted to the Chair of the Education Preparation Program from any Miles College faculty or staff member. This letter will be placed in the candidate's file and will be taken into consideration when the candidate's disposition evaluation is prepared at the end of the 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 women, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 620 chapters and more than 40,000 members. In order to become a member, a student must meet the following requirements:

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

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.

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 _____

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, sexual orientation, gender identity, 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.

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 devices (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

Points _____

CAEP Standard: Pedagogical Knowledge

100

InTASCs: Standard 4: Content Knowledge

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

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

Semester: _____

Major: _____ Date: _____

Intern's Name: _____

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 technology to enhance the learning experience.	Teacher intern or students use technology to enhance the learning experience.	Teacher intern and students do not use technology .	
				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/Book Critique (Canvas)
Miles College
The Educator: A Facilitator of Learning

Student's Name: _____
Instructor's Name: _____

Semester: _____
Course/Class: _____

Date Submitted: _____
Grade _____ pts. /16

Title of Article

Criterion <small>Total 16 Points 4 points maximum in each area</small>	Exceeds Expectations 4 Points <small>16 -13 points = A</small>	Meets Expectations 3 Points <small>12-10 points = B</small>	Emerging 2 Points <small>9-7 points = C</small>	Developing 1 Point <small>6-5 points = D 4 points and below = F</small>
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 2025



DIVERSITY DOCUMENTATION

Teacher Candidate Name & Student Number: _____ Major: _____

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

*Suburban = S; Urban = U; Rural = R

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

Disabilities
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

African
Asian
Latino

L -Low

Ethnic/Racial Group

African-American/Black
French
Pacific Islander

Caucasian
Hispanic
Native American

Other

M- Middle

H- High

Socioeconomic

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.