

University of North Alabama
College of Education and Human Sciences



University of
NORTH ALABAMA

Student Internship Handbook
Fall 2025

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Dear Teacher Candidates,

Congratulations on reaching this significant milestone! Your internship will be one of the most challenging yet rewarding experiences of your journey. We are committed to supporting you every step of the way and ensuring a positive, productive clinical experience.

The goal of clinical practice is to help you become innovative, reflective, and creative educators with strong ethical standards and the knowledge, attitudes, and skills needed for effective teaching. Please keep in mind that your clinical practice is a full-time commitment, Monday through Friday, for 15-16 weeks. This experience is a professional obligation that requires your full dedication.

The Internship Handbook is a valuable resource that provides guidance for everyone involved in this process. It outlines the role of the Teacher Candidate and the responsibilities you will be expected to fulfill in your Mentor teacher's classroom. Reviewing the support roles involved in the clinical practice experience will help you understand the resources available to you.

Your commitment and hard work have brought you to this point, and I am eager to see each of you grow into professional educators. I wish you all the best as you embark on this exciting and rewarding semester!

Best regards,

Christy Waters, Ed.S

Christy Waters, Director of Clinical Experiences
College of Education and Human Sciences

Disclaimer:

The University of North Alabama College of Education and Human Sciences reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. Teacher candidates are responsible for familiarizing themselves with the contents of the handbook. The University of North Alabama Teacher Preparation Program Field/Clinical Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. UNA reserves the right to address issues not covered in this Handbook that arise during a given semester on an individual basis. Procedures stated in this handbook require continuing evaluation, review, and approval by appropriate University and School of Education officials. Advisors and other personnel are available to guide the learner with respect to the requirements; it is the ultimate responsibility of the learner to follow them.

TEACHER EDUCATION FACULTY AND STAFF

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Internship Timeline Fall 2025

Interns follow school calendars for holidays, not UNA's schedule.

August 25th – October 17th first placement

October 20th – December 5th second placement

****All events require mandatory attendance except for Alt-A employed interns****

Date	Event/Time	Location
August 18 th	Intern Orientation All Interns 8:30-12:30	GUC Banquet Hall A
	ECE edTPA Orientation 1:30-4:30	East Campus Room 102
August 19 th	Literacy Across the Content Secondary 9:00-12:00	East Campus Room 104
	Elementary edTPA Orientation 1:00-4:00	East Campus Room 102
August 20 th	A.L.I.C.E Training Secondary 8:00-12:00 Elem/ECE 1:00-5:00	GUC Room 200
	Literacy Training Elem/ECE 9:00-11:30	East Campus Room 104
	Secondary edTPA Orientation 1:00-4:00	East Campus Room 102
August 21 st	ELL Training All Interns 9:00-11:00	GUC Banquet Hall A
	Dyslexia Training All Interns 1:00-4:00	GUC Banquet Hall A
August 22 nd	Visit first placement for observation 9-12:00	Assigned School
August 25 th – August 29 th	Orientation Week First Placement Begins	Assigned School
September 2 nd	First Intern Seminar--All Interns 3:30-5:30	Stevens Hall Auditorium
October 1 st	Deadline to apply for fall graduation	UNA Website
October 7 th	Second Intern Seminar--All Interns 3:30-5:30	Stevens Hall Auditorium
October 20 th	Second Placement Begins	
October 20 th	edTPA Submission	
October 28 th October 30 th	Educational Industry Tour 7:30-4:30 All Interns – Attend on Assigned Day	Meet at East Campus
November 4 th	Third Intern Seminar--All Interns 3:30-5:30	Stevens Hall Auditorium
November 5 th	Educational Teacher Recruitment Fair All Interns – Attend at Assigned Time	GUC Banquet Halls
October 31 st	NAL Certification Paperwork Due	MyUNA Profile Log-in
December 5 th	Intern Placements End	
December 12 th	College Pinning Ceremony/Graduation	Norton/Flowers

Overview of Clinical Experiences

The University of North Alabama teacher candidate will be in schools for a full semester, five days a week, and will follow the schedule of the mentor teacher.

School placements rely on the positive, collaborative, and ongoing relationships that exist between the university and school systems. These strong partnerships are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission.

The Director of Clinical Experiences is responsible for placing teacher candidates in the school setting. Clinical placements are made in close collaboration with school administrators, mentor teachers, and university faculty. Clinical placements are primarily made within the Shoals area. Teacher candidates should expect to incur travel time and associated expenses. Teacher candidates must provide their own insurance and transportation to and from their placement.

The intern's experience shall progress gradually to exercising full responsibilities of the teacher for 20 days, **with 10 days being consecutive**. The intern must oversee classroom activities, both learning and normal housekeeping. The 20-day requirement represents a **minimum** requirement. The intern should be allowed to teach as much as possible in both a full-time and a part-time manner.

Teacher candidates should be exposed to and have responsibility for all of the activities and duties of a fully certified teacher. This would include the use of College and Career Ready Standards, extracurricular school activities for which the mentor teacher is responsible, faculty and in-service meetings, PTA meetings, student permanent records, morning/afternoon duty, etc.

Professionalism

A vital area of training as a teacher is developing the attitudes, skills, and capacity to work productively and professionally with all populations. During clinical experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will typically be positive, teacher candidates are also likely to encounter some situations that are uncomfortable or challenging. Teacher candidates should not plan a meeting with the administration to discuss personal or professional issues without consulting the Director of Clinical Experiences. Continuation in an internship placement and in the College of Education and Human Sciences can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.

College of Education and Human Sciences Dispositions

1. The candidate demonstrates commitment to professional responsibility.
2. The candidate demonstrates commitment to ethical standards.
3. The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.
4. The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.
5. The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.
6. The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.

Alabama Code of Ethics of the Education Profession

https://www.alabamaachieves.org/wp-content/uploads/2021/02/Alabama_Educator_Code_of_Ethics.pdf

Standard 1: Professional Conduct

Standard 2: Trustworthiness

Standard 3: Unlawful Acts

Standard 4: Teacher/Student Relationship

Standard 5: Alcohol, Drug and Tobacco Use or Possession

Standard 6: Public Funds and Property

Standard 7: Remunerative Conduct

Standard 8: Maintenance of Confidentiality

Standard 9: Abandonment of Contract

General Procedures and Policies for Clinical Experiences

Attendance:

Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance throughout the entire internship semester. During internship, a serious personal illness or the death of an immediate family member may require an absence from placement. **All absences and time missed from placement must be documented by the Director of Clinical Experiences, the university supervisor, and the mentor teacher. Interns are not provided personal days to take trips, etc.**

Tardy Policy: Interns are expected to be in their assigned classrooms every day at the same designated time as the mentor teacher. A tardy is considered time from placement, will be counted as a **half day absence**, and must be reported and documented. If illness, emergency, or other reasons cause a tardy, please follow the three-step procedure for reporting an absence.

Three-Step Procedure for Reporting an Absence:

1. Notify the mentor teacher and University Supervisor via phone or text by 7:00 a.m. If the mentor teacher cannot be reached, call the school office and leave a message with the secretary.
2. Send one email including the following members of the supervising team: mentor teacher, University Supervisor and Director of Clinical Experiences documenting the absence. An email should be sent each day an absence will occur.
3. Fill out a Report of Absence form (**see page 20**). **Email the form to Christy Waters (ccwaters@una.edu) within three business days** following each absence.

All absences will require make-up time and must be completed by the grade submission deadline.

Interns are not allowed to take personal days. If the intern is unable to make-up the time missed by the final submission of grades, internship credit may be delayed, and the intern will not be eligible for graduation during the current term.

- Interns should arrive early for the beginning of the school day, seminars, and all school functions.
- Observe the same school hours as the classroom teachers at their school—interns cannot leave early for coaching duties, work, or because the mentor teacher leaves before the end of the school day.
- **Interns follow the assigned school calendar.** This includes, but is not limited to, professional development days, school holidays, and closing for inclement weather.
- Must be present at all school-related functions that the classroom teacher attends, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, field trips, and extracurricular activities occurring in the school.
- Maintain a daily attendance log that remains in the intern's notebook at all times (page 19).
- Please notify Christy Waters, Director of Clinical Experiences, and the university supervisor if you will not be in placement at the school building (Field trips, meetings off campus, etc. 0).

- Absences from internship that do not need to be made up:
 - Seminars
 - Teacher Recruitment Day sponsored by the College of Education
 - edTPA days
 - Natural disasters (tornadoes, ice storms, snow) unless a make-up day is scheduled by the district and falls during the intern's placement time
 - Death of immediate family members

****Make-up time may be added if internship requirements have not been met.**

Employment/Compensation during Internship: A full semester placement is required of all interns to graduate and be recommended for certification. While interning, classroom employment opportunities must be vetted and approved by the Office of Clinical Experiences prior to the start. Undergraduate and non-employed Alt-A graduate students may not receive paid contractual compensation from school districts for extra duties (substitute teaching, coaching, dance, band, clubs, etc.).

Other employment: Internship requires a full-time commitment on the part of the teacher candidate. It is recognized that many students maintain part-time employment while attending university classes. However, due to the excessive demands on the student's time during internship, students should be sure and arrange their schedules so work does not conflict with required school hours including after-school duties.

Seminars:

Interns will participate in seminar meetings during the semester. **Attendance at all seminars is mandatory.** Seminar dates are noted on the internship timeline.

Dress Guidelines:

The first step toward becoming a professional is to dress like one. Interns are regarded as members of the faculty at the assigned school and must conduct themselves in a manner consistent with professional, ethical, and moral standards at all times. Dress and/or grooming that disrupts the educational environment may result in removal from internship.

School dress codes must be followed at all times.

- **Hair:** Neat and natural styles. No extreme colors or cuts. No wet hair. No hats (except on hat days).
- **Tops:** Shirt should be clean without wrinkles. Avoid tight fitting blouses, tank tops, hoodies, and t-shirts. Do not expose midriffs, undergarments, or cleavage. No clothing that promotes alcohol, tobacco, or controlled substances or displays profanity or sexual words and symbols.
- **Pants/Skirts:** Pants should be neatly pressed, clean, and fit comfortably. Skirts should be no higher than an inch above the knee. Avoid jeans, yoga pants, and pants with rips. Jeans are only permitted on school casual days.
- **Shoes:** Clean shoes-no stilettos heels, or flipflops. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear.
- **Accessories:** Make-up should be natural, and jewelry kept to a minimum. There should be no visible body piercings, and tattoos should be covered. Keep perfumes to a minimum. Only piercings in the ears are visible.
- **Hygiene:** Appropriate grooming and bathing should be reflected in appearance and smell.
- **Lanyard:** Interns are provided a university lanyard that must be worn at all times while in the school building.

Cell Phone/Computer Use:

Teacher candidates are **NOT** permitted to use their cell phones in front of students or for non-classroom related activities. School computers may only be used with permission from the mentor teacher for school-related business and research **(not writing lesson plans or edTPA).**

Firearms/Medication:

Interns are not permitted to have a firearm, tobacco products, or other restricted items (knives, mace, pepper spray, etc.) on his/her person at any time while on school property. The use of prescription medication must be disclosed to the Director of Clinical Experiences, mentor teacher, and school administration if consumed on school grounds. The medication must be in the original prescribed bottle with the label. The medication is to be kept in a locked area and away from students at all time.

Social Networking:

Teacher candidates have been advised to keep all of their social networking sites on a strictly private setting. Additionally, be sure that any pictures and/or information visible on personal sites are within the expectations of a teaching professional. Inappropriate behavior can lead to removal from internship. **Social electronic communication with students is prohibited unless through a teacher's page.**

Please consider:

- Administrators, parents, and mentors browse postings on sites such as Facebook or Twitter, forming impressions and judging the moral character of pre-service and practicing teachers.
- You cannot completely control how others judge you, fairly or unfairly, but you can control the information from which others make judgments.
- Students look to their teachers to model appropriate behaviors and choices. Students may not be able to distinguish between adult choices and appropriate behaviors for children.
- Maintain separate sites for professional and personal use.
- Do not share your username or personal web-addresses with students.

Voicemail messages:

Please be sure that your messages are professional. Remember that voicemail messages may be your first introduction to your supervisor, mentor teacher or a potential employer

Substitute teaching:

Interns may **NOT** serve as substitute teachers. However, interns who have progressed to assume all teaching duties may continue providing instruction in collaboration with a certified substitute. **A substitute teacher must be provided by the school should the mentor teacher be absent.** Interns are not employees of the assigned school or school system. Therefore, using an intern in lieu of a substitute teacher places the intern, the school system, and the University in a precarious legal position. Any problems arising in this area should be reported **immediately**.

Confidentiality:

The Family Educational Rights and Privacy Act (FERPA) is a US Federal law that protects the privacy of student education records. It is imperative that teacher candidates do not discuss classroom situations outside of the educational setting. Teacher candidates are instructed to maintain confidentiality at all times.

Laws that Affect Interns:

Interns need to be familiar with the laws that affect any school personnel. Teacher rights, responsibilities, and liabilities are addressed in constitutional, statutory, and/or case law, as well as in local school board policies.

First Amendment: Teachers must refrain from promoting religious activities in school. Activities such as audible praying, Bible reading, and discussing religious beliefs are inappropriate and illegal in the school setting. The school should have policies, consistent with the Equal Access Act, regarding the rights of students to participate in non-school sponsored religious oriented activities at school. Another aspect of the First Amendment is the freedom of speech that includes symbolic speech and dress codes. Interns should familiarize themselves with the school system policies. Any type of speech that disrupts the educational process is not protected by the First Amendment.

Fourth Amendment: Interns may be subject to reasonable searches and seizures. Schools are given fairly wide latitude in conducting searches in order to provide a safe and drug-free environment. If an intern has a reasonable suspicion that a student possesses something illegal, the intern should discuss the matter with the classroom teacher. If a search is warranted, the intern should not conduct the search. An official of the school or the designee will conduct the search. An intern may temporarily confiscate items that distract their attention or the attention of others. Interns have a right to remove the items from the student, but the items must be returned to the students at the end of the period or day. If at all possible, always consult the classroom teacher before taking any action. Items that violate board or legal policy (e.g. medication, weapons) must be dealt with according to board policy.

Who are Mandatory Reporters? Any person whose profession brings them in contact with children on a daily basis is legally obligated to report signs of suspected child abuse or neglect.

First Aid and Medication: The intern should become familiar with the school's policy for administering first aid and medication. A school official should be notified immediately of any injury. Only identified school personnel should administer medication and that should be done in compliance with school board policies and procedures. **DO NOT TREAT AN INJURY OR ADMINISTER MEDICATION UNLESS AUTHORIZED.**

Professional Liability:

Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experience component.** Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of \$1,000,000.00 MUST be provided to The Office of Clinical Experiences by internship orientation day prior to attending the placements in school. Interns can also obtain this coverage by becoming members of a professional organization such as National Education Association's Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher interns interested in joining SAEA, AAE, or ACOE on-line can visit www.nea.org, www.aateachers.org/, or www.acoe.us. **Teacher candidates are responsible for maintaining liability coverage throughout the program** and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

Teacher Candidate Referrals, Due Process, and Appeals:

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences Education (COEHS) Preparation Program establishes dispositions for prospective teachers. The field and clinical teaching program is a collaborative relationship between UNA, cooperating school districts, mentor teachers, and the teacher candidate. The COEHS routinely monitors the professional dispositions throughout the program for all teacher candidates. Those candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral (Form A) may be required to complete a formal remediation plan. Occasionally, there are circumstances that warrant the candidate's removal from the field or clinical teaching experience. The COEHS has prescribed specific steps to be followed for intervention or possible removal of the teacher candidate. Such steps are detailed below. All cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC). The PEC will consist of six members as follows: Associate Dean, Department Chair, and four faculty representatives. A minimum of four members shall constitute a quorum. A quorum must be present at meetings for proceedings to be valid. Disposition form: page 23

Reasons for Intervention or Possible Removal of the Teacher Candidate

1. Mutual consent and agreement for withdrawal by the candidate, cooperating school, and university mentor for reasons of illness, injury, or other unforeseen problems (students may have the opportunity to intern the following semester).
2. Failure by the candidate to establish and maintain a satisfactory performance level in the P-12 classroom setting, instruction, and management.
3. Failure by the candidate to abide by the policies of the cooperating school and/or UNA.
4. Breach of Alabama Code of Ethics.
5. Other reasons as determined by UNA.

Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

Withdrawal of the field or clinical assignment of a teacher candidate for the reasons previously stated in numbers 2, 3, 4 or 5 should follow these prescribed steps:

1. The teacher candidate shall be informed by the mentor teacher or university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation of any infractions of school district policy, UNA policy, professionalism, or violations of state or federal law.
2. An intervention plan will be crafted through the collaboration of the university supervisor, mentor teacher (if involved), Department Chair, and teacher candidate.
3. If UNA determines that a teacher candidate does not follow through with prescribed verbal and written suggestions for improvement documented within the intervention plan or a third referral is issued, the university supervisor and

Department Chair shall initiate a meeting with the Professional Ethics Committee (PEC) to determine removal. The teacher candidate will be removed from the P-12 classroom setting pending the outcome of the meeting.

4. The teacher candidate will be given notice of the meeting in writing through university email within three (3) business days of removal from the P-12 classroom setting. The teacher candidate is permitted to have a university advisor of their choice present at the hearing ([as defined in UNA Student's Procedural Rights](#)). The PEC will be assembled for the meeting to review all relevant information related to the intervention or removal. During the meeting, the Department Chair or designee will present the information, listen to the teacher candidate, discuss circumstances regarding the information, and hear and review information presented by the teacher candidate. Following the conclusion of the meeting, the PEC will review the information discussed and presented and make a decision regarding intervention and/or removal of the teacher candidate. Such decision will be communicated to the teacher candidate in writing through university email within three (3) business days.
5. If the teacher candidate fails to attend the meeting, the hearing may be held without his or her presence and information.
6. A situation in which the teacher candidate places classroom students in danger or shows severe behavioral misconduct (refer to the Alabama Code of Ethics) toward a student(s), their family, school staff, university staff, or other university student(s), or violates state or federal law, will be cause for immediate removal from the classroom setting. Such behavior may result in suspension or dismissal from the COEHS Teacher Education Program. The Dean shall have final authority to remove a teacher candidate including, but not limited to reasons previously described.
7. Should the teacher candidate wish to appeal the PEC's decision, the teacher candidate must do so within three (3) business days of receipt of the decision.

Appeals Procedure

If the teacher candidate wishes to appeal the decision of removal from field experiences or internship, they should follow these prescribed steps:

1. Within three (3) business days from receipt of the PEC's decision, the teacher candidate must submit a written appeal through his or her university email to the Dean explaining why the decision of the PEC should be reconsidered.
2. The Dean will review the appeal.
3. If the PEC's decision is reversed, the Dean will provide a written letter via university email explaining to the teacher candidate the Dean's decision and outlining additional requirements and/or conditions.
4. If the PEC decision is upheld, the PEC's decision will be final. The Dean will provide a written letter via university email to the teacher candidate.

Dismissal from the Teacher Education Program

When a field or clinical teaching placement is withdrawn, a determination will be made regarding the standing of the candidate in the teacher education program (TEP). Withdrawal may happen with or without continued good standing in the program, depending on the circumstances. Status shall be established in writing at the time of the withdrawal. When withdrawal of a field or clinical placement occurs coupled with withdrawal of full admission status from the university, the College of Education and Human Sciences will not thereafter support a candidate's application to the Education Preparation Program.

****** The intern may be removed from the internship site at any time upon the request of the host institution in which the student teacher is placed. UNA maintains the right to remove any student teacher not following policies and procedures. If an intern is removed from an internship setting under such circumstances or an intern chooses to stop his/her internship a subsequent placement is not automatic. Decisions about subsequent placements for student teachers who have been removed from student teaching, chose to stop their student teaching, or express interest in repeating their internship will be made by a Professional Ethics Committee.

Intern Expectations and Responsibilities

Overview:

A successful experience in placement will largely depend on the ability to adapt to a new situation and to develop good working relationships with the other members of the team, especially the mentor teacher(s), cooperating principal, and university supervisor. The following list includes general responsibilities and expectations:

1. Adhere to time requirements for the school-based experiences each semester.
2. Abide by the academic calendar of the school system which you are assigned and not the academic calendar for the university.
3. Meet the supervisor and university requirements.
4. Observe the school's daily schedule for activities such as planning, conferences, and meetings.
5. Be conscientious about preparation and participation in classroom activities in the school. This includes providing your mentor teachers with university expectations, assignments, and due dates.
6. Act professionally at all times. Such behavior applies to accepted dress codes; attendance; confidentiality of pupil and teacher information; interactions with parents; interactions with the mentor teachers and other school personnel; and any additional behavior code that is required or expected at the placement site.
7. Attend all student teaching seminars, edTPA meetings, and other required events.
8. Obtain an overall **3.0 average must be obtained on all rubrics** to be considered classroom ready
9. Evaluate your university supervisor and mentor teacher fairly and honestly to ensure the improvement of our teacher education program.
10. Complete all tasks outlined on page 27-28 (Teacher Candidate Forms, Evaluations, and Due Dates).
11. Show appreciation to mentor teacher and the university supervisor for their support during internship.

Notebook:

For documentary, organizational, and planning purposes, it is required that interns keep a notebook of their classroom experiences. The notebook also provides a reference point for all supervisors, principals, and other university personnel. It should be a 3-ring binder with tabbed and well-organized sections. Supervisors may require additional sections or change the organization. **Notebooks must be with interns and current at all times**. Below are the required items for the notebook:

- Class list(s)
- Class schedule(s)
- Classroom management plan
- Lesson plans
- Student work samples
- Letters to parents
- Evaluation documents
- Reflections

Lesson Planning:

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the teacher candidates' effort to gain maximum benefit from the clinical experience. Lesson plans are evidence of advanced preparation and provide an outline of objectives and activities to guide learning experiences. Instruction on content, pedagogy and format in each methods course will provide teacher candidates with the detailed information necessary to effectively plan lessons. Lesson plans must be approved by the university supervisor and mentor teacher before a teacher candidate may teach a lesson in their clinical placements. Lesson plan template (page 21).

Solo Teaching:

Experiences of the intern shall progress gradually to exercise full responsibilities of the teacher **for 20 days with 10 days being consecutive**. The intern must oversee classroom activities, both learning and normal housekeeping. The 20-day requirement represents a **minimum** requirement. The intern should be allowed to teach as much as possible.

Semester placements—10 consecutive solo days and 10 flex days

Split placements—10 consecutive solo days per placement

****Consecutive solo days**-- Requires the intern to plan, teach, and oversee all duties for the full school day. School related events and holidays are expected and will not be considered a disruption.

****Flex solo days**—This option only applies to interns that remain in a full semester placement and are not consecutive. The intern must oversee all duties for the full school day and have the option to include the mentor teacher's plans.

Corporal Punishment:

Student teachers may neither participate in administering corporal punishment to students, nor serve as witnesses while staff-members administer corporal punishment.

Meeting/Transporting Students:

Interns should always meet with students in a visible, public location—even for one-on-one tutoring, conferencing, or interviewing. You may not transport students in your own vehicle. Any visit to a student's home must include your mentor teacher. Likewise, you should not meet with parents or students at non-school locations without your mentor teacher being present.

Grading Procedure for Internship:

Upon completion of the internship, supervising faculty will issue one grade at the conclusion of the semester with the exception of collaborative interns. Elem supervisors with collaborative interns will issue a grade at midterm. Internship grades will be based on the chart below. Although all interns are expected to adhere to common expectations set forth by the university, there will be unavoidable differences in context between placements. With this in mind, interns will be evaluated on the same criteria to the greatest extent possible. Feedback from mentor teachers, school personnel, and other stakeholders is factored into an intern's grade via the dispositions/professionalism category. **Internship grades will be based on the weighting below unless otherwise communicated by the supervising professor.**

Class B (12-hour course) Class A (9-hour course)
**Collaborative majors will receive two grades for internship (Elem Ed placement and Collaborative placement)
Faculty Evaluations, 50% edTPA Completion/Teacher Work Sample, 30% Dispositions/Professionalism, 20%

Final grades must result from evidence base in the above categories. There should be consistent documentation of performance (resulting from items such as observation feedback, lesson plan quality, edTPA commentaries, Teacher Work Sample artifacts, and disposition referrals) across the semester.

* NOTE: If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied.

University supervisor observations during internship:

The intern will:

- Establish a time for the observation after consulting with the mentor teacher.
- Notify the university supervisor in advance of any changes in the schedule.
- Schedule the post-observation conference with the university supervisor.
- **Have the lesson plan for the lesson to be observed accessible when the supervisor arrives.**
- Have the notebook available for the supervisor. (Includes lessons plans, reflections, and other documents)
- Prepare students for the university supervisor's visit.

*****Note: Remember that some observations, especially during "solo" teaching, will be unannounced or can be conducted by TEAMS.***

Reflection:

One of the desired outcomes of the student teaching experience is for the intern to gain a practical understanding of what it means to be a reflective practitioner. Being a skillful teacher often depends less on precise knowledge or technique or rigid decision-making models than on the capacity to reflect before and during action. While the intern can expect supervisors to provide direct feedback about their teaching behavior, the emphasis will be placed on encouraging the development of the intern's ability to be self-analytical.

edTPA:

All teacher candidates will complete an edTPA portfolio during the internship experience. All portfolios will be submitted for national scoring as part of Alabama certification requirements.

edTPA Financial Responsibility Statement: Beginning Fall 2018, teacher candidates will be responsible for all fees associated with edTPA. Candidates should access edTPA.com for information regarding submission and associated costs.

Pinning Ceremony:

Candidates seeking initial certification must have completed all **academic** and **certification** requirements to be eligible to participate in the Teacher Education Pinning Ceremony held at the conclusion of the spring and fall semesters. If academic and certification requirements are met at a later date, the candidate may return and attend a pinning ceremony or pick up a pin from the Director of Clinical Experiences.

Certification:

Applying for graduation and applying for teacher certification are two separate processes. The College of Education and Human Sciences does not certify teachers. The sole authority to certify teachers rests with the Alabama State Department of Education (ALSDE). A teacher candidate will not be recommended for certification until passing scores for all state mandated tests are officially on file with the Office of Educator Preparation at the University of North Alabama College of Education and Human Sciences.

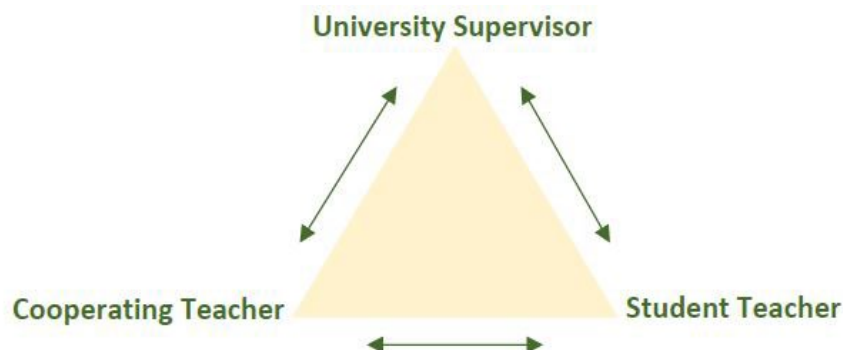
Additionally, a complete application packet and recommendation for professional certification based on program completion must be received by the ALSDE Educator Certification Section within four years (48 months) from the date of unconditional admission; otherwise, current requirements in effect at the time the application is received in the Educator Certification Section of the ALSDE will have to be met.

Certification completion and directions: <https://www.una.edu/education/educator-preparation/certification.html>

Contact Ms. Amber Carruth (acarruth@una.edu) if you have any questions. The Office of Educator Preparation is your point of contact for certification questions; please do not contact the state department.

Guidelines for Mentor teachers, University Supervisors, and School Administrators

A successful student teaching experience requires the mentor teacher (CT), student teacher (ST), and university supervisor (US) are willing to collaborate and communicate openly throughout the clinical experience process.



The following guidelines are designed to assist the student teacher, mentor teacher, university supervisor, and building-level administrator in fulfilling their respective roles and responsibilities. These guidelines cannot specifically address each setting. It is the responsibility of the mentor teacher, university supervisor, and teacher candidate to cooperatively address the unique variations in classroom procedures for individual placements.

Guidelines for Mentor teachers

As a mentor teacher, you will serve as a mentor, role model, supervisor, evaluator and collaborator to the student teacher throughout the practicum and student teaching experiences. The main role of the mentor teacher includes modeling, mentoring, providing feedback, observing, and conferencing with the student teacher. The mentor teacher should provide ongoing feedback to the Office of Clinical Experiences and university supervisors necessary for candidates to become effective teachers and report any difficulties experienced in working with the candidate to the Director of Clinical Experiences.

Last Period Planning-Leaving Early: Interns are never permitted to leave placement before the end of the school day. They should not stay in the classroom with a substitute if the cooperating is off campus. Interns can either move to common work areas (workroom, library) and finish planning or rotate to another teacher's classroom within their content area.

Departmentalized Teachers: Elementary interns are being certified in all subject areas and must have experience in each content area. The University Supervisor will aid in working out the best plan for rotating among the other team members. Only the mentor teacher assigned to the intern must hold a master's degree and three years of teaching experience.

Qualifications:

Mentor teacher requests are forwarded to the principals for completion. Mentor teachers are selected by the principal and must meet the following Alabama State Board of Education requirements:

1. Hold at least a master's degree or National Board Certification
2. Have at least three years of educational experience in his/her teaching field
3. Are currently teaching classes in the intern's content area
4. Model good professional practice

ALA Administrative Code: P-12 clinical faculty (cooperating/mentor teachers) who supervise interns shall be accomplished school professionals who are properly certified, have at least three years of professional educational work experience in

their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. An exception can be granted if no clinical faculty who meet the criteria can be found. A school administrator can be appointed to supervise the internship.

iv. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or by a lead teacher designated by the Alabama Department of Early Childhood Education.

v. 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.

Responsibilities of the Mentor Teacher during Student Teaching:

1. Participate in trainings, meetings, and other requirements as requested.
2. Assist the university supervisor in planning the student teacher's schedule.
3. Maintain overall responsibility for the instructional and behavioral management of students in the classroom.
4. Maintain primary responsibility for determining the manner in which the student teacher assumes instructional responsibilities.
5. Share with the student teacher ideas, discoveries, and innovations in education.
7. Be present or immediately available when the student teacher is working with the classroom students.
8. **Hold regularly scheduled conferences** to discuss concerns and progress, modeling and emphasizing the importance of reflective practices.
9. Complete all evaluations through SLL DATABASE as indicated in the evaluation section of this handbook (page 29-30).
10. Verify the intern's attendance log weekly.
11. Contact the Director of Clinical Experiences to share and discuss any questions, concerns, suggestions, or other helpful feedback regarding your intern, the university supervisor, faculty, or the program.

Observation of the Candidate:

The mentor teacher will conduct formal observations of the intern at appropriate times during each placement and record them through SLL Database. The candidate's performance is evaluated while utilizing university-provided forms that address the competencies required of all beginning teachers in the State of Alabama:

- a. preparation for instruction
- b. presentation of organized instruction
- c. assessment of student performance
- d. classroom management
- e. positive learning climate
- f. oral and written communication
- g. performance of professional responsibilities

SLL DATABASE Rubrics/Surveys: (See pages 29-30 for more details)

- Teacher Observations (4 total)
- Educator Disposition Assessment (EDA)
- Teacher Candidate Summative Evaluation
- Evaluation of the University Supervisor by the Mentor teacher

Guidelines for University Supervisors

The main role of the university supervisor is to serve as a mentor and evaluator to the student teacher throughout the internship experience. Supervisors are also the liaison between the university and the partner P-12 school. They should communicate regularly with the mentor teacher, student intern, and Director of Clinical Experiences.

Qualifications:

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. ALSDE Code 290-3-3-.02(6)(f)3

Responsibilities of the University Supervisor:

1. Attend the annual university supervisor professional development training.
2. Establish contact with the mentor teacher and maintain communication with the CT throughout the student teaching experience to discuss the student teacher's performance and progress.
3. Perform formal observations of the student teacher and provide feedback to the student teacher following each observation. CTs often appreciate seeing this feedback as well.
4. Provide continuing support for interns through such processes as observation, conferencing, etc.
5. Coordinate the expectations of the university with the school and mentor teacher.
6. Serve as a resource person for the student teacher concerning techniques, materials, and curricula.
7. Mediate between the student teacher and mentor teacher when differences arise.
8. Keep the student teacher informed on their progress and set appropriate expectations.
9. Examine and analyze teaching plans, materials, and evaluation instruments prepared by the intern.
10. Complete all evaluations through SLL DATABASE, as indicated in the handbook (See pages 31-32).
11. Submit a final grade for student teaching per the procedures required by the university.
12. Submit supervisor logs to ccwaters@una.edu. Due dates are listed on page 32.
13. Share feedback regarding the intern, the mentor teacher, the hosting school, and the program.

Guidelines for Hosting Schools

Hosting a student teacher should be mutually beneficial for the mentor teacher and the school as a whole. While the mentor teacher's role is essential, the ultimate responsibility for what occurs within the school is held by the school principal. On a general basis, the school principal or designee should ensure that the student teacher has received an orientation to the school and any information concerning pertinent administrative policy and procedures that faculty members are expected to follow. We hope that the building administration will assist in the development of a cooperative and professional attitude toward the teaching profession.

State of Alabama Educator Preparation Internship Placement Requirements

Internships in Class B and Alternative Class A programs.

- a. The internships in Class B and Alternative Class A programs shall be the equivalent of 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 approval must be granted to place a candidate over the course of two terms. An intern must teach full-time for at least five consecutive days. This statement pertains to Items b through d below: Two internship placements are required unless at least three field experiences and/or a practicum were completed at the other level. Divided internships do not require equal placements in both assignments.
- b. 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.
- c. For pre-kindergarten education programs, the internship must span birth through age 4 in both childcare and Office of School Readiness programs.

d. For early childhood education 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.

e. For elementary education programs, the internship shall be divided between P-3rd grade and 4th-6th grade placements.

f. For elementary education and collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) and collaborative special education placements. Elementary and collaborative special education programs must have a placement in all three settings unless at least three field experiences or a practicum have been completed in one setting.

g. At the EPP's discretion, Class B and Alternative A candidates may serve as long term substitutes in classrooms appropriate to their certification area while completing the internship.

h. 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:

(i). The candidate is employed on an Interim Employment Certificate (IEC) as the teacher of record or as a long-term substitute in a position appropriate to the candidate's certification area (a substitute license is required), AND (ii). On-the-job internship placements are permitted by EPP written policy. (iii). Other grade level rules still apply

Interim Employment Certificate (a) An Interim Employment Certificate (IEC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a State-approved Alternative Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06. (b) Special provisions for holders of Interim Employment Certificates.

1. 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 divided 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 Interim Employment 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 divided internship requirements applicable to early childhood education (or early childhood special education) programs.
2. 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 divided internship requirements applicable to the P12 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 divided internship requirements applicable to the P-12 program.

Health Education and Physical Education:

The internship must be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education. 290-3-3.12.01

Internships in Class A and AA programs. 290-3-3-.02(6)(f)2

Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).



Attendance Log

You will need two copies of this form (first & second placement)

Intern: _____ Mentor teacher: _____

School: _____ Internship Placement: (circle) 1 2

Accurately record the hours you are present each day. The intern should maintain this record and ask the Mentor teacher to sign and verify attendance weekly. This report must be completed and kept in the intern’s notebook at all times.

Week (Dates)	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Hours	Mentor teacher's Verification Signature
Week 1:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 2:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 3:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 4:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 5:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 6:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 7:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		
Week 8:	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>	<u>Arrival</u> <u>Departure</u>		

*****Attendance problems should be reported to the University Supervisor and the Office of Clinical Experiences.***



REPORT OF ABSENCE FROM INTERNSHIP

Name _____

Date of Absence _____ Hours Missed _____

Reason for Absence _____

Mentor teacher _____
(Signature)

Director of Clinical Experiences _____
(Signature)

You are required to notify the appropriate supervisors (mentor teacher, supervisor, and Christy Waters) by 7:00 a.m. on the day of your absence.

This form is to be completed and submitted to the Office of Clinical Experiences **within 3 business days** following every absence.

Note: You will be required to make up any time missed from placement.

Submit this form to
Christy Waters, Director of Clinical Experiences
ccwaters@una.edu
Stevens Hall Suite 524



University of North Alabama Lesson Plan Template

This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the mentor teachers.

Lesson Title:		Grade:
		Date:
CCRS Standard(s):		
Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):		
	Strategies	
Daily Lesson Objective(s) Objectives are measurable and aligned with the standard.		
Introduction to Lesson/ Activating Thinking ***Use knowledge of students' academic, social, and cultural characteristics to meet diverse needs.		
Body of Lesson/Teaching Strategies Body of Lesson/ Teaching Strategies		

Materials/Technology	
Closure/ Summarizing Strategies:	
Assessment/ Evaluation	<u>Reminder: Assessment plan must align with objective(s)/standard(s).</u>
Reflection	



Candidate Disposition Referral

Completed by faculty, staff, and mentor teachers

***Purpose:** The University of North Alabama routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics. The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1,3,4)*

Candidate Name:		Course Name:	
<input type="checkbox"/> ECE/ECE Alt-A/Elementary <input type="checkbox"/> Alt-A/Secondary (content area): _____		Date:	
<input type="checkbox"/>	The candidate demonstrates commitment to professional responsibility. (InTASC 1,2,3,4,5,6,7,8,9,10)		
<input type="checkbox"/>	The candidate demonstrates commitment to ethical standards. (InTASC 9,10)		
<input type="checkbox"/>	The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. (InTASC 1,4,6,7,8,9,10)		
<input type="checkbox"/>	The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. (InTASC 3,5,7,8,9,10)		
<input type="checkbox"/>	The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences. (InTASC 1,2,3,5,7,8,9,10)		
<input type="checkbox"/>	The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession. (InTASC 1,2,3,7,9,10)		
<input type="checkbox"/>	Other		
<p><i>Dispositions apply to the university, schools, courses, practicum experiences, and community events. Teacher candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral may be required to complete a formal remediation plan. Continued violations can lead to suspension and dismissal from COEHS TEP program. The COEHS reserves the right to address unsatisfactory professional dispositions internally, in addition to actions at the University level. Full details are provide on the Teacher Candidate Referrals Due Process Procedures and Appeals document. Provide any other supplemental details of the violation below.</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
Recommendations of the Evaluator:			

<input type="checkbox"/> Due Process Procedures			
Candidate Signature:		Date:	
Evaluator Signature:		Date:	
Program Coordinator Signature:		Date:	
Administrative Notes:			



Internship Experience Checklist

Teacher Candidate's Name: _____

Placement Location: _____ **Grade/Content:** _____

University Supervisor: _____

Mentor teacher: _____

<i>The teacher candidate should establish and facilitate meetings during orientation week with the mentor teacher and supervisor. The goal is to gain an understanding of the expectations outlined within this form.</i>	Date	Mentor teacher Initials	Teacher Candidate Initials
Orientation			
Meet building personnel <ul style="list-style-type: none"> • Secretary/Office Staff • Principal • Team/Partner Teachers • Other/Special Area • Support Staff (Custodians, Nurse, Counselor, Library, Aides) 			
Tour Building			
Visit the following classrooms for observations <ul style="list-style-type: none"> • Music / Band • Title I / Interventionist • ESL or ESOL • Special Education 			
Review regulations regarding parking, faculty restroom, lunch, and space for personal items			
Discuss other supervisory duties <ul style="list-style-type: none"> • Hall Area • Playground Area • Study Hall Area • Lunchroom Area • Before/After School (Bus/Car duty) 			
Introduction to classes			
Share contact information for questions or concerns			
Procedures if/when the student teacher may be tardy or absent (see handbook policy)			
Expectation of when lesson plans will be due Date: _____ Time: _____			
Expectation of when to arrive _____ and leave _____ each day			
Share the internship and edTPA timeline			
Review School Policies (District, Building, & Classroom)			
Locate and read the school handbook/Code of Conduct			
Review room policies regarding discipline, illness, injuries, absences, and student referrals			

	Date	Mentor teacher Initials	Teacher Candidate Initials
Review and obtain a copy of the daily schedule and transitions			
Fire, disaster, medical, and other drill procedures			
General housekeeping procedures to include student absences			
Visit the workroom-How and when to use copiers			
Share special regulations concerning who may pick up a student from school			
Share necessary information regarding student needs, medications, health concerns, and custody issues			
School social media rules and regulations-using the school Wi-Fi			
Review/discuss IEP and 504-other special accommodations			
Cell phone usage in the classroom/during the school day is not permitted—where to go for emergency use only			
Policy for posting classroom pictures on social media (classroom sites only)			
Policies concerning school closings (late start, early out, cancellation) due to inclement weather or other special circumstances			
Instructional Strategies and Considerations			
Share expectations for instructional design, planning, and classroom management, record keeping, and evaluation			
Provide guidance and expectations for testing practices			
Identify student teacher responsibilities and develop a timeline			
Locate and review SLL Database assessment documents (CT & Intern)			
Active Participation—Plan to attend (add to calendars)			
Arranged for parental/guardian contact –newsletter etc..			
Attend a meeting for student(s) with IEP/504			
Attend an open house, school assembly, or other extracurricular activity			
Observe/Participate in Parent-Teacher Conferences			
Attend a faculty meeting before or after school			
Attend a committee or club meeting			
<u>Add additional questions in this section:</u>			

University Supervisor	Date	Supervisor Initials	Teacher Candidate Initials
Exchange contact information—How are they to be contacted?			
Provide a class schedule			
Set day/time for lesson plans to be due Day: _____ Time: _____			
Establish an internship timeline to include solo dates			
Review notebook set-up (see handbook)			
Expectations during observations			
What to expect/provide in post-lesson conferences			



Intern Forms, Evaluations, and Due Dates

Please note: Supervisors have the ability to change due dates

Completion Date	Assignment	Submission
August 25 th	First day in placement. Start completing the attendance log (pg. 19) each day, work through the intern experience checklist, and begin building the intern notebook.	Keep a copy of the documents in your notebook
August 25 th -September 5 th	Meet with the supervisor and mentor teacher to plan out the teaching schedule. The university supervisor will need to see the checklist and notebook during the visit.	Email the teaching timeline to mentor teacher and the supervisor
August 29 th	Intern experience checklist completed <i>Located in the handbook, pages 24-26--Complete within the first two weeks of placement.</i>	Email a copy to your supervisor and keep in the front of your notebook
September 5 th	Notebook completed <i>Include tab sections outlined on page 12. The supervisor may add additional sections.</i>	Notebook must be with you while in placement. All documents must be current.
Ongoing	Lesson plans <i>All interns must submit weekly lesson plans (using the daily template on page 21) for every subject they are teaching. Interns are not permitted to teach without prior approval from their CT and supervisor. Failure to submit complete plans or missing plans entirely will prohibit the intern from teaching, may delay the completion of the internship, and could negatively impact their overall grade. The UNA lesson plan template is located at this link: https://una.edu/education/educator-preparation/internship-resources.html</i>	Lesson plans are emailed to your supervisor and CT each week on the day set by the supervisor.
<p><i>All evaluations are completed in SLL DATABASE (UNA Database). Each teacher candidate will login to their SLL Database accounts to complete the assessment. The SLL DATABASE login is the same as Portal. If you need support with SLL Database, please email edprep@una.edu</i></p>		
October 17 th	Lesson plan template #1 due <i>Please follow the Lesson Plan Template provided at the link below: https://una.edu/education/educator-preparation/internship-resources.html</i>	SLL DATABASE
October 17 th	Class profile due <i>Include all students you come in contact with at your placement. This assignment is for data collection only</i>	Internship Canvas Course
October 17 th	Only for interns changing placements: Complete the Mentor Evaluation by Intern Collaborative interns only: Complete the Supervisor Evaluation by Intern	Internship Canvas Course

October 20 th	Second Placement Begins—Start new attendance log <i>Those changing placements should work back through the intern expectation checklist on pages 24-26 and add second placement documents to the notebook.</i>	
October 20 th	edTPA Submission for all interns <i>Mrs. Sparks will provide an email with directions for submission.</i>	Pearson Website
October 24 th	Resume approved and Teacher Recruitment Day registration completed	Career Services
October 31 st	NAL form and application due for certification <i>The directions will be sent from Mrs. Amber Carruth (certification specialist). If you are late submitting the forms, it will delay your paperwork being sent to the state department.</i>	My UNA Profile (Portal) Application Tab
December 1 st	Lesson plan template #2 due <i>Please follow the Lesson Plan Template provided at the link below: https://una.edu/education/educator-preparation/internship-resources.html</i>	SLL DATABASE
December 1 st	Class profile #2 due <i>Only for interns who moved to a second placement. Include all students you come in contact with at your placement.</i>	Internship Canvas Course
December 1 st	Teacher work sample (TWS) due	SLL DATABASE
December 5 th	<div style="background-color: yellow; text-align: center;">Final Surveys and Assignments are Due</div> <ul style="list-style-type: none"> ✓ Fall 2025 Internship Ethics Exam ✓ Initial Program Candidate Employment Survey ✓ Mentor Evaluation by Intern ✓ Supervisor Evaluation by Intern 	Internship Canvas Course
December 12 th	Pinning Ceremony and Graduation	



Mentor Teacher Forms, Evaluations, and Due Dates

Please note: University supervisors have the ability to change due dates

Completion Date	Responsibility	Submission
Beginning of Placement	<ul style="list-style-type: none"> ➤ Complete mentor teacher orientation training by August 29th. A presentation will be made available by email. ➤ Complete UNA Mentor Teacher Agreement Google Form as confirmation of training completion. The link for the Google Form is located within the orientation training. ➤ Review internship handbook: https://www.una.edu/education/educator-preparation/internship.html ➤ Mentor teachers hosting during first placement--Review edTPA documents provided by the intern. Contact our edTPA Coordinator, Connie Sparks (csparks3@una.edu), for questions. <p>Establish a weekly time to meet your intern</p> <ul style="list-style-type: none"> ✓ Plan initial teaching schedule with intern and university supervisor ✓ Review intern expectation checklist (intern handbook pages 24-26) ✓ Check intern notebook (additional details on page 12 of the handbook) ✓ Exchange information with the intern and university supervisor 	The Intern must send you a copy of the teaching timeline and lesson plans each week
<p><i>All evaluations are completed in SLL DATABASE (UNA Database). Mentor teachers are sent a link unique to their intern and will login via the link. If you need support with SLL Database, please email edprep@una.edu. The mentor teacher orientation training must be completed before rubrics can be scored. The training will be provided at the beginning of the semester via email from the Director of Clinical Experiences. Intern assessments are launched in SLL DATABASE the second week of placement. The link mentioned above will be emailed to mentor teachers at that time.</i></p>		
August 25 th – September 19 th	<p>Teacher Observation #1 Due <i>Completed while observing the intern teaching. Please conference and enter rubric score in SLL DATABASE.</i></p>	SLL DATABASE link
September 22 nd – October 17 th	<p>Teacher Observation #2 Due <i>Completed while observing the intern teaching. Please conference and enter rubric score in SLL DATABASE.</i></p>	SLL DATABASE link

<p>October 17th</p> <p>October 20th</p>	<p>Second placement begins for interns who move placements</p> <p>edTPA submission—this is for interns only.</p> <p><i>The following rubrics and surveys are due for mentor teachers who host an intern for ONLY first placement. These assessments are an overall snap shot of the intern's performance. They do not require you to observe the intern while completing them. Mentor teachers hosting FULL placements will complete these in December.</i></p> <ul style="list-style-type: none"> ➤ Score Educator Disposition Assessment (EDA) Rubric ➤ Evaluation of the University Supervisor by Mentor Teacher (sent by email) ➤ Score Teacher Candidate Summative Evaluation Rubric 	<p>SLL DATABASE link</p>
<p>October 20th – November 14th</p>	<p>Teacher Observation #3 Due (Teacher Observation #1 for mentor teachers hosting ONLY second placement) <i>Completed while observing the intern teaching. Please conference and enter the rubric score in SLL DATABASE</i></p>	<p>SLL DATABASE link</p>
<p>December 5th</p>	<p>Final day for internship placements unless make-up time is required.</p> <p>Complete all assessments in SLL DATABASE—save and submit</p> <ul style="list-style-type: none"> ➤ Teacher Observation #4 Due (Teacher observation #2 for mentor teachers hosting ONLY second placement) <i>Completed while observing the intern teaching. Please conference and enter rubric score in SLL DATABASE</i> <p><i>The following assessments are an overall snap shot of the intern's performance and should not be completed until the last week of placement. They do not require you to observe the intern while completing.</i></p> <ul style="list-style-type: none"> ➤ Score Educator Disposition Assessment (EDA) Rubric ➤ Evaluation of the University Supervisor by Mentor Teacher (sent by email) ➤ Score Teacher Candidate Summative Evaluation Rubric 	<p>SLL DATABASE link</p>
<p>December 12th</p>	<p>Intern Pinning Ceremony and Graduation</p>	



Supervisor Forms, Evaluations, and Due Dates

Completion Date	Responsibility	Submission
Beginning of Placement	<ul style="list-style-type: none"> ➤ Attend supervisor training—August 18th, 2:00, East Campus RM 104 ➤ Complete rubric, Simple Syllabus, and EDA training by August 29th ➤ Review internship handbook: https://www.una.edu/education/educator-preparation/internship.html ➤ SLL DATABASE account has the same login information as Portal. Intern binders are not launched to interns, supervisors, or the mentor teacher until the second week of placement. ➤ Review edTPA documents provided during supervisor training. Contact our edTPA Coordinator, Connie Sparks (csparks3@una.edu), for questions. <p>Visit intern and mentor teacher within the first two weeks of placement</p> <ul style="list-style-type: none"> ✓ Plan initial teaching schedule with intern and mentor teacher ✓ Review intern expectation checklist (intern handbook pages 24-26) ✓ Check intern notebook (additional details on page 12 of handbook) ✓ Exchange information with the intern and mentor teacher ✓ Continue to check in weekly by email or face to face with the mentor teacher 	The Intern must send you a copy of the teaching timeline and lesson plans each week
<p><i>All evaluations are completed in SLL DATABASE (UNA Database). Each supervisor will login their SLL Database accounts to complete the assessments and surveys. If you need support with SLL Database, please email edprep@una.edu. The supervisor training must be completed before rubrics can be scored. The training will be provided at the beginning of the semester by the Director of Clinical Experiences.</i></p>		
August 25 th – September 19 th	<p>Teacher Observation #1 Due</p> <p><i>Completed while observing the intern teaching</i></p> <p><i>Supervisors should conference with intern and enter rubric score in SLL DATABASE</i></p>	SLL DATABASE
September 22 nd – October 17 th	<p>Teacher Observation #2 Due</p> <p><i>Completed while observing the intern teaching</i></p> <p><i>Supervisors should conference with intern and enter rubric score in SLL DATABASE</i></p>	SLL DATABASE
October 17 th	<p>First placement ends--collaborative interns only—please enter the elementary placement grade-- submit in Banner</p>	Banner--Login Portal

October 17 th	Score Lesson Plan Template #1 <i>Interns must use the template provided at the link below to upload for scoring:</i> https://una.edu/education/educator-preparation/internship-resources.html	SLL DATABASE
October 17 th	First supervisor log is due	Email to ccwaters@una.edu
October 20 th	Second Placement Begins	
October 20 th	edTPA submission	Pearson Website
October 20 th – November 14 th	Teacher Observation #3 Due <i>Completed while observing the intern teaching</i> <i>Supervisors should conference with interns and enter rubric scores in SLL DATABASE</i>	SLL DATABASE
December 5 th	<p>All intern assignments are due—please ensure your intern has completed the required tasks.</p> <ul style="list-style-type: none"> ➤ Score Lesson plan template #2 <i>Interns must use the template provided at the link below to upload for scoring: https://una.edu/education/educator-preparation/internship-resources.html</i> ➤ Teacher Observation #4 Due--<i>Completed while observing the intern teaching. Supervisors should conference with interns and enter rubric scores in SLL DATABASE</i> ➤ Score Educator Disposition Assessment (EDA) Rubric ➤ Evaluation of the Mentor teacher by University Supervisor (emailed) ➤ Score Teacher Candidate Summative Evaluation Rubric ➤ Score Teacher Work Sample Rubric 	SLL DATABASE
December 5 th	**Second supervisor log is due	Email to ccwaters@una.edu
December 9 th	Intern grades are due in Banner	Banner—Login Portal
December 12 th	Pinning Ceremony and Graduation	

Intern Confirmation Acknowledgment

All interns will sign as confirmation of receiving the handbook and agreeing with the terms when completing the candidate information form.

I, the undersigned University of North Alabama student and College of Education and Human Sciences intern, voluntarily state that I have acquired or viewed a copy of all school rules, policies, and standards of conduct, including Acceptable Use Policies, so that I may carefully comply with said rules, policies, and standards. I further state, and my signature below confirms that I had the opportunity to ask questions about the documents: School Handbook, University Catalog, Internship Handbook, and Internship Syllabus.

I also am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences. I further voluntarily state that I understand that I am a guest in my designated school and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and copyright laws to adherence of local school rules) set forth within the above -listed publications and documents with respect to internship and interns. I must provide my own sustenance and transportation to and from school systems, and other transportation as is appropriate for educational experiences. As a responsible candidate for teacher certification, I will refrain from unprofessional behavior including but not limited to inappropriate internet and/or mobile phone usage (Snapchat, Facebook, personal blogs, etc.) at all times. In addition, I will refrain from all electronic communications **during the school day**. I also understand that a failure to act consistently with said rules, policies, guidelines, and standards of conduct and professional behavior, within the discretion of the University of North Alabama, the school, or school system, may result in my permanent removal from internship.

If I am pulled from my placement (including being asked to leave by the K-12 school site), all contact with the school (including the mentor teacher) must cease immediately. Any and all materials belonging to the placement school or mentor teacher must be immediately returned or replaced by the candidate via the Director of the Office of Clinical Experiences. Inappropriate contact by the candidate and/or failure to return materials 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 student teacher's program. I understand that a second placement is not guaranteed and is based on availability and time for completion in the semester.

The University of North Alabama Ethics Pledge:

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

The University of North Alabama Confidentiality Pledge:

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.