Miles College
Division of Education

“The Teacher: A Facilitator of Learning”

PRE-STUDENT TEACHING FIELD EXPERIENCES HANDBOOK
Seventh Edition-Fall 2012

Teacher Education Candidate ____________________________ Date ___
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A Philosophy of Student Teaching

Student teaching represents the bridge between professional preparation and professional practice. It is a period of guided teaching when the student takes increasing responsibility for guiding the school experiences of a given group of learners.

Student teaching builds upon previous theoretical and clinical experiences designed to ensure that pre-service teachers are equipped as “creative decision makers.” In order to achieve the most satisfactory results in the student teaching program, certain principles should govern the choice of experiences offered to the student. The student teaching program should:

1. Be planned for the student teacher, but at the same time should consider the welfare of the child who is to be taught and the procedures of the college, the school, and the school system.
2. Take into consideration that the student teacher is a learner.
3. Be flexible program that can be adjusted to meet the needs of the student teacher and the environment in which he/she is placed.
4. Be continuous and unified, integrating the different phases as the student progresses from the environment in which he/she is placed.
5. Provide for a variety of experiences for the student teacher.
6. Encourage initiative and originality.
7. Provide for the development of a code of professional ethics that will be understood and followed.
8. Provide for observation of a variety of quality teaching experiences.
9. Encourage in the student teacher open-mindedness and willingness to become aware of and accept change.
10. Instill in the student teacher awareness that professional growth never ends.
11. Develop a caring and supportive relationship between the student teacher, the cooperating teacher, and the supervisor, thus producing a successful student teaching experience.
PREAMBLE:

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provide the incentives to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I: COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worth goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4. Shall not make reasonable effort to protect the student from condition harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, or family, social or cultural background, or sexual orientation, unfairly;
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

**PRINCIPLE II: COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In belief that the quality of the service of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in the respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about colleagues.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
GUIDELINES FOR STUDENT TEACHING

Student teaching generally is regarded as the most important experience in the teacher education curriculum. The most important and influential persons in supervising the student teaching experience are the cooperating teacher and the college professor. Both of these persons carry an important profession responsibility in preparing the student teacher for entrance into the teaching profession. It is of utmost importance that the cooperating teacher and college supervisor establish and maintain the highest level of cooperation and communication with each other and with the student teacher. The following guidelines relate to ensuring the level of cooperation and communication.

GENERAL GUIDELINES

1. Interpretation of the requirements for student teaching according to the standards are as follows:

   A. Alabama State Teacher Certification Requirements: Student teaching must be a full-time assignment in the schools for a full semester which may include more than one classroom or grade level with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days. Student teaching at Miles is a semester long assignment. This means that the student teacher will be in the school, working with the cooperating teacher, for the full day of school, five days per week. Students may not take any additional courses that would interfere with this requirement. **Student teachers may not be required out of their student teaching assignments for no more than five days of the student teaching assignment. This includes activities on their college/university campuses or absences.**

   B. The cooperating teacher and college supervisor may arrange for the dispersal of the twenty days according to their best judgment and the cooperating teacher’s pre-planned schedule for teaching. Please keep in that mind that twenty days requirement represents a minimum requirement. The student teacher should be allowed to teach as much as possible both in a full time and part time or team teaching method. The student teacher should be allowed to teach as much as possible both in a full time and part time or team...
teaching method. It is not uncommon for a student teacher to far exceed this “twenty
day” minimal requirement.

C. Relationships with other faculty members, parents, educational organization, and the
administration of the school, acquiring competence to keep necessary records, and
making required reports shall be stressed in internship (student teaching). As well as
effective teaching, this means that the student teacher 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 college
supervisors should attempt to secure in-school experiences for the student teacher that
lie outside of the cooperating teacher’s classroom. Observations with teachers who
teach in different organizational patterns. Different grade levels or have different
responsibilities are desirable as time permits.

D. Note the following requirements from the Alabama Code:
   i. For candidates 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 candidates who are seeking certification in two or more related fields
   (e.g., chemistry and physics), internship may be divided between the two
   teaching fields.
   iii. For P-12 programs, the internship shall be divided between early
   childhood/elementary and middle/secondary grades.
   iv. For early childhood programs, the internship shall include a pre-school or
   kindergarten placement unless substantial field experiences were completed
   at those levels.
   v. For elementary education program, the internship shall include lower and
   upper elementary-level placements unless substantial field experiences were
   completed at both levels.
   vi. All candidates must be fingerprinted for a criminal history background
check through the Alabama State Department of Education to the Alabama
Bureau of Investigation (ABI) and the Federal Bureau of Investigation
(FBI)
2. Student teachers have been exposed to many ideas of teaching and curricula during the pre-
student teaching course work. Student teachers should be allowed, within the bounds of reason, to experiment with different teaching methodologies in order to find the teaching style that is most successful for them.

3. All parties concerned with student teaching should remember that this course is a learning experience for the student teacher. The student teacher should not be expected to be an accomplished, finished product or perfect reproduction of either the college supervisor should work with and evaluate. The student teacher in terms of basic strengths, weaknesses, and progress being made toward becoming competent enough to enter the profession as a first year teacher.

4. Student teachers should submit lesson plans to the cooperating teacher, and when possible, to the college supervisor in advance of teaching. LESSON PLANS ARE REQUIRED FOR ALL LESSONS TAUGHT BY THE STUDENT TEACHER. The type of lesson plans submitted usually progresses from detailed plans to outline plans. This progression is a decision mode jointly by the cooperating teacher and the college supervisor.

5. All student teachers should submit a Resource Unit to the cooperating teacher and the college supervisor at least one week prior to beginning the teaching unit. Cooperating teachers 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 teacher. Sample unit formats are included in the Appendices of this Handbook.

6. The first thing student teachers should do after arriving at their school assignment is to become familiar with school policies and regulations. Ask your cooperating teacher to help you with this information. Become familiar with the proper procedures required at your school and follow them. This includes duplication procedures and materials checkout.

7. Student teachers are expected to be in their classrooms every day at the same designated times as the cooperating teachers. Student teachers will keep the same hours the regular teachers do and attend seminars, school staff meetings, and in-service meetings with the regular faculty. The Coordinator of Clinical Experiences or the Director of Teacher Education Services must approve variations in schedules.
8. Absences are not allowed from student teaching. If illness or an emergency makes it necessary for you to be absent from your student teaching assignment, contact your cooperating teacher as soon as possible (by 7:15 a.m. of the day you are to be absent; earlier, if possible). If you cannot reach your cooperating teacher, call the school office and leave a message with the secretary or the principal. Remember to notify your college supervisor in case an observation is planned for that day. Absences must be excused and are subject to being made up.

9. A student teacher should not be used as a substitute teacher. In the event of absence of the cooperating teacher, student teachers may teach for the day in the classroom they are assigned. Any problems arising in this area should be reported immediately to the Coordinator of Clinical Experiences or the Director of Teacher Education Services.

10. Student teachers should be alert to any hazards to students in instructional activities. Safety instructions should be a vital part of planning of any student activity. Physical education, industrial arts, laboratory activities, and playgrounds are due special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.

11. For documentary, organizational, and planning purposes, student teachers will keep a portfolio of their student teaching experience. Material to be included should be units, lesson plans, evaluation sheets, information about written assignments, student teaching time log, etc., as well as a daily log or diary of their student teaching. Your cooperating teacher and college supervisor may have some specific requirements in this area. An outline of portfolio requirements is included in the Appendices of this Handbook.

12. Remember that you are an individual and will be in a different situation and have different experiences from the other student teachers. Any student teacher that goes in with the idea of doing only what is required will receive a minimal grade. Your cooperating teacher 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 student teaching 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.
13. Final grades will be based on the recommendation of the 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. Portfolios provide the required documentation and are graded according to criteria provided in the Appendices of this Handbook. The College of Education and Professional Studies is responsible for assigning the grades the student teacher earns. However, the cooperating teacher’s grade recommendation will be extremely influential and will enter into the final decision.

14. 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 Alabama Professional Education Personnel Evaluation ‘PEPE’ Program 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 TEACHERS

Any successful experience in student teaching will largely depend on your ability to adapt to a new situation and to develop good working relationships with your cooperating teacher, your college supervisor, and professional peers. As you begin your student teaching 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 of student teaching.

1. Secure direction to the school or agency in which you are placed
2. Allow for travel time to arrive at your school/agency on time. You are expected to be punctual.
3. Parking space at many schools/agencies in minimal. Ask about a proper place for you to park.
4. Dress appropriately. Remember you are a professional and will be treated as such.
5. Learn the policies and regulations of the school as soon as possible. The rules should be followed carefully.
6. Learn the proper procedure for duplicating and/or reproducing materials. Learn the correct procedures for checking out materials for the library or resource center.
7. Learn the physical facilities of your school.
8. Learn the school schedule as soon as possible.

AS A STUDENT TEACHER, YOU SHOULD BE ABLE TO:

1. Establish a positive relationship with students individually.
2. Understand why a student acts as he/she does.
3. Smile, be gentle, but firm.
4. Be as objective as possible.
5. Help students when appropriate, but do not encourage their asking for help.
6. Discourage attention-getting tricks, tale-bearing, etc.
7. Be in control. You are the leader at all times.
8. Understand why certain things happen.
9. Remember that everything will not be successful. Determine the reason for failure (Yours and/or the students).
10. See the teacher-student relationships and why they exist, compare them to everyday life.
11. 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.

12. Note the development of group leadership. Work with student leadership.

13. Understand the cooperating teacher’s method of supervision.

14. Understand the cooperating teacher’s questioning technique.

15. Note the development of critical thinking skills.

16. Study the group to determine how they meet the needs of the individual students.

17. Learn to budget your time.

18. Learn to prolong a lesson and learn the techniques of adding to material when the situation presents itself.

19. Learn to adjust to sudden changes in the schedule.

20. Learn to vary activities.

21. Teach self-discipline throughout the term. It is the only effective form of discipline. However, for the first few weeks of the school year, there will need to be more direct supervision of students.

22. Keep a list of questions as situations occur so that you can discuss them at conference time.

23. 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.

24. Provide professional evaluation feedback concerning your cooperating teacher and college supervisor.

25. Use these experiences as growing and learning experiences. The profession can be one of the most rewarding that life had to offer. Your attitude makes a difference.
ROLE OF COORDINATOR OF CLINICAL EXPERIENCES

The Coordinator of Clinical Experiences, under the direction of the Director of Teacher Education Services, has the responsibility of serving as the liaison between the various teacher education programs and school systems in scheduling and implementing arrangements for all clinical experiences. Clinical experiences are defined as student observations, practicum, and student teaching experiences. The Coordinator of Clinical Experiences is responsible for proper administration of the program which includes, but is not limited to, the following:

1. Providing for the successful management of the program.
2. Implementing all approved standards and policies governing clinical experiences.
3. Coordinating Prime the Candidate Remediation Program.
4. Leading orientation and seminars for student teachers, 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 and practica.
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 Exam process.

The Coordinator of Clinical Experiences confers regularly with faculty in the College of Education and Professional Studies who have students requesting student teaching 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 program. The principal is responsible for selecting and approving experienced, competent cooperating teachers to assist the student teaching program. The principal should prepare the faculty for the arrival of student teachers and should assist the student teachers in adjusting to the total school program.

THE PRINCIPAL WILL BE CONCERNED WITH:

1. Becoming familiar with the student teaching program.
2. Working closely with the Coordinator of Clinical Experiences.
3. Orienting the faculty and staff to the student teaching program.
4. Assisting student teachers with initial orientation and sign-in / sign-out procedures.
5. Becoming familiar with the student teachers. It is recommended that the principal observe the student teachers wither formally (preferred) or informally using evaluation forms provided by the Teacher Service Center or the school or the school system.
6. Communicating any problems that may arise to the Teacher Service Center 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 teacher. The cooperating teacher has one of the most important roles in the teacher education process. By assuming the responsibility of a student teacher, 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 teacher 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 teacher during and after school, then that teacher should not be considered to serve as a cooperating teacher.
SUGGESTIONS FOR ORIENTATION OF YOUR INTERNSHIP

The first days of working with a student teacher could be a trying time for both the student teacher and the cooperating teacher. The following outline may be of assistance in establishing a sound personal and working relationship with your student teacher.

INITIAL MEETING AND CONFERENCE

A. Introduce yourself to the student teacher.
   1. Explain your philosophies.
   2. Talk about your expectations.

B. Become acquainted with the student teacher
   1. Discuss goals and expectations as the cooperating teacher.
   2. Obtain biographical information from your student teacher.

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

D. Introduce the student teacher to the school staff. This could be done at a faculty meeting.

E. Establish a weekly conference time.

F. Help the student teacher to become familiar with the classroom arrangement, and tour the school facilities.

G. Discuss general policies for classroom management

H. Discuss responsibilities for materials.

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

J. The cooperating teacher, the student teacher, and the college supervisor should exchange home telephone numbers.

First Day

A. The cooperating teacher should involve the student teacher 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 period, the cooperating teacher should continue to familiarize the student teacher with the program and help the student teacher to feel comfortable in the classroom. The cooperating teacher should afford the opportunity for the student teacher to:

A. Learn the students’ names by:

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

B. Become familiar with management tasks by:

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

C. Become familiar with grading procedures by

1. Discussing which areas are emphasized.
2. Discussing the report card used for determining grade and for keeping records.

D. Engage in direct observation by:

1. Observing how a lesson is introduced, how a group is called together and dismissed, how new material is introduced.
2. Review manuals and learning the procedures for using them.

E. Review a cooperating teacher presentation by:

1. Following the teacher’s written lesson plan.
2. Discussing the outcome of the lesson.

F. Study discipline techniques by:

1. Noting classroom management.
2. Establishing authority with the students.

G. Participate in the teaching process by:

1. Teaching a lesson to the entire group.
2. Teaching a small group activity planned by the cooperating teacher.
3. Working with individual students who are having difficulties.
4. Assuming more classroom responsibilities (this depends on the readiness of the teacher. Some need more time to gain confidence.

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

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

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

Second Week

In the second week of the semester the student teacher should begin to assume the teacher’s role in instruction and decision-making. The cooperating teacher should afford the opportunity for the student teacher to:

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

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

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

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

During the course of student teaching, it has been our policy to encourage the student teachers to visit several other classrooms to observe other teachers and teaching techniques. In consultation with the college supervisor, the school principal, and the student teacher, the cooperating teacher is requested to assist the student teacher in arranging for these visits, as time permits.
ROLE OF THE COLLEGE SUPERVISOR

The college supervisor serves as the liaison between the respective department within the College of Education and Professional Studies, the Teacher Service Center, and the cooperating teacher to which the student teacher is assigned. The principal responsibility of the college supervisor is to assist the student teacher in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the student teacher. Observation early in the term and on a regular basis is imperative. Conferences with the student teacher 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 teacher and the cooperating teacher. When difficulties arise, the college supervisor should strive to resolve any and all differences between the student teacher and the cooperating teacher. If a student teaching experience is deteriorating to the point that a student teacher is ineffective, it is the responsibility of the college supervisor to immediately notify the Coordinator of Clinical Experiences so that appropriate alternatives may be examined.

SPECIFIC FUNCTIONS OF THE COLLEGE SUPERVISOR

1. Work with the Teacher Service Center in identifying schools and qualified cooperating teachers.
2. Make available to the cooperating teacher pertinent information about the student teacher.
3. Become acquainted with the principal, the faculty, students, policies, curriculum, a school plant facilities of the assigned school.
4. Work with the school administration, the cooperating teacher, and the Coordinator of Clinical Experiences to make the transition from a student teacher to a professional teacher.
5. Work closely with cooperating teachers to avoid contradictory information to the student teacher.
6. Be available as a resource person for the assigned cooperating teacher and the student teachers.
7. Help student teachers to analyze their teaching experiences.
8. Work with the cooperating teachers in evaluating the student teachers in terms of growth in skills and techniques in teaching.
9. Visit each student teacher at least eight (8) times at varied times. Each observation should be for an entire lesson and longer on hill-day teaching.
10. Observe the student teacher on a regular basis.
11. Hold conferences with the student teacher and the cooperating teacher following each observation.
12. Report to the Coordinator of Clinical Experiences any problems.
13. Conduct seminars for student teachers for the purpose of discussing common problems and providing group guidance.

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

15. Maintain a folder for each student teacher. The college supervisor, the cooperating teacher, and the student teacher should read all documents in the folder as they are generated, and each person should date and sign each document. The folder material is turned into the Teacher Service Center upon completion. The folder should include all evaluation instruments, the lime report form, mid-term and final evaluation forms.

16. Provide evaluation information regarding the cooperating teacher and the Coordinator of Clinical Experiences.
INSTRUCTIONS FOR USE OF FORMS

FORM A: To be completed by the student teacher 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 teacher and provided to the college supervisor.

FORM C: To be completed at the end of each week by the student teacher 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 teacher during the fifth and tenth week of the student teaching (student teachers should receive copies).

FORM E: Approximately six (6) to be completed by the cooperating teacher and six (6) to be completed by the college supervisor (student teachers should receive copies).

FORM F: To be used by principals, assistant principals, cooperating teachers, and designed Miles College observers.

FORM G: To be completed together by the college supervisor and the cooperating teacher(s) and shared with the student teacher during the final week of student teaching (student teachers should receive copies).

FORM H: Evaluation of the professional portfolio of the student teacher.
Semester ______________

Form A: RECORD OF STUDENT TEACHING
(Mail to the Teacher Service Center by the end of the first week of student teaching)

Student Teacher’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 ASSIGNMENT
(Please print complete names with correct spelling)

Cooperating Teacher:____________________________________ Phone____________________________
Degree(s) of Cooperating Teacher________________________ #Yrs. Teaching Experience___________________
Subject(s) Currently Teaching__________________________ Grade Level(s) _________________________
SS#_________________________________________________ Home Address________________________________
School:___________________________________________ School Phone____________________________
Principal _________________________________________ School System_______________________________
College Supervisor___________________________________________________________
Remarks: ________________________________________________________________

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Cooperating Teacher:____________________________________ Phone____________________________
Degree(s) of Cooperating Teacher________________________ #Yrs. Teaching Experience___________________
Subject(s) Currently Teaching__________________________ Grade Level(s) _________________________
SS#_________________________________________________ Home Address________________________________
School:___________________________________________ School Phone____________________________
Principal _________________________________________ School System_______________________________
College Supervisor___________________________________________________________
Remarks: ________________________________________________________________
FORM B: SCHEDULE OF CLASSES
(This form is due to college supervisor the first week)

Student Teacher’s Name________________________________________ #SS _______________________________________
School _________________________________ Room #________________________________________________________ System:_________________________
Cooperating Teacher (s)____________________________________________________________________________________
College Supervisor________________________________________________________

ELEMENTARY SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

SECONDARY SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Period</th>
<th>Course Title</th>
<th>Time Taught</th>
<th>Room No.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Lunch</td>
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</tbody>
</table>
Form C – Student Internship Sign – In Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In (Arrival in Classroom)</th>
<th>Time Out (Departure from Classroom)</th>
<th>Cooperating Teacher (Initial each day)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Classroom Visitation Report
Form D
(To be used by principals, assistant principals, cooperating teachers
and designated Miles College observers)

Teacher’s Name_________________________________________School__________________________Date________________
Subject/Grade________________________________________ Arrival Time_________________ Departure Time__________
Purpose of visit:______________________________________________________________
Instructional Objectives________________________________________________________

Check all that apply

I. OBJECTIVES
Sources(s)
___State guide
___System guide
___Textbook
___Standardized test
___Minimized skills test
Other_____________________

Evidence
___Plan Book
___Chalkboard
___Bulletin board and displays
___Student board and displays
___Oral
Other_____________________

II. MATERIALS/EQUIPMENT
___Visual
___Auditory
___Kinesthetic
___Text
___Duplicating Masters
___Non-print
Other_____________________

COMMENTS_____________________________________________________________________________________
____________________________________________________________________________________

RECOMMENDATIONS_____________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
**MID-TERM STUDENT INTERN EVALUATION**

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

<table>
<thead>
<tr>
<th>Student Intern __________________________</th>
<th>Grade __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher _____________________</td>
<td>Subject ________________________</td>
</tr>
<tr>
<td>Cooperating School ______________________</td>
<td>Date __________________________</td>
</tr>
</tbody>
</table>

1. **What does the student intern need to learn to become a better teacher?**

2. **What strong points characterize the student intern’s teaching?**

3. **Has the student intern been making the best possible use of school materials, facilities, and opportunities including technology?**
   Indicate specific instances. (C.F. 2.3, 3.1)

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

5. **Has the student intern been given an opportunity to teach and observe in one or more types of classes? Comments:**

6. **Does the student intern appear to understand and appreciate pupils?**
   Illustrate: (C.F. 1.3, 4.1, 4.2)

7. **Do the students cooperate whole heartedly with the student intern?**
8. Does the student intern recognize unsolved problem? Does the student intern assume responsibility for the solution of these or are the unsolved problems ignored? Explain: (C.F. 1.2)

9. Will discipline difficulties seriously interfere with the student intern’s efficiency during his/her first year of teaching? (C.F. 2.2)

10. Would you recommend that the student intern be allowed to continue or discontinue the student internship experience based on the student’s development thus far? Explain:

11. What suggestions should be made to the student intern about his/her personality traits or habits? (C.F. 2.1)

12. Has the student intern built some principles to guide and evaluate his/her teaching? Illustrate: (C.F. 3.2)

13. What steps should be planned to make the student intern a better teacher?

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Form F: Classroom Visitation Report

(To be used by principals, assistant principals, cooperating teachers, and designated Miles College Observers)

Student Teacher ________________________________ Time __________________

Supervising Teacher ____________________________ Class Period/Grade ______

School _______________________________________________________________________

PLEASE KEEP DESIGNATED COPY
1. White Copy – Observer
2. Canary Copy – Cooperating Teacher
3. Pink Copy - Student

SIGNATURE OF OBSERVER/TITLE

DATE
MILES COLLEGE
DIVISION OF EDUCATION
FORM G
FINAL EVALUATION FOR STUDENT INTERNS

The Teacher: A Facilitator of Learning

Student Intern ____________________________________________________

Semester/Year ___ ___________________ Date ______________

School ___________ Subject(s) _______ Grade (s) _________

Evaluation Completed by _________________________________
(Student Intern / Cooperating Teacher / College Supervisor)

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

Conceptual Framework Constructs:

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

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

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

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

Complete the evaluation using the scale of 1 to 5 to rate each area as indicated ( ). A rating of 1 means poor in that particular area, 2 means below average, 3 is average, 4 means good or above average and 5 means excellent.
<table>
<thead>
<tr>
<th>CF</th>
<th>Standard</th>
<th>Course ED 450 Observation and Teaching</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Content Knowledge</td>
<td></td>
<td>(1-5)</td>
</tr>
<tr>
<td>(1)(c)</td>
<td>Academic Discipline(s)</td>
<td>Key Indicators</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>(1)(c)1.(iii)</td>
<td>Ability to use students' prior knowledge and experiences to introduce new subject-area related content.</td>
<td>( )</td>
</tr>
<tr>
<td>1.2</td>
<td>(1)(c)1.(iv)</td>
<td>Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.</td>
<td>( )</td>
</tr>
<tr>
<td>1.3</td>
<td>(1)(c)1.(v)</td>
<td>Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.</td>
<td>( )</td>
</tr>
<tr>
<td>(1)(c)2.</td>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>(1)(c)2.(ii)</td>
<td>Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.</td>
<td>( )</td>
</tr>
<tr>
<td>3.1</td>
<td>(1)(c)2.(iii)</td>
<td>Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.</td>
<td>( )</td>
</tr>
<tr>
<td>(2)</td>
<td>Teaching and Learning</td>
<td>Key Indicators</td>
<td></td>
</tr>
<tr>
<td>(2)(c)</td>
<td>Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>(2)(c)1.(v)</td>
<td>Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.</td>
<td>( )</td>
</tr>
<tr>
<td>1.1</td>
<td>(2)(c)1.(vi)</td>
<td>Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.</td>
<td>( )</td>
</tr>
<tr>
<td>3.1</td>
<td>(2)(c)1.(vii)</td>
<td>Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.</td>
<td>( )</td>
</tr>
<tr>
<td>(2)(c)2.</td>
<td>Organization and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>(2)(c)2.(v)</td>
<td>Ability to plan and implement equitable and effective student access to available technology and other</td>
<td>( )</td>
</tr>
<tr>
<td>(2)(c)2.</td>
<td>Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.</td>
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<tr>
<td>(2)(c)3.</td>
<td>Ability to collect and use data to plan, monitor, and improve instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2)(c)2.</td>
<td>Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.</td>
<td></td>
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<tr>
<td>(2)(c)2.</td>
<td>Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.</td>
<td></td>
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<tr>
<td>(2)(c)3.</td>
<td>Learning Environment</td>
<td></td>
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<tr>
<td>(2)(c)3.(iii)</td>
<td>Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.</td>
<td></td>
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<tr>
<td>(2)(c)3.(iv)</td>
<td>Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.</td>
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<tr>
<td>(2)(c)3.(v)</td>
<td>Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.</td>
<td></td>
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<tr>
<td>(2)(c)3.(vi)</td>
<td>Ability to use individual behavioral support plans to proactively respond to the needs of all students.</td>
<td></td>
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<tr>
<td>(2)(c)3.(vii)</td>
<td>Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.</td>
<td></td>
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<tr>
<td>(2)(c)3.(viii)</td>
<td>Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.</td>
<td></td>
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<tr>
<td>(2)(c)4.</td>
<td>Instructional Strategies</td>
<td></td>
<td></td>
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<tr>
<td>(2)(c)4.(v)</td>
<td>Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.</td>
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<tr>
<td>(2)(c)4.(vi)</td>
<td>Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.</td>
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</table>
| (2)(c)4.(vii) | Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion,
<table>
<thead>
<tr>
<th>Section</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>(2)(c)4.(viii)</td>
<td>Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.</td>
</tr>
<tr>
<td>2.3</td>
<td>(2)(c)4.(ix)</td>
<td>Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.</td>
</tr>
<tr>
<td>2.1</td>
<td>(2)(c)4.(x)</td>
<td>Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.</td>
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</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Section</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>(2)(c)5.(v)</td>
<td>Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.</td>
</tr>
<tr>
<td>3.2</td>
<td>(2)(c)5.(vi)</td>
<td>Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.</td>
</tr>
<tr>
<td>3.2</td>
<td>(2)(c)5.(vii)</td>
<td>Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.</td>
</tr>
<tr>
<td>1.3</td>
<td>(2)(c)5.(viii)</td>
<td>Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.</td>
</tr>
<tr>
<td>2.3</td>
<td>(2)(c)5.(ix)</td>
<td>Ability to develop rubrics and to teach students how to use them to assess their own performance.</td>
</tr>
<tr>
<td>3.2</td>
<td>(2)(c)5.(x)</td>
<td>Ability to develop and select appropriate performance assessments.</td>
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<tr>
<td>3.2</td>
<td>(2)(c)5.(xi)</td>
<td>Ability to engage all students in assessing and understanding their own learning and behavior.</td>
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<tr>
<td>3.2</td>
<td>(2)(c)5.(xii)</td>
<td>Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.</td>
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</tbody>
</table>

**Literacy**

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<thead>
<tr>
<th>Section</th>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>(3)(c)1.</td>
<td>Oral and Written Communications</td>
<td>Key Indicators</td>
</tr>
<tr>
<td>4.2</td>
<td>(3)(c)1.(iv)</td>
<td>Ability to model appropriate oral and written communications.</td>
</tr>
<tr>
<td>4.2</td>
<td>(3)(c)1.(v)</td>
<td>Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.</td>
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<tr>
<td>4.2</td>
<td>(3)(c)1.(vi)</td>
<td>Ability to foster effective verbal and nonverbal communications during ongoing instruction using</td>
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<tr>
<td>4.2</td>
<td>(3)(c)1.(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.</td>
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<tr>
<td>4.2</td>
<td>(3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.</td>
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</tr>
<tr>
<td>(3)(c)2.</td>
<td>Reading</td>
<td></td>
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<tr>
<td>3.1</td>
<td>(3)(c)2.(iii) Ability to integrate reading instruction into all content areas that one teaches.</td>
<td></td>
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<tr>
<td>3.1</td>
<td>(3)(c)2.(iv) Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.</td>
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<tr>
<td>(3)(c)3.</td>
<td>Mathematics</td>
<td></td>
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<tr>
<td>1.2</td>
<td>(3)(c)3.(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.</td>
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<tr>
<td>1.2</td>
<td>(3)(c)3.(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.</td>
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<tr>
<td>(3)(c)4.</td>
<td>Technology</td>
<td></td>
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<tr>
<td>2.3</td>
<td>(3)(c)4.(iii) Ability to integrate technology into the teaching of all content areas.</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>(3)(c)4.(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>(3)(c)4.(v) Ability to use technology to assess student progress and manage records.</td>
<td></td>
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<tr>
<td>2.3</td>
<td>(3)(c)4.(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.</td>
<td></td>
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<tr>
<td>(4)</td>
<td>Diversity</td>
<td></td>
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<tr>
<td>(4)(c)</td>
<td>Key Indicators</td>
<td></td>
</tr>
<tr>
<td>(4)(c)1.</td>
<td>Cultural, Ethnic and Social Diversity</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>(4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.</td>
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<tr>
<td>4.2</td>
<td>(4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and</td>
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</tbody>
</table>
responsiveness to different modes of communication and participation.

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<thead>
<tr>
<th>(4)(c)2.</th>
<th>Language Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 (4)(c)2.(ii)</td>
<td>Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>(4)(c)3.</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 (4)(c)3.(iii)</td>
<td>Ability to identify and refer students for diagnosis for special services.</td>
</tr>
<tr>
<td>1.3 (4)(c)3.(iv)</td>
<td>Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>(4)(c)4.</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 (4)(c)4.(iii)</td>
<td>Ability to help students assess their own learning styles and to build upon identified strengths.</td>
</tr>
<tr>
<td>4.1 (4)(c)4.(iv)</td>
<td>Ability to design learning experiences that engage all learning styles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4)(c)5.</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 (4)(c)5.(ii)</td>
<td>Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.</td>
</tr>
<tr>
<td>2.1 (4)(c)5.(iii)</td>
<td>Ability to create a learning community in which individual differences are respected.</td>
</tr>
<tr>
<td>2.1 (4)(c)5.(iv)</td>
<td>Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5)</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)(c)1.</td>
<td>Collaboration</td>
</tr>
<tr>
<td>4.1 (5)(c)1.(iv)</td>
<td>Ability to involve parents and/or families as active partners in planning and supporting student learning.</td>
</tr>
<tr>
<td>4.1 (5)(c)1.(v)</td>
<td>Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.</td>
</tr>
<tr>
<td>1.1 (5)(c)1.(viii)</td>
<td>Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.</td>
</tr>
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</tr>
<tr>
<td>4.2</td>
<td>(5)(c)1.(ix)</td>
</tr>
</tbody>
</table>

### Continuous, Lifelong Professional Learning

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>(5)(c)2.(iv)</td>
<td>Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.</td>
</tr>
</tbody>
</table>

### Alabama-Specific Improvement Initiatives

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>(5)(c)3.(iii)</td>
<td>Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.</td>
</tr>
</tbody>
</table>

### Ethics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Ability to use and maintain confidential student information in an ethical and professional manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>(5)(c)5.(iii)</td>
<td>Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.</td>
</tr>
<tr>
<td>2.3</td>
<td>(5)(c)5.(iv)</td>
<td></td>
</tr>
<tr>
<td>(5)(c)6.</td>
<td>Local, State, and Federal Laws and Policies</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>1.2 (5)(c).6.(ii)</td>
<td>Ability to access school, community, state, and other resources and referral services.</td>
<td>( )</td>
</tr>
<tr>
<td>1.2 (5)(c)6.(iii)</td>
<td>Ability to access resources to gain information about federal, state, district, and school policies and procedures.</td>
<td>( )</td>
</tr>
<tr>
<td>1.2 (5)(c)6.(iv)</td>
<td>Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications.</td>
<td>( )</td>
</tr>
</tbody>
</table>

**Total Score** ( )
FORM H: Evaluation of the Professional Portfolio

Student’s Name ________________________________________________________

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

Professional Information

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

Theoretical and Curriculum Understandings

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

Instructional Competencies

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

Overall Assessment _____________________________________________________________

Date ___________ Evaluator _____________________________________________________