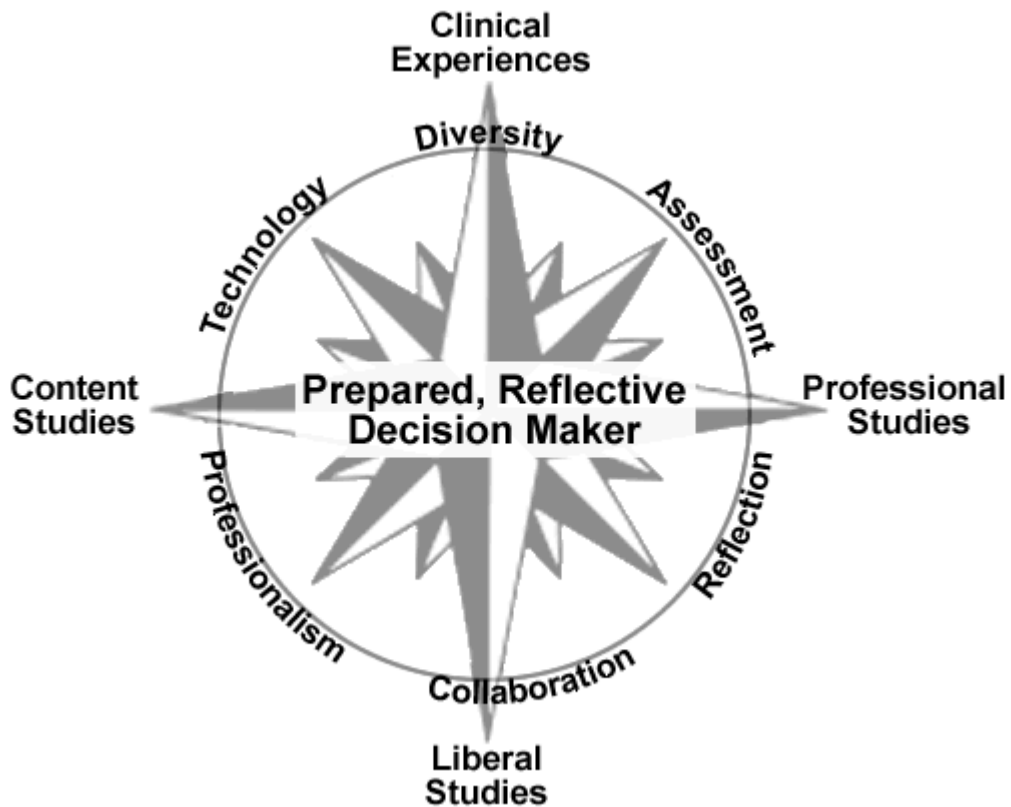


Armstrong Atlantic State University College of Education



Cooperating Teacher Handbook Fall 2009

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Our Mission: to produce prepared, reflective educators

Armstrong Atlantic State University College of Education Conceptual Framework Tenets

Armstrong Atlantic State University's Professional Education Unit (PEU) supports a program designed to encourage candidates to be prepared and reflective decision-makers who are committed to teaching diverse learners. Candidates will study, learn, and grow in an academic setting that integrates and highlights the connections among liberal studies, content area studies, professional studies, and clinical experiences. Candidates will be immersed in an academic program that values six specific tenets noted by the faculty as essential for the professional development and growth of teachers, namely: respect for diversity, the essentials of professionalism, the importance of collaboration, the value of authentic assessment, the merit of reflection, and the value of technology. Guided by best-practice research, professional standards, and the unit assessment system based on data driven decision-making, the PEU commits itself to the proposition that candidates who integrate knowledge, theory, and practice will begin their professional lives as prepared, reflective decision makers committed to teaching diverse learners.

Tenet #1 - Respect for Diversity

The PEU is committed to preparing candidates who embrace diversity and respond effectively and humanely to the needs of diverse learners.

Teacher candidates will be able to:

- understand, value, and demonstrate respect for human differences with regard to race, ethnicity, culture, gender, age, intellect, exceptionalities, physical abilities, health, religion, socioeconomic status, language differences, and/or geographical area
- respond effectively and appropriately to the needs of diverse learners as evidence of their skill of advocacy

Tenet #2 - Essentials of Professionalism

The PEU is committed to the concept that the professional educator understands the transforming role of education in human lives.

Teacher candidates will be able to:

- train in professional ethics, pedagogy, appropriate and technically adequate assessment techniques, as well as both research and "wisdom of practice" based instructional strategies
- demonstrate knowledge of the theories, constructs, concepts, philosophies, principles, and key research that define the disciplines
- demonstrate knowledge of how to acquire, integrate, refine, and use information in meaningful ways

Tenet #3 - Importance of Collaboration

The PEU believes that collaboration requires a teacher understand and demonstrate the skills necessary for effective communication and be capable to work with diverse groups

to attain a shared goal or objective.

Teacher candidates will be able to:

- demonstrate the skills necessary for effective communication
- work with diverse groups to attain a shared goal or objective

Tenet #4 - Value of Authentic Assessment

Teacher candidates who are actively engaged in both learning and reflecting upon their own growth and development are better able to see the relevance of their studies to the "real" world.

Teacher candidates will be able to:

- use self-assessments, written reflections on planning and practice during field-based experiences, assessment rubrics, as well as formative and summative portfolios to demonstrate knowledge, skills, and dispositions

Tenet #5 - Merit of Reflection

The goal of the PEU is to prepare individuals who can reflect on their own behaviors, attitudes and decisions, and understand the importance of self-awareness, self-assessment, and personal responsibility.

Teacher candidates will be able to:

- make educated, thoughtful decisions and evaluate their actions with respect to these decisions.
- apply reflective decision-making in terms of lesson planning, the development and implementation of assessments, the selection of appropriate teaching strategies and methods of delivery, effectively designing accommodations and/or modifications, and the creation of effective, supportive, and efficient learning environments for diverse groups
- reflect on their own responses to new ideas, diverse attitudes, changing societal trends, and new ways of receiving and assessing information.

Tenet #6 - Value of Technology

The PEU is committed to teaching candidates about the role and function of technology in instruction and to emphasize clearly that technology cannot substitute for effective teaching.

Teacher candidates will be able to:

- use technology to enhance instruction, expand learning resources, support classroom management, and broaden educational opportunities.
- evaluate technologies and assess/reflect on the effectiveness and efficiency of the technologies as part of classroom instruction.

The College of Education's conceptual framework is seamlessly integrated in its pre-service programs and internship experiences, providing our teacher candidates with the knowledge, skills and dispositions necessary to become prepared, reflective educators.

The Performance Outcomes Assessment instrument (POA), (see Appendix A), assesses CoE students' progress throughout their respective programs and is aligned with the Georgia Performances Standards, the Council for Exceptional Children's standards, the National Council of Middle School's standards, and the National Association of Young Children standards. The College of Education faculty, staff and its partner school personnel work collaboratively to ensure teacher candidates have a comprehensive and enriching pre-service experience.

Philosophy and Objectives of Internship II/Graduate Internship

Internship II/Graduate Internship is the capstone experience in the teacher candidate's program of study designed to bridge the gap in teacher education between theory and practice. The self-knowledge and technical skills that one acquires during the clinical practice should provide the prologue for a career-long process of reflection, continued growth, increased competence and expertise.

Internship II/Graduate Internship program should provide teachers-in-training and teachers of record with an experience that will accomplish the following objectives:

1. Develop in the intern a sensitivity to the school as a functioning social body. The intern should become aware of formal and informal school customs, the student group and its structure, and the relationship between the school and the community it serves.
2. Provide a context in which to develop, practice, and continually upgrade a personal repertoire of teaching skills in order to develop literacy throughout the curriculum. The intern should formulate, for example, his/her own style of questioning, reinforcing, and correcting in ways that will promote student dignity and self-worth. Techniques, such as brainstorming and cooperative learning, that serve to enhance student responsibility, should be encouraged.
3. Allow the intern the opportunity to determine whether his/her personal attributes, desire to be a life-long learner, professional qualifications, and interest in teaching give the prospect of success as a career teacher.
4. Establish a climate in which the intern is instrumental in encouraging students to become life-long learners, creative problem-solvers, and responsible adults in an ever-changing world while allowing the intern to demonstrate the knowledge, skills, and dispositions of an exceptional future teacher.
5. Provide the intern with first-hand knowledge of professional educational standards, ethics, customs, and organizations.
6. Develop in the intern a familiarity with planning procedures, instructional materials, and types of equipment including technology used in the school.
7. Allow the intern to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.

Internship II/Graduate Internship Overview

With the support of the cooperating teacher and/or the principal or designee, the intern should assume initial responsibility for orientation to the school. The intern will contact the cooperating teacher prior to the beginning of his/her internship. One or more preliminary visits serve the purpose of meeting the cooperating teacher, principal, other members of the faculty and staff, and becoming generally acquainted with the assigned school's physical environment.

During the first week of internship, the intern will note the roles and responsibilities of the faculty and staff in a notebook to later use in the Summative Reflection which will be submitted to the university supervisor at the completion of Internship II/Graduate Internship.

The intern is responsible for learning about the school facilities and equipment, such as the gymnasium, lunchroom, available technology and media resources, copy machines, and audio-visual materials. He/she will also consult with the cooperating teacher regarding available supplies.

The intern will learn the administrative procedures, policies, educational philosophy, and recommended educational practices of the school and strictly adhere to them.

The intern should make or be given a student seating chart to help him/her learn the names of the students with whom he/she will be working. If name tags or school ID badges are appropriate for the first few days, these would also be helpful to the intern.

The intern will become familiar with students' background information; the cumulative records are an excellent source.

The intern should have the essential experiences in pre-assessing, evaluating, and reporting students' progress. The intern, however, should not be responsible for the final grades. The cooperating teacher will use his/her own discretion in regard to using assessments prepared by interns in evaluating pupil progress. The intern will learn the school's policies on assessment, grading and reporting students' progress.

The intern will participate, as appropriate, in extracurricular activities as well as the regular classroom experiences. He/she will learn about the cooperating teacher's extracurricular assignments in order to become familiar with the nature of outside-of-class responsibilities. In addition, it is the university's expectation that the intern will assist the cooperating teacher (or another teacher) with an extracurricular assignment, such as sponsoring or supporting a class or school wide community service activity.

With the permission of the school administrator and cooperating teacher, the intern is expected to attend faculty meetings, committee meetings, parent conferences and PTA meetings. Prior parent permission is required for the intern to attend an IEP meeting.

The intern will spend the first few days observing and participating in small and whole group learning activities. In the role as an observer, the intern will become familiar with classroom practices and procedures, the classroom environment and management system. As an active participant, the intern will become accustomed to interacting in a positive and productive manner with the students, build rapport with them, establish a leadership role, and demonstrate the developing competence to assume the role of the full-time lead teacher.

These part-time teaching activities will begin the first week. After the first week, the intern will assume lead teacher responsibilities for short periods of time and will teach for full class periods spaced over several days. This will enable the intern and cooperating teacher to evaluate progress and to plan for future teaching experiences. Additionally, spacing the intern's introductory teaching experiences will provide the intern with opportunities to observe the cooperating teacher modeling effective instructional strategies, practices and procedures.

In the intern's role as part-time participant, the cooperating teacher may assign some of the suggested planning preparation and instructional activities: (POA Domains 1-3)

Domain 1- Planning and Preparation:

- planning and teaching a particular phase of a day's lesson
- preparing bulletin boards
- preparing teaching materials
- using the internet for research for a particular topic or content
- reviewing and evaluating assessments

Domain 2 - The Classroom Environment/Interactions with Students:

- working with groups of students
- acting as co-supervisor of laboratory work
- giving demonstrations
- helping individual students
- acting as resource person; e.g., giving an assignment or mini-lesson to students to enrich their learning on a particular topic
- reviewing key content and skills with individuals or small groups of students
- observing one particular student for specific skills or behaviors and providing input to the cooperating teacher

Domain 3 - Instruction:

- collecting and returning written work and other assignments
- giving assignments
- keeping records
- providing clerical support
- managing classroom/student transitions

SUGGESTED SEMESTER PROGRAM

The semester is considered to be full day for fifteen weeks. The intern's actual schedule will be determined by the university supervisor in conjunction with the cooperating teacher. (Note: Be prepared to adjust teaching responsibilities based on school holidays and CRCT/ITBS Schedules.)

First Week: Focused observations, tangible support for students, and part-time teaching activities.

Second Week: Several twenty minute teaching experiences, tangible support, focused observations, and part time teaching activities. Specific and timely feedback after the teaching experiences will be most beneficial to the intern.

Third through Seventh Weeks: Intern will assume responsibility for an additional subject/class each week

Eighth through Thirteenth Weeks: Responsibility given to the intern for full-time teaching periods (10 days are consecutive, the other ten days can be spread out or consecutive to total 20 full teaching days).

Fourteenth through Fifteenth Weeks: Cooperating teacher gradually resumes responsibility for subject areas/classes and during the final week, and the intern may observe in other classrooms. The intern continues to teach, provide tangible support for students, and fully participates in the classroom.

AASU Intern's Responsibilities

(Please review the Performance Outcomes' Assessment instrument, Appendix A, and the Intern's Checklist, Appendix G, for helpful suggestions and to ensure a positive and productive Internship II/Graduate Internship experience.)

The intern will know and use good professional ethics, including respect for confidential information given to him/her. Please review the College of Education's Code of Ethics, Appendix I, and sign the enclosed acknowledgement.

The intern will be present every day the cooperating school is in session. The university supervisor will confirm those dates. Any necessary absences should be arranged in consultation with the cooperating teacher, building principal and university supervisor. The intern shall adhere to the school district calendar. More than three days of absences during the semester will be added onto the end of the semester. Excessive absences will result in a loss of credit for Internship II/Graduate Internship.

The intern will respect the cooperating teacher as being experienced, professional, and capable of guiding the internship and will accept suggestions for improvement.

The intern will use materials and methods which are consistent with the philosophy and practices of the cooperating school. The intern should recognize that the cooperating school is acting in the capacity of a host, and that the intern is in the position of a guest in the school. The intern accepts the premise that the cooperating school is dedicated first and foremost to the well being of the students in attendance.

The intern will keep in confidence information that pertains to his/her cooperating school, teachers, and students.

The intern is to be dressed appropriately, neat in appearance, and well groomed - remembering that certain informalities in dress are the privilege of the regular faculty members. The intern should become familiar with the dress code of the cooperating school and should strictly adhere to it.

The intern will attend and actively participate in the three ways conferences with the cooperating teacher and university supervisor.

The intern should keep a notebook of all lesson plans as well as helpful ideas and should accumulate resource materials as they become available during the internship.

The intern will prepare lesson plans for each teaching activity. Lesson plans should be given to the cooperating teacher the Thursday before the following week to ensure the cooperating teacher has sufficient time to review them and make suggestions for improvement. A copy of all lesson plans should be made available to the cooperating teacher and university supervisor. The university supervisor and cooperating teacher will discuss acceptable lesson plan formats with the intern.

Following each formal observation, the intern will complete a Lesson Reflection Sheet (Sample in Appendix C), the contents of which will be discussed with the university supervisor and/or cooperating teacher.

If the school building has a TV, tape and camera, the intern is encouraged to arrange to have one lesson taped during class. The purpose of this is "self-evaluation and reflection" for the intern. This is also an opportunity for the intern, cooperating teacher, and university supervisor to collaborate and to actively support the intern's professional growth. It is the responsibility of the intern to secure signatures from all parties taped and/or the guardians of students under the age of 17 in accordance with their cooperating school's policy.

Cooperating Teacher's Responsibilities

(Please review the Performance Outcomes Assessment Instrument, Appendix A, and Cooperating Teacher's Checklist, Appendix H, for helpful suggestions and to ensure a positive and productive Internship II/Graduate Internship experience.)

Coaching is the most important role that a cooperating teacher has with his/her intern. Student interns are anxious for feedback and will grow more quickly as aspiring educators if it is clear to them exactly what they are doing well and what areas of performance need improvement. The most successful internship experiences evolve when there is close communication and open dialogue daily between the cooperating teacher and the student intern. The university supervisor can assist if there are any questions or concerns.

The cooperating teacher provides an invaluable service to the student intern and university by providing a safe and supportive classroom environment in which the student intern can become increasingly competent in the skills needed to be an accomplished educator. The cooperating teacher provides the intern with opportunities for observations, small group work, assumption of curriculum planning and preparation and finally, full time assumption of professional duties for 20 full days. The daily

guidance and feedback the cooperating teacher provides to the intern will help immeasurably to ensure the intern is prepared, reflective, and ready to assume full time responsibilities for his/her own classroom.

It is required that the cooperating teacher will formally evaluate the intern's performance twice during the block/semester, once before mid term and one before the final conference. The cooperating teacher may use the school district's observation forms, if appropriate. In addition, the Performance Outcome Assessment, Appendix A, will be used in evaluating the intern's performance and progress. (See grading policy) A joint Dispositions report will be completed by the cooperating teacher and university supervisor at the end of the block/semester. The university supervisor will visit the school sometime during the first two weeks to answer questions the cooperating teacher might have and will explain the Armstrong Atlantic State University's Performance-Based Outcome Assessment (POA) to the cooperating teacher.

- a. The intern and cooperating teacher should select the most appropriate lessons for evaluation.
- b. The intern will present the cooperating teacher with the "Pre-Observation Worksheet", Appendix B, and hold a brief pre-observation discussion.
- c. Detailed notes should be taken during the observation period.
- d. Following the observation period, the cooperating teacher will adjourn to a private area to complete the evaluation process.
- e. Sometime during that same day, the cooperating teacher will hold a conference with the intern to discuss the evaluation and make suggestions for improvement, if necessary. At this time, the cooperating teacher will discuss the Lesson Reflection Sheet, Appendix C, which has been completed by the intern.
- f. If needed, the cooperating teacher will request an additional conference with the intern and university supervisor. They will complete a Professional Improvement Plan, Appendix D.
- g. At the midterm and conclusion of Internship II, the university supervisor and cooperating teacher will meet with the intern to discuss strengths, observed growth and areas of needed improvement. The cooperating teacher and university supervisor will each assess the intern based on the Performance Outcome Assessment, Appendix A. This is the basis for the final grade for the intern. The university supervisor will assign the grade, based on the input received from the cooperating teacher and intern.
- h. At the conclusion of Internship II/ Graduate Internship, the cooperating teacher will complete a Dispositions Report, Appendix F, with the university supervisor for the intern's College of Education file.

University Supervisor's Responsibilities

The university supervisor is responsible for on site supervision of AASU interns in assigned SACs accredited public schools in AASU's service area. The primary role of the university supervisor is to ensure that the intern is a prepared, reflective educator at the conclusion of Internship II/Graduate Internship. The university supervisor will ensure that the internship experience is educationally rigorous, professionally stimulating, and clinically appropriate. As an official representative for AASU, the supervisor acts as a

liaison between the university and the cooperating teacher, principal and other school personnel and serves as a resource person to all parties.

The university supervisor will formally observe the teacher intern a minimum of five times during Internship II. In some cases, more frequent visits may be scheduled. The teacher intern will provide the lesson plan and the university supervisor will meet in post conference to provide timely and helpful feedback. Copies of the written summaries will be given to the student and another copy will be placed in the student's College of Education internship file.

The university supervisor will meet with the cooperating teacher and teacher intern within the first two weeks of internship to answer any questions either participant might have. The university supervisor, cooperating teacher and teacher intern will meet together to complete a mid term formative assessment, using the Performance Outcomes Assessment instrument, (POA) and a final meeting will be held at the completion of the Internship II/Graduate Internship to conclude this capstone experience. The Summative POA assessment will be completed at that time. The university supervisor will enter the POA into the teacher intern's LiveText account. The university supervisor will also collaborate with the cooperating teacher to complete a final Dispositions report and submit it in LiveText and to the intern's College of Education's Internship II file.

Internship II/Graduate Internship Polices

Attendance and Absences

Teacher interns will follow their cooperating teacher's required schedule. It is required that the teacher intern will report to school each day in a timely manner, as required by the local school board. The intern is required to attend all professional and grade level meetings and parent conferences before and after school.

If an intern needs to be absent, she/he must contact the university supervisor and cooperating teacher by phone or email. All plans for the day must be prepared ahead of time to ensure no instructional time is lost for the students. More than three days of absences during the semester will be added onto the end of Internship II/Graduate Internship. Excessive absences will result in a loss of credit for Internship II.

Attire and Appearance

Interns are required to dress professionally and strictly adhere to the dress code for the assigned school district.

Calendar

Interns for Internship II/Graduate Internship will follow the calendar of the school district in which they are placed. Interns observe the same holidays as the school to which they are assigned. Interns are excused for religious holidays, with prior approval of the university supervisor.

Coursework

All teacher candidates must have completed their coursework prior to beginning Internship II, with the exception of ECUG 4300. Special requests are granted only when there are extenuating circumstances. If the teacher candidate believes his/her situation warrants special consideration, the teacher candidate should contact his/her department

head by March 1 for fall internships and by October 1 for spring internships and complete the appeal process prior to the due date for Internship II/Graduate Internship applications.

Employment Policy

It is the policy of the College of Education to discourage employment during Internship II/Graduate Internship, unless one is a teacher of record. Please be aware that outside employment severely curtails the amount of time the intern can contribute to Domain 1- Planning and Preparation. It is the recommendation of the College of Education that interns defer outside employment until the completion of Internship II/Graduate Internship.

Grading

The College of Education has adopted the Performance Outcomes Assessment tool (POA) as the evaluation instrument for collecting both formative and summative assessment data for teacher candidates in teacher preparation programs in the AASU's College of Education, (see Appendix A). Four outcomes derived from the literature and best practices are assessed. The POA addresses four Domains-planning and preparation, learning environment, instruction, and professional responsibilities. At mid term, the intern, cooperating teacher, and university supervisor will meet to discuss progress on each of the indicators. A formative POA will be completed by the university supervisor with input from the cooperating teacher and intern. The intern, cooperating teacher, and university supervisor will meet at the conclusion of Internship II/Graduate Internship to discuss professional growth demonstrated during Internship II/Graduate Internship. The university supervisor will complete the summative POA with input from the intern and cooperating teacher. The university supervisor will enter the final POA into LiveText.

The following grading scale is used for Internship II:

S Satisfactory

The intern receives a score of Basic or better for each Domain.

U Unsatisfactory

The intern scores less than Basic in one or more of the Domains.

I Incomplete

Due to significant, non- academic circumstances, the intern is unable to complete Internship II. The "I" will be removed from the transcript, once the requirements have been met. If the "I" is not removed before mid term of the following semester, the grade will automatically be changed to a "U".

The university supervisor, in consultation with the department head and Director of Field Experiences, may extend the period for the intern to complete Internship II to the end of the second semester.

W Withdrawal

If a teacher candidate withdraws from Internship II for academic reasons and/or is administratively withdrawn from the Internship II course, he/she will receive the grade "U" for the course.

A student intern who is unsuccessful in Internship II/Graduate Internship , may apply to enroll in Internship II/Graduate Internship one additional semester only after successfully completing the prescribed program of remediation as outlined by the university supervisor.

Please note that the grades S or U are not assigned quality points and, therefore, hours from courses graded with "S" or "U" are not used in computing a grade point average.

Professional Improvement Plan

The Professional Improvement Plan, (Appendix D), is used to assist interns who are not meeting expectations in one or more Domain indicators. The university supervisor, intern, and cooperating teacher will meet to discuss the plan, and will develop specific strategies that will help the intern meet the targeted indicators. The university supervisor will compose the improvement plan, based on input from the cooperating teacher and intern. It will be signed by all three parties, with due dates for improvements to be noted.

Liability Insurance

All teacher candidates must have current liability insurance before they can intern in schools. Proof of private insurance is acceptable. Visit the Georgia Association of Educators' website, www.gae.org or the professional Association of Georgia Educators' website www.page.org for further information.

Placement Policy

The College of Education places its teacher candidates in Internship II exclusively in SACS accredited public schools. Teachers of Record must have their placement approved by their department head and the Office of Field Experiences, Clinical Practice and Partnerships prior to registration for Internship II/Graduate Internship.

Note: Each Early Childhood Education internship (Internship II/ Graduate Internship) must be completed in a self-contained P-5 classroom.

Placements are arranged by the Office of Field Experiences, Clinical Practice and Partnerships in conjunction with the local school systems and principals and in compliance with the College of Education policies and procedures governing such placements. Interns may not attempt to arrange their own placements. Interns will not be placed in schools where close relatives (siblings, children, spouse, parents, grandparents) are employed.

Information on the Courtesy Placement Policy is found on the College of Education web site, under Field Experiences, Clinical Practice, and Partnerships.

Seminars

All interns, with the exception of Teachers of Record, are required to attend six seminars during Internship II/Graduate Internship, presented by the College of Education. The purpose of the seminars is to give teacher candidates opportunities to interact with each other, share resources and ideas, and to benefit from timely and helpful professional development opportunities. Dates, times and locations are announced before Internship II/Graduate Internship begins.

Substitute Teaching

The use of an intern as a substitute teacher is forbidden. If the cooperating teacher becomes ill or is absent from the classroom, it is the responsibility of the school to acquire a substitute teacher. Financial compensation of an intern is not allowed.

Evaluation Information

Criteria for Performance Based Evaluation (Formative and Summative)

[See separate POA Document – Appendix A]

Appendix B

PRE-OBSERVATION WORKSHEET

INTERN		SCHOOL	
SUBJECT	GRADE	PERIOD/TIME	DATE

INTERN COMPLETES THIS FORM AND DISCUSSES CONTENT WITH EVALUATOR PRIOR TO SCHEDULED OBSERVATION.

<p>1. What are the lesson objectives?</p>	<p>2. Which of the steps of the teaching act will take place?</p> <p>_____ Develop anticipatory set _____ State objectives and why they are needed _____ Provide input _____ Model ideal behavior _____ Check for comprehension _____ Provide guided practice _____ Provide independent practice _____ Achieve closure</p>
<p>3. What teaching/learning activities will take place?</p>	<p>4. How are you going to check student understanding and mastery of the lesson objectives?</p>
<p>5. What particular teaching behaviors do you especially want monitored?</p>	<p>6. How will you meet the special needs of students and diverse populations?</p>

NOTES:

NOTES:

Intern's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

Appendix C

Lesson Reflection Sheet

The Reflection Sheet could be completed by the intern following each formal observation and taken to the post-observation conference. This form may be used by the supervisor to discuss and document standards/criteria.

Intern _____ School _____

Grade/Subject _____ Date ____ / ____ / ____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the lesson allow for students to engage in activities and learning situations, which were consistent with the district's curriculum guide? Please explain.

3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?

4. Did I adjust my goals or my work as I taught the lesson? Why? How?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

6. If there was one thing from this lesson that I could share with a colleague, what would it be?

**Appendix D
Professional Improvement Plan**

The Professional Improvement Plan is used to assist interns not meeting AASU expectations in one or more criteria. The cooperating teacher/university supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Intern _____ Date ____/____/____ School _____

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/Deadlines	Initial Approval

.....Date.../.../....
Intern's signature

.....Date.../.../....
Cooperating Teacher/University Supervisor's Signature

Plan complete ___ Plan revised ___ Plan continued ___

Date plan reviewed

.....Date.../.../....
Intern's Signature

.....Date.../.../....
Cooperating Teacher/Supervisor's Signature

Signatures indicate that the above has been reviewed and discussed. Copies to intern, university supervisor, and FECPP.

Appendix E

FIVE-DAY REPORT

Directions: This is a compulsory report. The intern must complete by the **fifth day** of the internship. Answer all items in full and submit to your University Supervisor.

Note: Be sure to subscribe to the COEBlog (www.coeblog.com) in order to receive important updates and announcements.

Cooperating Teacher Name: _____

Cooperating Teacher E-mail Address: _____

Intern Name: _____ AASU ID Number: 907-_____

Local Address of Intern: _____

Preferred Telephone #: _____ School Telephone #: _____

Location of internship assignment: _____

1. Make certain all information is completed in full.
2. If you have a conference period, write the word "conference" in the space provided under "Name of Class."
3. If your assignment is other than a traditional schedule, please explain on an additional sheet.
4. List the days school is not in session.

INTERN'S SCHEDULE

Periods	Starting Time	Name of Class	Grade Level	Room Location	Cooperating Teacher(s)
First					
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					

Intern's Signature _____

Cooperating Teacher' Signature _____

Appendix F

Disposition Assessment Procedures – Initial Program Candidates

**Armstrong Atlantic State University
Professional Education Unit
Disposition Assessment Procedures
Initial Program Candidates**

Dispositions to be assessed (from the Conceptual Framework)

Candidates will demonstrate a:

1. commitment to professionalism and ethical standards,
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices,
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field,
4. belief in having high expectations for all learners,
5. respect for cultural and individual differences by providing equitable learning opportunities for all,
6. desire to communicate with family and community members to make them partners in the education process, and
7. commitment to collaboration with other professionals to improve the overall learning of students

Procedures for Disposition Assessment
--

1. Initial program candidates will be introduced to the desired dispositions and provided instruction about how those dispositions will be assessed at the earliest possible opportunity in classes (lower level education courses EDUC 2110, EDUC 2120, or EDUC 2130/ MAT courses EDUC 6000, etc.), during initial first meeting with the departmental or education advisor, or at a time specified by a department or the College of Education. Initial program candidates will be provided with a copy of the “Initial Candidate Disposition Assessment Timeline,” the “Initial Candidate Assessment of Dispositions” and if applicable, specific departmental dispositions assessment forms.
2. Dispositions will be assessed and discussed with the initial program candidate at the time of admission to the College of Education (**Decision Point 1 – Phase I**), at the time of admission to Internship II (**Decision Point 2**), and throughout the Internship II experience. All data on initial program candidate dispositions will be reviewed at program completion (**Decision Point 3**), prior to recommendation for licensure. Initial program candidates will be provided a copy of all completed disposition forms. Concerns and exemplary actions will be considered as applicable at each decision point.

3. Anytime concerns or exemplary actions as related to disposition assessment occur, the concern or exemplary action will be documented in the initial program candidate's department files on a form provided by the College or one used by the department after discussion with the initial program candidate. Initial program candidates will be provided a copy of completed forms.
4. If satisfactory progress toward meeting the dispositions outcomes is not demonstrated, an initial program candidate may not be allowed to move to the next step in the sequence of initial program decision points. If needed, the department will develop an initial program candidate **plan for improvement**. The initial program candidate may file an appeal if admission is denied at any point to the College of Education Appeal Committee.
5. A final assessment of initial program candidate dispositions is submitted at program completion and is required prior to recommendation for licensure.

Disposition Assessment Timeline Guidelines – Initial Program Candidates

Armstrong Atlantic State University Professional Education Unit

Dispositions Assessment Timeline Guidelines

Initial Candidate

Component	When?	How?	By Whom?
Introduction/Review of Disposition Assessment	<p>Entry level education courses</p> <p>First meeting with department advisor</p> <p>Specified time by the major department or College</p>	<p>Introduction/Review of Disposition Assessment Procedures and signature of candidate</p> <p>Department and/or College of Education Standard Disposition Rubric will be shared with candidate</p>	<p>Lower level education course instructor</p> <p>Department advisor</p> <p>Department Head</p>
Addition of evidence reflective of initial program candidate disposition levels	<p>Any time concerns or exemplary actions are identified</p> <p>As required by department</p>	<p>Using Departmental and/or Professional Education Unit form</p> <p>Information discussed with initial program candidate</p> <p>Copies of evidence supplied to initial program candidates</p>	<p>PEU faculty, administrators, P-12 practitioners, or associated community stakeholders</p>
Review of evidence	<p>Admission to College of Education (Decision Point 1)</p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>Admission to Internship I prior to Internship II (Decision Point 2)</p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>End of Internship II & Program Completion (Decision Point 3)</p>	<p>Performance Outcomes Assessment Instrument</p>	<p>Department Faculty, College Supervisor, Cooperating Teacher/Mentor, associated community stakeholders</p>
Review of evidence	<p>Two years after licensure (Decision Point 4)</p>	<p>Follow-up survey</p>	<p>Director of the Office of Educational Research, Assessment and Evaluation</p>

Initial Program Candidate Notification Policy

**Armstrong Atlantic State University
Professional Education Unit**

Initial Program Candidate Notification Policy

- 1. The initial program candidate will be given a copy of the policy “Initial Candidate Assessment of Dispositions,” the “Initial Candidate Disposition Assessment Timeline,” and if applicable, specific department disposition assessment forms. Initial program candidates must sign this statement as evidence that they understand the policy as written.
 - a. Copies of the policy will be available in the major department offices, College of Education Admissions and Certification office, and the Office of Field Experiences, as well as posted on the College of Education website for all incoming and transfer students intending to pursue teacher licensure.
 - b. Initial program candidates will be provided a copy of the policy during the entry level education courses (EDUC 2110, EDUC 2120, or EDUC 2130 or MAT courses such as EDUC 6000) and reviewed at the first meeting with the department or education advisor, or at a time specified by a department or the College of Education.
 - c. Initial program candidates will be informed that they must meet all criteria listed on the “Initial Program Assessment of Dispositions” form.
- 2. Signed statements will be kept on file in the candidate’s permanent and departmental file.

Appeals Process

The initial program candidate may appeal admission decisions for successive program steps to the Department Head. Appeals follow the Professional Education Unit Academic Appeal Process.

Candidate’s Signature

Date

Advisor’s Signature

Date

Initial Program Candidate Assessment of Disposition Form

Armstrong Atlantic State University

Professional Education Unit

Initial Program Candidate Assessment of Disposition Form

Candidate _____ Advisor _____ Date _____

The initial program candidate must meet or exceed disposition expectations on all items by the time they are recommended for licensure. Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating, and make comments in the blank space under the disposition. A rating of Proficient would require that all indicators can be answered with “Yes”. A rating of Basic would be assigned if 2/3rds of the indicators are answered “Yes”.

The initial program candidate demonstrates:	Not Observed	Unsatisfactory	Basic	Proficient
I. Commitment to Professionalism and Ethical Standards	0	1	2	3
1. is punctual and regularly attends classes 2. maintains positive attitudes during and outside of class 3. is honest and trustworthy in communications and interactions with others 4. demonstrates ethical behavior and maintains confidentiality 5. has professional appearance Comments:				
II. Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice	0	1	2	3
6. is accepting of constructive feedback from others 7. is curious and willing to experiment with new ideas and techniques 8. seeks opportunities to learn about self 9. recognizes personal limitations and seeks to compensate/overcome them 10. recognizes personal strength and seeks ways to enhance them 11. conducts self assessment through reflection Comments:				
III. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field	0	1	2	3
12. is an independent learner 13. is familiar with research and efforts of professional organizations in their field 14. demonstrates awareness of new ideas Comments:				
IV. Belief in Having High Expectations for All Learners	0	1	2	3
15. demonstrates belief that all students can learn at their potential 16. provides encouraging feedback to all students 17. responds to the needs of all learners Comments:				
V. Respect for Cultural and Individual differences by Providing Equitable Learning Opportunities for All	0	1	2	3
18. is tolerant of, and responsive to, ideas and views of others 19. is respectful of and responsive to individual differences 20. provides equitable learning opportunities for all 21. considers backgrounds, interests, and attitudes of all students when planning Comments:				
VI. Desire to Communicate with Family & Community Members to Make Them Partners in Education	0	1	2	3

22. is sensitive to students and families from different cultures and with special needs 23. includes parent or guardian in planning for students' success 24. considers community factors when planning Comments:					
VII. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students		0	1	2	3
25. relates well to peers, faculty, staff, and other professionals 26. is willing to share information and ideas with others 27. works well with others to develop opportunities for peer and student learning Comments:					

Appendix G

Responsibilities of the Teacher Candidate (Student Intern):

___ Always adhere to the dress code and dress professionally

___ Arrive at school in a timely fashion and stay all day; attend faculty and PTA meetings, as well as parent conference; participate in any professional development opportunities that are offered to you

___ Become familiar with the school and its emergency plan, meet as many faculty and staff as appropriate

___ Follow all school policies, procedures, and routines: if you are unsure ask your cooperating teacher

___ Learn the students' names and their learning needs as soon as possible

___ Serve as a role model to the students and respect student confidentiality

___ Acknowledge the ultimate responsibility of the cooperating teacher for the class and respect his/her experience, style, and practices.

___ Share information and ideas with the cooperating teacher; convey a desire to learn, a willingness to cooperate, an enthusiasm for working with his/her students, and an openness to feedback

___ Volunteer in the classroom and assume other roles and responsibilities, especially during the first two weeks of your internship experience.

___ Every lesson taught by you must be approved prior to instruction by the cooperating teacher. The cooperating teacher will determine how many days in advance he/she will want to review your lesson plan.

___ Keep all required materials, including lesson plans in sequential order in a notebook for the university supervisor to review when he/she observes you.

___ Confer daily with the cooperating teacher

___ Maintain, clear, accurate and complete classroom records

___ Keep the university supervisor informed, in a timely manner, of any changes in schedule; inform the university supervisor, sooner rather than later, of any issues, questions or concerns that arise

___ Participate in the mid term and final conference and be open to constructive feedback

___ Complete any other department requirements

Appendix H

Cooperating Teacher's Checklist

___ Inform and prepare students, colleagues, and parents for the arrival of the teacher candidate.

___ Make arrangements for a desk or work area for the teacher candidate

___ Please make the following resources available to and review with the teacher candidate: School handbook, emergency plan, class schedule, curriculum materials, text copies, and any other resources you feel are appropriate

___ Welcome and introduce the teacher candidate to students and school personnel

___ Review the resources listed above with the teacher candidate, as well as the expectations you have of him/her.

___ Review important procedures and routines you want the teacher candidate to support and reinforce with your students.

___ Set a tentative schedule for gradual assumption of responsibilities to 10 days of consecutive full time teaching, with 10 additional full time days scheduled, as your schedule allows

___ Model quality planning, organization, presentation and assessment of a lesson

___ Confer daily with the teacher candidate

___ Review the teacher candidate's lesson plans prior to implementation. Provide suggestions or feedback in order to improve the lesson plan prior to teaching. Provide specific, timely feedback to the teacher candidate after the lesson is completed.

___ Confer with university supervisor regarding teacher candidate's strengths, growth, and issues of concern

___ Formally observe the teacher candidate twice during internship; provide timely, specific feedback during a formal post conference

___ Complete a final Dispositions report with the university supervisor, confer with the university supervisor at mid term and final conferences and provide input to the POA evaluation

[See separate Code of Ethics Document – Appendix I]

[See separate Signature Sheet Document – Appendix J]

Teaching Certification Area: Middle Grades teachers please specify concentration(s). P-12 and 7-12, please specify subject area. Special Education teachers please specify teaching assignment (i.e. self-contained, resource, inclusion) and grade level(s).

- () PK-5
- () Middle Grades Concentration Area(s) _____
- () P-12 OR () 7-12 Subject(s): _____
- () Special Education Assignment: _____ Grade(s) _____

<u>College/University Attended</u>	<u>Degree Earned</u>

Are you TSS Endorsed? () Yes () No

Are you a NBPTS Certified Teacher? () Yes () No

Other Certificates and Endorsements Held:

Who is your intern for this semester? _____

Number of Student Teachers Previously Supervised: _____

****Please note that your stipend check will be mailed from the Business Office at AASU at the end of the semester. The check will be made payable to the appropriate school system who will then distribute the checks to the individual teachers.**

If you are hosting an intern who has a courtesy placement (in other words, he/she is at a school outside of AASU's service area and is being supervised by a faculty member from a university other than AASU) you are not eligible for a stipend. All fees are paid directly by the intern. We would, however, appreciate it if you return this form so we can update our database with your information.