

Cooperating Teacher Training



College of **EDUCATION**
and **HUMAN SCIENCES**

University of **NORTH ALABAMA**

Purpose: The cooperating teacher training, along with the handbook, will serve as a reference tool and guide during the student internship experience. Please take the opportunity to carefully read through the presentation in order to gain an understanding of the university's policies and procedures. The University Supervisor and Office of Clinical Experiences promises to support you in this crucial role throughout the placement. Please contact us at anytime should you need assistance.

Interns-- Covid Guidelines and the Classroom

- All UNA interns have been asked to show their passport before entering the classroom/school.
- Interns will be checked and tracked daily through the GuideSafe System. UNA monitors all students and provides them with the daily passport.
- A detailed summary of UNA's reopening plan <https://una.edu/reopening/>
- Interns will following the assigned plan for their cooperating teacher for face-to-face vs. virtual days



How Can an Intern Support My Classroom?

Virtually:

- Create enrichment/supplemental materials to accompany the lessons you are posting online.
- Construct a timeline of topics/events that will be covered in your class this year and supplement with review games. Bonus--These could be used in your classroom next year too.
- Zoom Chat (or whatever you feel comfortable using) with your intern while you are in a platform/district site (Example: Google Classroom). While on the platform/site go to screen share so they can see how and what you are posting. No passwords should ever be shared with interns. Certainly, do not violate any school policies. If you are unable to screen share, allow them to chat with you about how that process looks, what you had to gather, and the adjustments made to move to online.
- Assign them content material to research and gather for you---They could create games, reviews, lessons, etc.
- If you hold online chats with your students, allow them to participate if possible.
- For band, PE, Elem, or really any content area---allow them to create technique, how to, demonstrations, exercises, read alongs, think alouds, etc. that can be posted for your students to follow along. Students love fun videos of investigating something/visiting a place/crafts/hobbies etc.

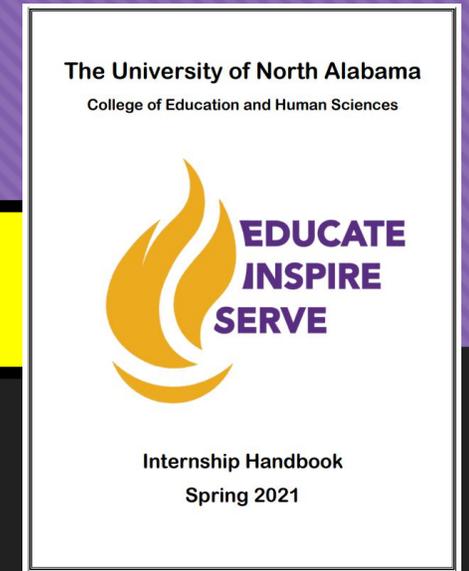
Onsite:

- Create enrichment/supplemental materials/review games that will accompany your lesson plans.
- Help with classroom tasks (copying, bulletin boards, teacher letters, grading, etc.)
- Work with a small group to support remediation or for enrichment.
- Co-teach or help during a lesson as the teacher assistant. (Very beneficial to an intern)
- Work on time management by keeping the schedule and moving students to extra classes (art, library, band, etc.)
- Upload content or help to manage online students on virtual days.

Quick Review of the Internship Handbook

A full copy of the handbook can be view at this link:

<https://www.una.edu/education/educator-preparation/files/spring-2021-internship-handbook.pdf>



- Interns are to exhibit dispositions at all times in the classroom setting.
- Notification of an absent should be submitted by 7:00 AM. **All absences must be reported through an email to the supervisor, cooperating teacher, and Christy Waters.**
- Interns should not request to leave early for employment reasons.
- Interns must be well dressed and groomed at all times.
- **Interns are not allowed to teach any content without pre-approval of lesson plans from the cooperating teacher and supervisor.**
- Interns are not the teacher of record and cannot be left alone as the substitute teacher.
- Interns should attend professional development with you. PD days are not off days for interns.
- Interns are required to attend school events outside of the regular school day (PTO, open house, parent conferences, etc...)

Internship Timeline Spring 2021 (Tentative)

*Interns follow school calendars for holidays not UNA's schedule
Check edTPA timelines for specific due dates and trainings*

January 11th-March 5th first placement March 8th-April 30th second placement

January:

4th	Orientation meeting	SH Auditorium	(ECE/Elem: 8:30-12:30; Sec: 1:00-5:00)
5th	A.L.I.C.E training	East Campus	(ECE/Elem: 8:00-12:00; Sec: 1:00-5:00)
5th	Elem Only—edTPA (Task 4)	SH Auditorium	1:00-4:00
6th-8th	ARI training (everyone)	Zoom	8:30-3:30
11th-15th	Orientation days in schools	Assigned School	Full school day

February:

2 nd	First Seminar	Zoom	3:30-5:30
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March:

2 nd	Second Seminar	Zoom	3:30-5:30
8 th	edTPA submission/second placement begins		

April:

15 th	Mock interview day	TBA	3:30-5:30
21 st	Educational Recruitment Day	Banquet Halls	12:30-3:00
27 th	Final Seminar	Zoom	3:30-4:00
30 th	Internship placement ends		

May:

7 th	Graduation Reception/Ceremony	GUC/Flowers	
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Internship Calendar

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- Interns follow the school's calendar and not UNA's calendar
- Interns should share edTPA dates/times with you.
- Interns must return to campus for mandatory meetings and seminars

Absences From Internship

Internship Handbook Page: 7

- Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship.
- **Internship is designed as a “no cut” experience**; however serious personal illness of the intern or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**
- **Tardy Policy**: Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from the internship assignment., notify the cooperating teacher/school prior to the beginning of the school day.

A form of absence is required anytime the intern misses time from the classroom. This form is shown above and must be signed by you. Please report to the University Supervisor if any of the procedures are not being followed correctly.

REPORT OF ABSENCE FROM INTERNSHIP

Name _____

Date of Absence _____ Hours Missed _____

Reason for Absence _____

Cooperating Teacher _____ (Signature)

Supervisor/Director of Clinical Experiences _____ (Signature)

You are required to notify the appropriate people (cooperating teacher, supervisor, and Christy Waters) by 7:15 a.m. on the day of your absence.

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

Note: You will be required to make up any time that exceeds the allotted two days.

Submit this form to
Christy Waters, Director of Clinical Experiences
ccwaters@una.edu
Stevens Hall Suite 515

Solo Teaching Days

Interns are required to solo teach 10 consecutive days and maintain full responsibilities of the classroom at least 20 days.

- **Split Placements:** Early Childhood, Collaborative, and P-12 majors (PE, Band, Choral)--10 days per placements for a total of 20
- **Full Semester Placements:** Elementary, Secondary, Some Band—10 consecutive days and 10 flex days (flex days do not have to be consecutive and represent days the intern is teaching for the full school day)

Solo Time—Question/Answer

- What is solo teaching? Interns are required to solo teach as part of their graduation and certification requirements in Alabama. Solo teaching provides the opportunity for an intern to have full responsibility of planning, managing, and teaching in the classroom setting under the guidance of a cooperating teacher.
- While the intern is soloing, is it required that I leave the classroom? No, our students are guest in your classroom and each teacher can make that decision. Cooperating teachers should check with their building administrator for further guidance. We do ask that an intern not be left for extended periods of time.
- Does solo teaching mean I am unable to step in as needed or teach along side my intern? No, you are always welcome to step in or correct content errors. We request that it is done in a respectful and constructive way. If the university supervisor is observing, we ask for you not be involved in the lesson.
- What needs to be done if the intern is overwhelmed and unable to solo teach? The first few days of solo teaching can be difficult for an intern to manage and may require additional support from the cooperating teacher. Interns are novices teachers and will need consistent constructive feedback after mistakes are made. If the intern's soloing teaching is negatively affecting student learning, we ask that immediate contact is made with the university supervisor. As a team, we will co-construct a remediation plan and provide extra supervision. In extreme cases or at the request of the cooperating teacher, the intern will be removed from the placement.

Special Circumstances

Departmentalize Teachers

- Elementary interns are being certified in all subject areas and must have experience in each content area. The University Supervisor will provide assistance in working out the best plan for rotating among the other team members. Only the cooperating teacher assigned to the intern must hold a masters degree and three years of teaching experience.

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 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.

Internship Experience Checklist

Interns will work with their cooperating teacher to complete the Internship Checklist. Please be sure all expectations are set during orientation week. A copy of the checklist can be found in the internship handbook on [page 25-27](#).



Internship Experience Checklist

Teacher Candidate's Name: _____

Placement Location: _____ Grade/Content: _____

University Supervisor: _____

Cooperating Teacher: _____

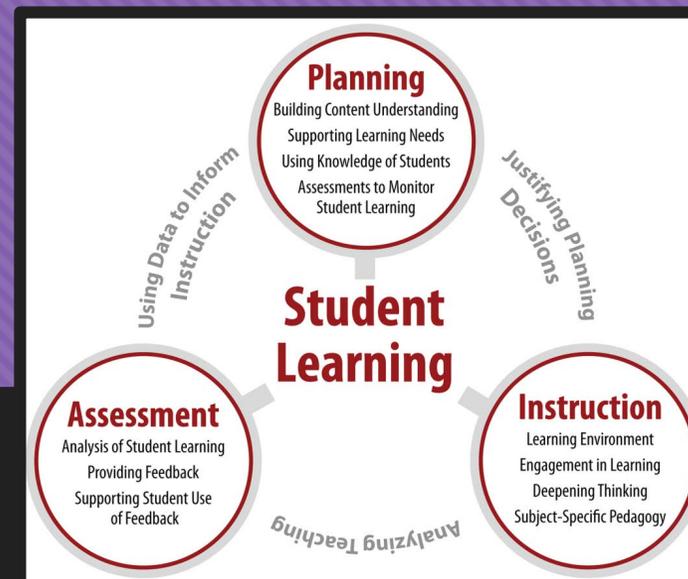
<i>The teacher candidate should establish and facilitate meetings during orientation week with the cooperating teacher and supervisor. The goal is to gain an understanding of expectations outline within this form.</i>	Date	Cooperating Teacher Initials	Teacher Candidate Initials
Orientation			
Meet building 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 class—Review introduction letter to be sent to parents			
Share contact information for questions or concerns			
Procedures if/when 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 internship and edTPA timeline			
Review School Policies (District, Building, & Classroom)			
Locate and read school handbook/Code of Conduct			
Review room policies regarding discipline, illness, injuries, absences, student referrals			

What is edTPA?

Internship Handbook Page 14

Interns will provide and discuss an additional handout

First placement only



- edTPA is a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach
- edTPA focuses on three areas critical to effective instruction: Planning, Instruction, and Assessment
- edTPA **is consequential for licensure** in Alabama beginning fall of 2018
- To learn more please visit: <http://www.edtpa.com/>

Lesson Plan Template

Internship handbook
page 22

****University Supervisors and Cooperating Teachers must approve all lesson plans prior to the content being taught in the classroom. Under no circumstances is an intern allowed to teach without an approved lesson plan. ****

****The lesson plan template represents the minimum categories for lesson planning in the P-12 classroom setting. All interns must use the template shown for all lessons.****

 **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 cooperating teachers.

Lesson Title:	Grade:
CCRS Standard(s):	Date:
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	Reminder: Assessment plan must align with objective(s)/standard(s).
Reflection	

Grading Procedures for Internship

- Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester.
- Internship grades will be based on the chart below unless otherwise communicated by the supervising professor. Cooperating teacher evaluations are factored in the final grade.

First Half of Semester	Second Half of Semester
Faculty Evaluations, 50% edTPA Completion, 30% Dispositions/Professionalism, 20%	Faculty Evaluations, 50% Teacher Work Sample, 30% Dispositions/Professionalism, 20%

- 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.

Candidate Disposition Referral Form

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. The referral should be issued to a teacher candidate if concerns arise during the internship placement. Please follow the procedures for issuing a referral and contact the university for support.

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 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, Director of Teacher Preparation, 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.

Reasons for Intervention or Possible Removal

1. Mutual consent and agreement for withdrawal for reasons of illness, injury, or other unforeseen circumstances (semester).
2. Failure by the candidate to establish and maintain a professional relationship with the cooperating teacher, supervisor, and instruction and management.
3. Failure by the candidate to abide by the policies and procedures of the university or the cooperating school district.
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 cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation (Form A) 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, cooperating teacher, Director of Teacher Preparation, 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 Director of Teacher Preparation shall initiate a hearing in front of the Professional Ethics Committee (PEC). The teacher candidate will be removed from the P-12 classroom setting until future notice.
4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student's Procedural Rights). The PEC will be assembled for the meeting to

The disposition referral procedures are found in the handbook on page: 10. This document will provide step-by-step instructions for using the referral form.



Candidate Disposition Referral

Completed by faculty, staff, and cooperating teachers

Candidate Name:	Course Name:
<input type="checkbox"/> Elementary	Date:
<input type="checkbox"/> Secondary (content area): _____	

Purpose: The University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences establishes dispositions for prospective teachers. The COEHS routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics (https://www.ahsde.edu/sites/default/files/Alabama_Educator_Code_of_Ethics.pdf). The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1, 3, 4)

- The candidate demonstrates commitment to professional responsibility. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1)
- The candidate demonstrates commitment to ethical standards. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1)
- The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,2,6)
- The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,4)
- 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. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,2,5)
- 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. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,3)
- Other

Dispositions apply to the university, schools, courses, practice, progressing or adequately meeting the expectations outlined in the Disposition Referral Procedures document. Provide any other information in the space below.

Recommendations of the Evaluator:

Candidate Signature:

Evaluator Signature:

Department Chair Signature:

Administrative Notes:

Please submit a copy to the Office of Clinical Experiences-Christy Waters [ccwaters@una.edu](mailto:cwaters@una.edu)

REVISED 5/17

The candidate disposition referral form is located in the handbook on page: 24. Please be sure to read through all procedures and ask questions if needed. It is imperative that teacher candidates are made aware of classroom expectations that are not being met.

What Assessments do I complete as a Cooperating Teacher?

All internship evaluations will be completed in Tk20. A link to your intern's assessments will be sent to your email within the first three weeks of placement. The chart to the right contains the due dates for assessments. It is located in the handbook on page 29.



Cooperating Teachers Forms and Evaluations

All evaluations are completed in TK20 (UNA Database). A direct link to the intern's assessments will be sent out from lpittington@una.edu at the beginning of the placement. Please check junk/spam folders. If you are unable to locate your links, please email tk20@una.edu to have them resent. The cooperating teacher 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.

Hosting first placement (January 11th-March 5th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

*Assessments/Surveys are due March 5th

Hosting second placement (March 8th-April 30th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

*Assessments/Surveys are due April 30th

Hosting full semester (January 11th-April 30th)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8—Due March 5th

- ❖ Two Field Experience Rubrics-Completed during weeks 9-12 & 13-16—Due April 30th
- ❖ Survey of University Supervisor—Due April 30th
- ❖ Education Disposition Assessment (EDA)—Due April 30th
- ❖ Teacher Summative Evaluation—Due April 30th

****Rubric Training for Cooperating Teachers****

Please watch for a separate training presentation for the rubrics scored by the cooperating teachers.

Instrument	When Utilized	Administered By	Data Collected
Field Experience Observation Rubric	Field Experiences embedded in courses & Internship	Supervisors and cooperating teachers	TK20
Summative Evaluation	Internship	Supervisors/Cooperating Teachers	TK20
Ethics Assessment (EDA)	Admission to TEP & Internship	EPP Office TEP admission Supervisors Cooperating Teachers	TK20

Thank you for participating in the training session!

Questions

Christy Waters
Director of Clinical Experiences
ccwaters@una.edu
256-443-3166

