

AUBURN UNIVERSITY AT MONTGOMERY

College of Education

Office of Student Services
and Teacher Certification Program

Undergraduate and Alternative Master's Professional Internship Manual

Effective Implementation Date
August 20, 2018

The contents of the Professional Internship Manual provide materials common to teacher preparation internships for Auburn Montgomery College of Education. Programs resulting in Alabama Teacher Certification are subject to all regulations set forth by the Educator Preparation Code.

Implementation of additional requirements may be mandated by the Alabama State Department of Education and/or College of Education policy changes and such changes will supersede the current requirements delineated in this Intern Manual. Candidates should consult their education advisor for specific program requirements necessary for graduation and certification.

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INTRODUCTION

The Professional Internship Manual is a general resource for all participants involved in the internship experience. The manual contains basic information, guidelines and responsibilities relevant to the overall internship at Auburn University at Montgomery. The manual answers many questions concerning internship and provides an understanding of the relationships and responsibilities for the program's participants.

Each student is responsible for familiarizing him/herself with the contents of this manual. AUM reserves the right to address issues not covered in this manual that arise during a given semester on an individual basis. Additionally, while AUM works closely with local P-12 schools and administrators to ensure quality placements with master cooperating teachers, AUM cannot guarantee that all principals and cooperating teachers will strictly abide by all expectations specified in this manual.

Please note the following terms are used interchangeably through this manual: intern, teach candidate.

College of Education Warranty of Graduates

The AUM College of Education shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specializations. AUM shall provide remediation at no cost to such individuals whose performance indicates the need for additional support. For example, a) receive less than the required minimum composite score, as determined by any State adopted evaluation instrument; or b) are within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendations by AUM. In no case, shall AUM be required to provide remediation for more than the first two years of employment.



COLLEGE OF EDUCATION

*Office of Student Services
and Teacher Certification*

ACKNOWLEDGEMENT OF PROFESSIONAL INTERNSHIP MANUAL

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

My signature below acknowledges that I have accessed the AUM College of Education Professional Internship Manual online. My signature also certifies that I have read and agree to abide by the contents included and referenced in the Manual (e.g., policies, requirements, expectations, etc.), and understand that AUM reserves the right to address issues not covered in the Manual on an individual basis.

I understand that I must inform my university supervisor of any changes in personal information (e.g., name, phone number, address, etc.). I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further clarification about the contents of the Manual.

Intern's Name (Printed)

Intern's Signature

Date



COLLEGE OF EDUCATION

*Office of Student Services
and Teacher Certification*

INTERNSHIP CONFIDENTIALITY AGREEMENT

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

I affirm that:

Confidentiality is one of the cornerstones of professionalism and ethics in education. I have a responsibility to preserve the confidentiality of the students, legal guardians, teachers, and school staff with whom I interact during the student teaching internship that I have undertaken as part of my program requirements at AUM. I have the responsibility to protect the confidentiality of students, educators, families, and other professionals in accordance with established professional expectations, ethics, state, and federal laws (to include expectations within the Internship Manual). Confidential information acquired shall be safeguarded within the limits of the law from disclosure, including, but not limited to, verbal disclosure and unsecured maintenance of records or recordings of any activity or presentation without appropriate releases.

No information about any student, teacher, administrator, or legal guardian obtained through my participation in the internship in the schools and/or other agencies will be communicated to any other person or agency as mandated by law and/or as mentioned within the Internship Manual; or if there is a waiver previously obtained in writing, then such information may only be revealed in accordance with the terms of the waiver.

Upon completion of my internship conducted through the AUM College of Education, I will maintain student and school/agency confidentiality.

Intern's Name (Printed)

Intern's Signature

Date



COLLEGE OF EDUCATION

*Office of Student Services
and Teacher Certification*

ACKNOWLEDGEMENT OF TITLE IX TRAINING COMPLETION

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

My signature below acknowledges that I have accessed the AUM College of Education Title IX Training online. My signature also certifies that I have read and agree to abide by the contents included and referenced in the Title IX Training (e.g., policies, requirements, expectations, etc.), and understand that AUM reserves the right to address issues not covered in the training on an individual basis.

I understand that I must inform a AUM Title IX team member if I have any questions, concerns, or need further clarification about the contents of the Title IX training.

Intern's Name (Printed)

Intern's Signature

Date

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CONCEPTUAL FRAMEWORK

The College of Education is actively engaged in preparing future teachers and other education-related professionals for positions in classrooms and human service agencies. Professional study in the College of Education is based on a model that recognizes and prepares teachers as **Professional Educators**. The college is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the vision of the College of Education to prepare **competent, committed, and reflective** professional educators.

- **Competent** - Equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop.
- **Committed** - Dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society.
- **Reflective** – Devoted to analyzing their past practices in ways that fuel ongoing learning and improve future practices.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in a variety of P-12 settings. The AUM College of Education recognizes that the development of a competent, committed, and reflective educator means the development of a **Professional Educator**.

All AUM candidates spend extensive time in schools and classrooms as a component of professional education courses. These experiences are involved with diversity in many forms. They provide AUM candidates with practical knowledge of reality as experienced in the P-12 settings. The field laboratory experiences provide operative, reflective and collaborative knowledge toward the development of the **Professional Educator**.

Pursuant to the mission of improving the academic achievement of all students in Alabama P-12 schools, teacher candidates' practice is aligned to the following standards based on the Model Core Teaching Standards developed by the Interstate New Teacher Assessment and Support Consortium Standards (InTASC). The Alabama State Department of Education refers to the InTASC standards as the Alabama Core Teaching Standards (ACTS).

The ten ACTS/InTASC standards are grouped into four general categories and include:

The Learner and Learning

1. **Learner Development.** The teacher 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.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher 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 the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

All candidates are expected to become **Professional Educators** through the mastery of these ten teaching standards. During the internship semester, interns will be expected to demonstrate mastery of the ten standards with an overall rating at the “target” level or that of “Competent Beginning Teacher.”

OVERVIEW OF THE INTERNSHIP

The Professional Internship for Class B and Alternative Class A programs is a full semester. The candidate enrolls in six to nine semester hours and is assigned to an area school for the full semester. Candidates, faculty, and personnel of cooperative systems are urged to utilize the contents of this manual in order to implement the appropriate experiences during the internship semester. Please feel free to contact the Office of Student Services and Teacher Certification at AUM if there are further questions.

The AUM faculty and staff offer sincere gratitude to the cooperating/mentor teachers, principals, and superintendents for the opportunity to place our interns in their school. Effective partnerships and high-quality clinical practice are central to preparation so that our AUM teacher candidates develop knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development. This partnership in the professional development of the AUM intern is appreciated.

The AUM College of Education faculty and staff are constantly seeking the improvement of the pre-service teacher education program. The internship experience provides the College of Education and the cooperating school districts opportunities to contribute to the further development of the AUM teacher candidate. Information is gathered from multiple measures and the results used to enhance program elements for program improvement, as well as to improve the impact our candidates have on P-12 student learning and development.

Intern Orientation Meetings

The Director of Student Services and Teacher Certification and/or the University Supervisors will conduct an orientation meeting for the candidates prior to their initial school visit. At this meeting the clinical experience, the role of the Intern, the Cooperating Teacher, the Cooperating Principal and the University Supervisor are discussed. Other topics discussed at the meeting are school and community relations, personal/professional development and evaluations.

The Cooperating Teacher/Principal's orientation (accomplished either face-to-face or electronically) is intended to help the intern feel welcome and a part of the instructional team. The candidate should be introduced to all school personnel and made aware of their responsibilities, including any reports to be completed and any extracurricular expectations.

The Director of Student Services and Teacher Certification and the University Supervisors will conduct an exit meeting for the candidates at the end of the internship. At this meeting, the clinical experience, the teaching certificate application process, and applying for teaching positions are discussed.

Application Procedures

The Intern is responsible for making application (**Appendix A**) for the internship to ensure appropriate placement. An advising copy of the candidate's **transcript** should be attached to the completed intern application along with the report of the candidate's **field laboratory assignments**.

The final dates for submission of the internship application are the following:

- Fall Semester ----- **March 30**
- Spring Semester ----- **August 30**

Review of the Intern Application

When the Office of Student Services and Teacher Certification receives the completed internship application, a review of the candidate's records occurs to ensure that the following requirements are met.

Undergraduate Candidates:

Prerequisites:

- All candidates must have verification of admission to the professional education program.
- All candidates must have a minimum of 100 semester hours of course work completed which includes the appropriate professional education courses and

requirements for majors or their equivalents as designated by the candidate's advisor.

Scholarship and Readiness to Teach:

- A minimum grade point average of 2.75 based on a 4.0 scale on all courses taken overall (and used as the basis for granting the degree) in accordance with university policy prior to admission to the professional internship will be required.
- A minimum grade point average of 2.75 based on a 4.0 scale on all professional studies courses with no individual course grade lower than "C" will be required.
- A minimum grade point average of 2.75 based on a 4.0 scale on all courses included in their requirements in the teaching field with no grade lower than "C" will be required.
- All candidates must have demonstrated evidence of satisfactory competencies related to the laboratory experiences prior to the internship.
- A passing score on all Praxis tests must be submitted to the Certification Office by July 1st for Fall internships and December 1st for Spring internships.

Alternative A Graduate Candidates:

- All teaching field candidates must have a minimum grade point average of 3.25 based on a 4.0 scale on all courses taken.
- All candidates must have demonstrated evidence of satisfactory competencies related to the field experiences prior to the internship.
- All Alternative A Master level candidates must receive a passing grade on all content knowledge Praxis tests before Professional Internship. A passing score on Praxis tests must be submitted to the Certification Office by July 1st for Fall internships and December 1st for Spring internships.

When applying for internship, the candidate is required to complete the appropriate application for Professional Internship (contact your academic advisor for assistance). Candidates select a first **and** second choice request for internship placement from a list of school systems that have formal agreements with the AUM College of Education. This is only a request.

In general, placements are based on state guidelines and school availability, and depend upon P-12 administrative selection. Note: Only Alternative Master's program interns can be hired as full-time teachers when completing an internship (i.e., if they teach within their field of certification every day for the entire semester). Generally, undergraduate students are not permitted to complete their internship as hired, full-time teachers.

The Office of Student Services and Teacher Certification screens the complete internship application packet, including a review of all field experiences to ensure that candidates have had extensive experiences with students of different racial/ethnic/socio-economic backgrounds and in various grade levels. If an applicant has not had extensive experiences in each of these areas, he/she will be placed in a setting that meets these requirements for Professional Internship. The Office of Student Services and Teacher Certification notifies the teacher candidate in writing of their internship placement by letter of admission or denial. Letters of admission include the dates of the orientation and evaluation seminars and the length of the internship. In the event of denial the candidate may request an interview. The candidate may reapply for admission after the deficiencies are met and the interview process has been completed.

Teaching is a specialized profession that requires the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program, the faculty reserves the right to recommend to the department head and the dean **the removal of candidates from the internship based on criteria other than scholarship** (i.e., unprofessional conduct defined by the COE faculty, unacceptable scores on course evaluations, etc.).

INTERN REMOVAL POLICY

All interns represent the College of Education (COE) and are expected to comply with applicable rules, regulations, and expectations of the P-12 school site or the intern's placement and the COE. The College of Education and/or administrators at an internship placement site retain the right to remove an intern from their placement for the following reasons, including, but not limited to:

1. Non-compliance with AUM and/or the placement site's policies and procedures;
2. Unsatisfactory reviews or evaluations from the cooperating teacher and/or the university supervisor; or
3. Displaying unsatisfactory professional dispositions.

At the time a request for removal of an intern is made by the COE or P-12 site administrator(s), the record of the intern will be reviewed. The following administrative process will take place before an intern is removed from their placement. This process will ensure a clear reason for the intern's removal from the Internship placement is merited.

The Department of record for the intern will:

1. Review the intern's performance evaluations completed by the cooperating teacher and university supervisor;
2. Review the intern's entire performance record; and
3. Record the above sequence of events and place all necessary documentation in the intern's file in the Certification Office.

The department review may result in removal of the intern from the placement. If an intern is removed, a subsequent placement is not automatic during the same semester. Decisions about subsequent placements will be made by an Internship Review Committee composed of the:

1. Appropriate Program Coordinator;
2. Director of the Office of Student Services and Teacher Education; and the
3. AUM University Supervisor.

In addition, the intern will only be permitted to attempt to repeat the internship one time, if the review committee determines a second placement is warranted. If an intern is given a subsequent placement, the final internship grade will be no higher than a "B" except in instances where it has been determined the intern was not at fault for removal. More specifically, the Department of record for the intern will:

- Whenever applicable, complete a record of unsatisfactory dispositions in the event an intern is not fulfilling his/her responsibilities.
- Review any records of unsatisfactory dispositions during the committee meeting. Such records are grounds for removal from the internship, dismissal from the program, or a lowered final internship grade.
- Craft a formal letter that the teacher candidate must sign following the committee meeting.

Appeal Process:

- At any time, a teacher candidate may elect to follow the academic grievance procedure process found in the AUM Student Handbook. The COE Student Affairs Chairperson is available to assist with this process.
- Should the teacher candidate want to appeal the committee's decision to remove him/her from their internship placement, he/she must provide a written appeal to the Department Head within one week of receiving the review committee's decision.
- Should the teacher candidate want to appeal the Department Head's decision, he/she must provide a written appeal to the Dean of the College of Education within one week of receiving the Department Head's decision.

Once an intern is pulled from a placement site (including being asked to leave by the P-12 school site), all contact between the intern and placement site (including the cooperating teacher) must cease immediately. All materials belonging to the placement school, placement site, or cooperating teacher must be returned or replaced by the intern via the AUM Supervisor. Further contact by the intern and/or failure to return materials in the manner previously stated may result in a record of unsatisfactory professional dispositions, a lowered final grade (if the review committee approves the intern to repeat the internship), and/or removal from the program in the College of Education.

ALSDE FACULTY QUALIFICATIONS/PLACEMENT AND ASSIGNMENT OF THE TEACHER CANDIDATE

AUM and school systems work collaboratively to assign interns to qualified teachers. An intern is not allowed to intern at a site that he/she has a relative employed or a child/children attending. Secondary interns will not be placed at the high school they graduated from for a minimum of ten years after they have graduated. Interns are not encouraged to arrange or influence their placement.

State Board of Education requirements for Cooperating Teachers:

1. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A Level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification appropriate to their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.
2. For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, 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 head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area(s) of specialization.
3. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.
4. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.
5. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, e-mail and the use of other technologies.

COLLEGE AND UNIVERSITY REQUIREMENTS FOR INTERNSHIP

- The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least 20 full-time days with 10 being consecutive days and 10 being anytime days as long as they are spent in full time teaching.
- AUM may require the intern to meet on campus for special activities (example: Comprehensive Exam, Teacher Interview Day, etc.) for no more than five days during the internship semester.
- 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).
- For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics **or** Elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields.
- For P-12 programs and for individuals seeking certification in collaborative special education at **both** the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.
- For early childhood and early childhood special education 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.
- For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.
- A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's classroom if both of the following requirements are met:
 1. The candidate holds a valid Interim Employment Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, AND
 2. On-the-job internship placements are permitted by EPP written policy.

The Cooperating Teacher will have online access to the Internship Manual.

ON-THE-JOB INTERNSHIP PLACEMENT REQUIREMENTS

The following conditions must be satisfied in order for an AUM College of Education teacher candidate to complete an on-the-job internship in the candidate's classroom. Approval for the AUM teacher candidate to complete an on-the-job internship is based on the following procedures which may be amended at any time to comply with ALSDE regulations:

1. The candidate must submit a letter requesting the on-the-job internship experience. The application letter must provide reasons for the request and indicate if the host school will allow video throughout the internship for edTPA purposes. This letter must accompany the intern application and it should adhere to published deadlines for submission of intern applications which are March 30th for fall semester and August 30th for spring semester.
2. The Director of Student Services and Teacher Certification will screen the materials and the candidate must satisfy all prerequisite course work and GPA requirements for the AUM internship.
3. The principal must provide a letter on school letterhead with the following information:
 - a. The full name of a master or bachelor level teacher who holds a valid teaching certificate for their present assignment, has at least 3 years of educational experience in their field, and is currently teaching classes in the intern's area of specialization. The identified teacher will provide daily oversight and evaluate the intern.
 - b. Verification that the candidate (intern) will be teaching in the field in which certification is sought.
 - c. Approval for the AUM teacher candidate (intern) to attend 3, but no more than 4 days of mandatory AUM COE professional development events associated with the professional internship and teacher certification requirements.
4. The proposed on-the-job internship must be in an accredited school (Southern Association or Alabama State Department of Education).
5. Candidates enrolled in Alternative A certification programs seeking the on-the-job internship placement must be employed in an Alabama school and hold a valid Interim Employment Certificate (IEC) endorsed for the teaching field appropriate to the Alt. A candidate's teaching assignment.
6. Special Provisions for holders of IEC's:
 - a. A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten level may, at the discretion of the unit, complete a three semester hour practicum at the preschool and/or kindergarten level to meet the internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades

- 1, 2, and/or 3 to meet the internship requirements applicable to early childhood education (or early childhood special education) programs.
- b. A teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three semester hour practicum at the lower elementary level to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program.
 - c. A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the internship requirements applicable to the P-12 program.
 - d. A teacher who is employed based on holding a valid Interim Employment Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the internship requirements applicable to both programs.
7. All applications for an on-the-job internship arrangement must be approved by a departmental committee, the Department Head, the Graduate Coordinator, and the Certification Officer.
 8. The candidate will receive written notification of results. If approved, the candidate must register for the appropriate internship course. An AUM supervisor will evaluate progress and assign the final grade for the candidate's internship.

COURSE NUMBERS AND NAMES FOR INTERNSHIP REGISTRATION

After being successfully screened and notified of approval for the professional internship, candidates must register for the appropriate course(s).

The semester course numbers and names for undergraduate teacher education candidates are:

- ECHE 4924 Early Childhood Internship.
 - 250 Hours in NAEYC accredited location. Age groups: birth – age 3 and age 3-5.
- ECEL 4924 Professional Internship in Childhood Education (Early Childhood and Elementary Education candidates)
 - 520 hours in public P-12 school or regionally accredited private school, grades 1, 2, or 3.
- ESPE 4924 Professional Internship in Early Childhood Special Education
- ESPE 4925 Professional Internship in K-12 Special Education
- PHED 4924 Professional Internship in Physical Education
- SCED 4924 Professional Internship in Secondary Education

The semester course numbers and names for Alt. A graduate candidates are:

- ECEL 6924 Internship in Childhood Education
- ESPE 6924 Professional Internship in Early Childhood Special Education
- ESPE 6924 Professional Internship in K-12 Special Education
- PHED 6924 Professional Internship in Physical Education
- SCED 6924 Professional Internship in Secondary Education

RESPONSIBILITY OF THE OFFICE OF STUDENT SERVICES AND TEACHER CERTIFICATION:

The Director of Student Services and Teacher Certification should...

- Plan with local education agency personnel in making internship assignments.
- Keep records, of Intern assignments, Cooperating Teachers and Cooperating Schools.
- Coordinate certification procedures for the Intern.
- Conduct orientations and evaluation seminars for interns in cooperation with the University Supervisor.

RESPONSIBILITY OF AUM UNIVERSITY SUPERVISOR

The AUM University Supervisor should...
<ul style="list-style-type: none">• Discuss with the Intern, the role of the Principal and Cooperating Teacher at the assigned school early in the internship.
<ul style="list-style-type: none">• Make a minimum of two observation visits during the semester to observe the Intern teach.
<ul style="list-style-type: none">• Complete the Intern Progress Report during each observation visit. Copies will be given to the Intern and the Cooperating Teacher at the conclusion of the visit for immediate feedback.
<ul style="list-style-type: none">• Provide constructive feedback to the intern after each observation visit.
<ul style="list-style-type: none">• Discuss the observation visit with the Cooperating Teacher after each observation visit.
<ul style="list-style-type: none">• Attend seminars during the semester with the Interns and maintain continuous communication (i.e., email).
<ul style="list-style-type: none">• Serve as a liaison between the assigned school and AUM.
<ul style="list-style-type: none">• Forward the originals of evaluation forms from Cooperating Teachers to the Office of Student Services and Teacher Certification at the conclusion of the internship.
<ul style="list-style-type: none">• Complete the final Internship Evaluation rubric and the Supplemental Evaluation rubric contained in LiveText.

INTERN EVALUATION

The intern will be assessed on the mastery of AUM’s Internship Evaluation rubric and the Supplemental rubric for their certification area and a course grade will be assigned. The Intern Progress Reports, which are abbreviated versions of the Internship Evaluation rubric, are organized around ten ACTS/InTASC standards.

Intern Progress Report – (Abbreviated Version of the Internship Evaluation Rubric - Formative Evaluation)

Both the University Supervisor and the Cooperating Teacher evaluate the intern several times during the semester. The Intern Progress Report (**Appendix B**) is the evaluation instrument used for classroom observation and assessment. The University Supervisor and the Cooperating Teacher complete this form each time the Intern is formally observed. The Cooperating Teacher is responsible for a **minimum of two/four** formal observations (depending on whether the intern has a split or full term assignment). The University Supervisor is responsible for **2-3 observations**. This form is signed by the Intern and sent to the Office of Student Services and Teacher Certification at the conclusion of the semester. The signature of the Intern does not indicate agreement or disagreement with the evaluation; it merely indicates that the candidate has seen the evaluation.

Internship and Supplemental Evaluation Rubrics (in LiveText)

University Supervisors are responsible for completing the final Internship Evaluation rubric contained in LiveText. This rubric is the comprehensive rubric on which the Intern Progress Report was created. Additional intern attributes are evaluated on a supplemental evaluation form, which is required for all majors. These attributes are required by the State Department of Education and the content area SPA (Specialized Professional Association). Candidates in all programs will be expected to demonstrate mastery of the ten standards with an overall rating at the “target” level or that of “Competent Beginning Teacher” on all indicators before they are allowed to graduate. Scores for the final Internship Evaluation and Supplemental Evaluation are documented in LiveText and used to evaluate program strengths and weaknesses and produce data for analysis to determine programmatic or instructional changes for improvement.

Internship Grades

The University Supervisor assigns the final grade for the internship based on progress reported by the Cooperating Teacher and the University Supervisor. Letter grades of A, B, C, D, and F will be assessed on progress documented by the Intern Progress Reports, the overall Internship Evaluation and the Supplemental Form as assessed in LiveText. An Intern may receive a grade of I (Incomplete) under special circumstances.

SPECIAL CONCERNS RELATING TO THE INTERNSHIP

- Substitute Teaching
Interns are not allowed to be used as a substitute teacher. It is expected that the Cooperating Principal will not use the Intern as a substitute; this will assure the continued success of both the Intern and the students. Also, if the Cooperating Teacher is absent, the school should hire a substitute teacher to be in the classroom along with the Intern.
- Absences
If the Intern must be absent (documented catastrophic illness or death of an immediate family member), the Cooperating Teacher and the University Supervisor should be notified immediately via phone and email. Absences must be made up and if excessive, the internship grade will be lowered. The intern has the option to drop the course, or if after the drop date, may appeal to the university supervisor for a grade of “I” or “Incomplete.” Interns are expected to have lesson plans submitted to the cooperating teacher prior to teaching in the event of an absence while teaching.
- Education/Teacher Interview Day
Each fall and spring semester, AUM and Auburn (main campus) invite school system representatives to Auburn University to interview prospective teachers. Any intern or candidate ready to graduate by the end of the fall, spring or summer semester is eligible for the education/teacher interview day and his/her attendance will be verified. The Cooperating Teacher and the University Supervisor must approve ALL absences for this and other interviews, and the time missed from the intern’s classroom must be made up.
- Graduation
In order to graduate you must apply on-line during your last semester of coursework BEFORE your internship OR the 1st week of your last term. The candidate should contact the Registrar’s Office at AUM if you have questions concerning applying for graduation. There is a fee associated with AUM graduation application. All transfer credit and grade changes must be in the Registrar’s Office prior to graduation.
- EdTPA
EdTPA is a national “performance-based, subject-specific assessment” used to measure the skills and knowledge of teacher candidates and indicate readiness for teaching in his/her own classroom. **All teacher candidates must pass edTPA in order to be certified in Alabama (as of September 1, 2018).** There is a fee associated with edTPA which is the responsibility of the teacher candidate. For more information about edTPA, please refer to <http://www.edtpa.com/Home.aspx>.

Please speak with your University Supervisor regarding required passing scores for your specific major.

- Certification

During the mandatory Exit Seminar for Clinical Experience, the teacher candidate should make application to the Office of Student Services and Teacher Certification in the College of Education for his/her teaching certificate. There is a fee associated with the teacher certification application for ALSDE.

APPLICATION FOR ALABAMA CERTIFICATION

Per the Alabama State Department of Education (ALSDE), Effective September 1, 2018, a performance assessment administered by Pearson, i.e., edTPA will be required for initial certification in a teaching field or area of instructional support. **You must earn a passing score as defined by the ALSDE, and determined by individual programs.** The edTPA performance assessment is consequential for teacher certification beginning Fall 2018. For the 2018-2019 academic year, all AUM students must complete the work for edTPA as an internship and teacher certification requirement, even if you have taken and passed the PRAXIS II Principles of Teaching and Learning (PLT). There is a fee associated with edTPA.

Candidates enrolled in College of Education programs receive information for Alabama Teacher Certification at the required internship exit seminar/meeting.

To be recommended for Alabama Teacher Certification after the completion of your degree/program, the following documents must be submitted to the College of Education Office of Student Services and Teacher Certification:

- Completed ALSDE teacher certification application <http://tinyurl.com/hkw544b>
- Required processing fee receipt/proof <http://tinyurl.com/gqfpxrg>
- Official AUM transcript documenting completion of degree (requested by the Office of Student Services and Teacher Certification)
- Official transcripts for all non-AUM course work used to meet admission requirements and degree requirements.
- Official passing score on edTPA.

Program graduates who delay obtaining Alabama certification may be subject to changes made in teacher certification requirements between the time of graduation and the time of the certification request. If an individual is not recommended for certification within five years (60 calendar months) of program completion, the individual will be required to complete current approved program requirements.

Location:

AUM College of Education Building
Office of Student Services and Teacher Certification
3rd floor, Room 301
334-244-3451
mcard@aum.edu

Mailing Address:

AUM College of Education
ATTN: Dr. Melissa Card
P. O. Box 244023
Montgomery, AL 36124-4023

**Online Internship Application – Contact your Academic
Advisor to access the link to the Online Internship Application**

APPENDIX A

Intern Progress Report

Note: The Intern Progress Report should be used for all observations.

Please make duplicate copies of this document after each evaluation session. The intern, the cooperating teacher, and the university supervisor should receive a copy of the evaluation for **each observation**. At least one evaluation should be done prior to mid-semester and at least one evaluation should be done prior to the final day of the internship.

Intern Supplemental Evaluation

Each program has a “supplemental evaluation” that is specific to the teaching field. Cooperating Teacher’s Supplemental Evaluation Form will be enclosed in the Internship Packet and is specific to the intern’s specialty area(s).

*University Supervisors are required to submit the final Intern Evaluation and the Supplemental Evaluation in LIVETEXT

Intern Progress Report

Candidate Name: _____ Observer/Cooperating Teacher: _____

School: _____ Observation Date: _____ (Midterm / Final)

Performance Levels: 1 2 3
 Developing Competent Model
 Beginning Teacher Beginning Teacher Beginning Teacher

A	Cluster 1: Planning	Level
1.1	Your learning objectives were appropriate for the subject, grade level, and College and Career Ready Standards; and were measurable and identify criteria for mastery.	
1.2	You planned appropriate and logically sequenced instructional strategies tied to your objectives.	
1.3	You planned adaptations to accommodate for differences in individual needs, abilities, and interests. You were able to provide a rationale for your adaptations and your lesson plans reflect high student expectations.	
1.4	You planned appropriate formative and/or summative assessment(s) that allowed students to show mastery of the lesson's central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned). You had a plan for maintaining a record of student performance.	
1.5	You planned a lesson that demonstrated a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate.	

Comments:

A	Cluster 2: Instruction	Level
2.1	You demonstrated a deep knowledge of content and implemented effective instruction for students using appropriate College and Career Ready Standards, including opportunities for students to practice content-specific academic language/vocabulary.	
2.2	You provided learning experiences that allowed students to form connections between the specific subject area and other disciplines (e.g., you explained how and why these connections are important).	
2.3	You assisted students in connecting subject matter to prior learning and everyday life.	
2.4	You used instructional judgement and flexibility in the implementation and adaptation of the lesson based on student responses.	
2.5	You used a variety of instructional strategies, including demonstrations and direct and/or indirect instruction, to actively engage all students.	
2.6	You integrated technology media into your instructional activities and actively engaged your students in the use of this technology.	
2.7	You utilized open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving.	
2.8	You ethically used a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessments to accommodate needs of diverse learners). You involved students in monitoring their progress.	

Comments:

A	Cluster 3: Classroom Management	Level
3.1	You promoted positive, collaborative peer interactions.	
3.2	You created and maintained a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning.	
3.3	You implemented effective rules, procedures, and routines that promoted respect and responsibility.	

3.4	You provided smooth transitions between activities, maximized instructional time, and implemented an introduction and closure in your lessons.	
Comments:		
A	Cluster 4: Professionalism	Level
4.1	You created a positive rapport with your students and others in the school environment.	
4.2	You collaboratively and successfully planned with your cooperating teacher.	
4.3	You maintained an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and legal mandates/school policy (e.g., IEP/Section 504 accommodations).	
4.4	During the post-observation conference, you reflected on your teaching by identifying opportunities to modify instruction or implement change based on your reflections.	
4.5	You communicated in ways that demonstrated sensitivity to all students by using non-biased strategies and methods during your instruction.	
4.6	You were receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporated feedback.	
4.7	You present yourself in a professional manner in terms of appearance, attitude, attire, conduct, and preparation /organization of materials.	
4.8	You demonstrated acceptable oral, written, and nonverbal communication consistent with the expectations of a college graduate across a variety of communication modes such as phone, computer, and social media.	
Comments:		
B	Cluster 1: Dispositions	Level
1.1	You were well-prepared for class with evidence of planning with probing questions, written notes, learning experience materials, etc... Your preparation positively impacted teaching effectiveness and student learning.	
1.2	You demonstrated the belief that all students can learn and set expectations for students and self and showed consideration for people and other perspectives.	
1.3	You welcomed feedback on teaching effectiveness. You analyzed interactions to make appropriate adjustments to ensure a supportive learning environment.	
1.4	You worked with others to promote group interactions and productivity. You took responsibility within the group to complete assigned tasks.	
1.5	You were receptive of critical examination to improve teaching performance; made reasoned decisions with supporting evidence, and used reflection to make changes in teaching behaviors.	
Comments:		
Overall Evaluation of Lesson:		
Summary of Next Steps:		

Signature of Person Completing Form: _____

Date: _____

Signature of Intern: _____
 (Signature indicates form was reviewed with candidate)

Date: _____

APPENDIX B

Title IX Training – Continue to the next page to access the
available Title IX training videos

Title IX Training Videos:

Title IX Training - The Clery Act requires all higher education institutions to receive **training** on sexual assault, dating and domestic violence, and stalking.

Please access and review each link below

Part I - <http://www.kaltura.com/tiny/nku4e> - What is Title IX?

Part II - <http://www.kaltura.com/tiny/ojb92> - How Do I Report?

Part III - <http://www.kaltura.com/tiny/ywf3x> - Next Steps

Part IV - <http://www.kaltura.com/tiny/i11lb> - Upstander Intervention

Part V - <http://www.kaltura.com/tiny/jkwpv> - The Protected Protector

Part VI - <http://www.kaltura.com/tiny/mlxml> - AUM Title IX Team