STUDENT TEACHING HANDBOOK

A Guide for:
Student Teachers
Cooperating Teachers
School Administrators
University Supervisors

23rd Edition
Academic Year: 2016-2017

University of Alabama at Birmingham
School of Education
Office of Clinical Experiences
UAB School of Education Mission Statement
To create knowledge and support professionals to serve in a diverse world.

UAB School of Education Vision Statement
Transforming lives to optimize human potential.

The UAB School of Education Values
- Respectful—We treat faculty, staff, students, administrators, external collaborators, and others with respect in all interactions.
- Responsive—We address the needs of all of our constituent groups in an appropriate and timely manner.
- Innovative—We develop new and effective approaches to addressing critical challenges.
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Note: All forms can be found on the Student Teaching Website in the “Forms and Handouts” section (https://www.uab.edu/education/studentteaching/resources/forms-and-handouts).
We believe in our graduates! The UAB School of Education (SOE) guarantees its teachers once they have completed their graduate and/or certification program. In the unlikely event that we have recommended a student for certification and he/she receives unsatisfactory teaching performance evaluations at any point during the first two years after the program completion date, we will make every effort to improve his/her skills at no cost. UAB SOE graduates should contact their department chair for additional information.

This Handbook contains the general guidelines for student teaching at UAB. Each student is responsible for familiarizing him/herself with the contents of the Handbook. UAB reserves the right to address issues not covered in this Handbook that arise during a given semester on an individual basis. Additionally, while UAB works closely with local K-12 schools and administrators to ensure quality internship placements with master cooperating teachers, UAB cannot guarantee that all principals and cooperating teachers will strictly abide by all expectations specified in this Handbook.
My signature below acknowledges that I have accessed the UAB School of Education’s Student Teaching Handbook online. My signature also certifies that I have read and agree to abide by the contents included and referenced in the Handbook (e.g., policies, requirements, expectations, etc.), and understand that UAB reserves the right to address issues not covered in the Handbook on an individual basis.

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

____________________________________________
Student Teacher Name (printed)

____________________________________________     ____________________
Student Teacher Signature      Date
UAB Student Teaching Confidentiality Agreement

I affirm that:

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

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

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

_____________________________
Student Teacher Name (printed)

_____________________________  ______________
Student Teacher Signature     Date

Revised 06/11/13

Please download, sign, and date one copy of this form. Give the completed form to your UAB Supervisor or the Director of the Office of Clinical Experiences at the Student Teaching Orientation that occurs the first official day of student teaching.
Introduction

The Student Teaching Handbook is a general resource for all participants involved in the student teaching internship experience. This handbook contains basic information, guidelines, and responsibilities relevant to the overall student teaching internship at UAB.

The UAB School of Education’s mission is to prepare and support skillful, reflective professionals who improve the quality of life in diverse communities. This mission is accomplished through implementation of learner-centered programs that are developmental, inquiry-focused, and standards-based. This conceptual framework is brought to fruition in the most applicable and tangible manner via the student teaching internship.

While this handbook answers many of the questions that are asked concerning student teaching and provides the reader with an understanding of the relationships and responsibilities of the program's participants, UAB sincerely hopes that it will not replace the personal contact and continuing dialogue which are essential to a successful program. Please continue to ask questions, offer suggestions, and confer with UAB on any matter concerning the student teaching program.

Please note that the following terms are used interchangeably throughout this handbook: student teacher, intern, student teaching candidate, teacher/teaching candidate.
The Student Teacher

What is student teaching?
Student teaching is a period of guided and supervised teaching during which the teacher candidate takes increasing responsibility for a given group of learners over a period of consecutive weeks. Because of limitations of time, it cannot duplicate all of the experiences first year teachers have on the job; instead, it is a transitional experience aimed at developing initial teaching competence. The student teaching experience at the UAB is designed to meet Alabama State Department of Education guidelines. A review of these guidelines indicates that the student teaching experience must be designed to provide the student teacher with intensive and extensive experiences – it “shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full-time responsibilities of the teacher” (Rules of the Alabama State Board of Education, 2016). Experiences of the intern will progress to full teaching responsibilities for at least 20 full days, including 5-10 consecutive days as determined by the UAB Supervisor.

The student teaching experience provides a valuable means for guiding the student teacher's development through many diverse activities. These activities should enable a student teacher to:

- Test his or her understanding of human growth and development;
- Judge his or her strengths and weaknesses in subject matter areas as well as in human relations;
- Recognize the scope and complexity of a regular classroom teacher's responsibilities, to include -
  - Evaluating the progress of each student
  - Maintaining records to monitor student learning
  - Planning lessons
  - Locating and using various modes of technology
  - Motivating students
  - Continuing self-evaluation and professional development

What is required for the student teaching application?
Student teaching applications are due on the last day in January – one semester prior to the fall internship and two semesters prior to the spring internship (e.g., applications for fall 2017 and spring 2018 are due on January 31, 2017). Applications must be signed and submitted to the Office of Clinical Experiences (EB 232B; dhedge@uab.edu). Applications are available online at: http://www.uab.edu/education/studentteaching/

Should a teacher candidate be ineligible or postpone his/her internship, the application will be moved to the next semester. If a teacher candidate is ineligible or postpones more than once, a new student teaching application must be submitted by the applicable due date.

What additional applications should be completed?
All student teachers must apply for degree and certification. Undergraduate degree application forms can be completed and submitted online at: https://sa.uab.edu/EnrollmentServices/AppForDegree
Graduate application degrees should be completed at the following website and hand-delivered to the Office of Student Services (205-934-7530): http://www.uab.edu/graduate/online-forms

Refer to the following Office of Student Services website for specific information and guidelines regarding certification: http://www.uab.edu/education/studentservices/graduation-and-certification/certification-process

What are the eligibility requirements to qualify for student teaching?
After a teacher candidate has applied for student teaching, the Office of Student Services conducts an eligibility check. Teacher candidates are given a deadline by which all requirements must be met – if eligibility
requirements are not met by the deadline, candidates will not be permitted to begin their internship and will need to postpone their internship. Detailed eligibility information can be found at: http://www.uab.edu/education/studentteaching/eligibility-requirements

In general, in order to be eligible to student teach, every intern must meet the following criteria:

- Formal admission to Teacher Education Program or Alternative Master’s Program
- Minimum GPA of 2.5 (undergraduates) or 3.0 (graduate students)
- Completion of all coursework prior to student teaching
- Completion of all courses with a “C” or better
- Passing score on all three portions of the Basic Skills Assessments of the AECTP
- Passing score on all required Praxis II tests (http://www.uab.edu/education/studentservices/testing-introduction)
- Criminal history background check status shown as continuously “cleared” on the ALSDE database

Is registration required for student teaching?
All student teachers are required to register for the number of hours of student teaching credit specified by their program(s). Some students must also register for an internship seminar course. Student teachers should refer to their program checklist and/or contact the Office of Student Services for specific program requirements and information about their checklist (http://www.uab.edu/education/studentservices/general-information/checklists). Regular procedures for registering must be followed.

What is the required length of time for student teaching?
The internship “shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full-time responsibilities of the teacher” (Rules of the Alabama State Board of Education, 2016). Experiences of the intern will progress to full teaching responsibilities for at least 20 full days, including 5-10 consecutive days as determined by the UAB Supervisor.

Full days of instruction can begin counting toward the twenty day requirement once the UAB Supervisor and Cooperating Teacher make this determination. A full day of instruction is one in which the student teacher is responsible for all instruction, routines, and processes (i.e., all duties a certified teacher would fulfill).

The student teaching experience must be five full days per week for fifteen weeks, “bus duty to bus duty.” Any days or time missed must be made up at the end of the semester, during the make-up week (note: the teacher candidate is only permitted to make up a maximum and equivalent of five days). Teacher candidates who have not made-up missed days or time by the end of the semester will receive an internship grade of “I” (Incomplete). Once the teacher candidate has made-up all of the days or time he/she has missed, a grade change will be submitted; if any days or time missed are not made-up immediately following the internship end date, the “I” will automatically become an “F” after one semester.

What is the policy for student teacher placement?
The Office of Clinical Experiences is responsible for organizing all student teaching placements. Placements are restricted to a 50 mile radius (per way) from UAB to the placement site.

Student teaching requests for Collaborative Teaching, ESL, Music, and PE are due from applicable faculty no later than two weeks after the last day to drop/add courses the semester prior to the desired student teaching semester. Failure to provide placement requests to the Office of Clinical Experiences by the due date will result in a placement secured by the Office of Clinical Experiences based on prior placement requests from applicable faculty.
A student teacher is not allowed to student teach at a site that he/she has a relative employed or a child/children attending. Secondary student teachers will not be placed at the high school they graduated from for a minimum of ten years after they have graduated. Student teachers are not permitted to arrange or influence their placement.

In general, placements are based on state guidelines and school availability, and depend upon K-12 administrative selection. Note: Only Alternative Master’s Program interns can be hired as full-time teachers when completing their internship (i.e., if they teach within their field of certification every day for the entire 15 week internship). Undergraduate students are not permitted to complete their internship as hired, full-time teachers.

**What factors are used to determine placement sites?**
The Teacher Education Program at UAB has been designed to provide meaningful learning opportunities and a breadth of exposure to various teaching environments. A number of factors are involved in the selection of a placement site for a student teacher - these factors include, but are not limited to:

- **Previous School-Based Experience**
  To meet Alabama State Department of Education standards, the grade level placement for the internship should be based on prior grade level field experiences (e.g., if most field hours were completed within lower grades of a certification program, it is desirable that the internship placement be in an upper grade).

- **Approved Schools**
  All placement schools are within the state of Alabama, within 50 miles (per way) of the UAB campus, and accredited by the Southern Association of Colleges and Schools (SACS). Every school is not used each term.

- **Approved Cooperating Teachers**
  The Alabama State Department of Education defines an approved cooperating teacher as one who:
  - Is an accomplished school professional
  - Holds a certificate and a master’s degree (or National Board for Professional Teaching Standards certification) appropriate to their teaching assignment, or has been designated as a master teacher certified in the student teacher’s area of specialization
  - Has at least three complete years of educational experience in their field of specialization
  - Is currently teaching classes in the student teacher’s area(s) of specialization

- **Approved Classrooms**
  Per the Alabama State Department of Education, all student teachers are required to complete their internship in classrooms that are strictly within their field of certification. In an effort to safeguard the master level of Advanced Placement College Board teachers, student teachers are not permitted to be placed in Advanced Placement (AP) classrooms (unless they are AMP interns hired as full-time teachers within their field of certification or team-teaching with the cooperating teacher, with prior approval from the Director of the Office of Clinical Experiences); Pre-AP and Honors classrooms are acceptable placements.

- **Multiple Certification**
  For student teachers who are seeking certification in two or more distinct teaching fields, an additional internship shall be required.

- **P-12 and K-12 Programs**
  The internship for P-12 and K-12 programs shall be divided between early childhood/elementary and middle/secondary grades.

- **ECE/ELE and ECE Special Education Programs**
  The internship for ECE/ELE and ECE Special Education programs should include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.
What is a long-distance placement?
The UAB School of Education will only consider long-distance student teaching placements outside of the 50 mile, per way, placement radius (and within the state of Alabama) on an individual basis and under the following conditions:

- All student teaching eligibility criteria have been met by the applicable deadlines
- Department approval is attained from the Department Chair four weeks prior to the internship start date for the semester in which the student teacher plans to complete the internship
- A Student Teaching Review Committee approves the placement and determines the fee amount
  - Approval is based on teacher candidate’s professional and academic dispositions, and UAB Supervisor availability during the desired internship semester
  - Fee amount is attached to a specific course section of the internship course corresponding to the intern’s academic program
  - The student teacher will be instructed to register for the specific course section after the Student Teaching Review Committee determines the fee amount
- All Student Teaching Seminar course requirements must be met by the completion of the internship, including regular course attendance at UAB

What is the policy regarding employment while completing the internship?

- Only Alternative Master’s Program (AMP) students are permitted to be hired as full-time teachers while completing their internship, if they are teaching within their field of certification during the entire 15 week internship at a SACS accredited school. Any hired teaching position (and teaching schedule) must be approved by the Director of the Office of Clinical Experiences prior to the start date of the internship.
- AMP student teachers can only accept employment during student teaching under the following conditions:
  - The student teacher is hired to take over his/her cooperating teacher’s current teaching schedule, and the student teacher seeks approval from the Director of the Office of Clinical Experiences; OR
  - The student teacher is hired to take over a teaching position at the existing internship placement site, the position is a full-time teaching position within the student teacher’s field of certification, and approval has been granted by the Director of the Office of Clinical Experiences
- Undergraduate students must complete “traditional,” non-hired internships with a cooperating teacher and UAB Supervisor.
- Approaching an administrator at the student teacher’s placement school regarding employment can be done during or after the last week of the internship.
- Student Teachers are highly discouraged to work outside of completing the internship (i.e., due to the level of commitment and time associated with the successful completion of the internship). If evening part-time employment is unavoidable, extra care should be taken to ensure that all internship requirements are met in a professional manner.
- Student teachers are required to maintain the working hours of their cooperating teachers, should plan to be available at their internship placement site starting at least 30 minutes prior to the school start time and until at least 4pm on a daily basis, and should recognize that there may be occasions that will require extra hours for before-school and after-school meetings and/or school functions.

When is a placement change request considered?
Student teachers with extenuating circumstances about their placement site must contact the Office of Clinical Experiences when the student teaching application is submitted or as soon as possible. The Office of Clinical Experiences must be notified before placements are secured for the semester – concerns received after placements have been secured may not be able to be resolved prior to the internship.
Once the internship has begun, a placement will only be modified under extreme and extenuating circumstances, and on a case-by-case basis (i.e., based on documentation by the UAB Supervisor, cooperating teacher, and/or Director of the Office of Clinical Experiences).

If a placement change is being considered after student teaching has begun or if there is a student teaching dilemma, the following protocols should be completed to ensure a continued professional relationship with the school:

- If the placement change or student teaching dilemma is due to issues involving a cooperating teacher or extenuating intern circumstances, care must be taken by the Director of the Office of Clinical Experiences and/or UAB Supervisor to provide the school with a rationale for the change.
- If the placement change or student teaching problem is due to the intern’s lack of progress (e.g., professional dispositions), a Student Teaching Review Committee with the Associate Dean, Program Coordinator, Director of the Office of Clinical Experiences, and UAB Supervisor must convene to determine the best course of action for the teacher candidate – refer to the “What is the internship removal policy?” section below.

What is the withdrawal and postponement policy?
If the student teacher finds it necessary to postpone or withdraw from student teaching, the withdrawal policy outlined in the UAB Catalog and academic calendar must be followed. The cooperating teacher, UAB Supervisor, and Director of the Office of Clinical Experiences must be notified immediately. Additionally, the faculty advisor should be informed by the student teacher about the decision to postpone/withdraw. If at any time during the internship a student teacher decides to pursue an individually designed major (i.e., an education degree only without certification), he/she must: notify the UAB Supervisor and Director of the Office of Clinical Experiences; meet with the Director of the Office of Student Services to determine eligibility requirements and seek approval for the non-certification/individually designed major; and withdraw from the student teaching internship course(s). Note: If the student teacher has missed UAB’s deadline to withdraw, he/she will need to follow UAB’s policy to submit an academic appeal to withdraw from the internship course(s).

What is the internship removal policy?
All student teachers represent the School of Education and are expected to comply with the rules, regulations, and expectations of the K-12 host institution and the School of Education. The student teacher may be removed from the internship site at any time upon the request of the host institution in which the student teacher is placed. The School of Education maintains the right to remove any student teacher not following UAB policies and procedures. If a student teacher is removed from an internship setting under such circumstances, a subsequent placement is not automatic. Decisions about subsequent placements for student teachers who have been removed from student teaching will be made by a Student Teaching Review Committee composed of: the School of Education’s Associate Dean, appropriate Program Coordinator/Director, Director of the Office of Clinical Experiences, UAB Supervisor, and faculty advisor (when possible). In addition, the student teacher will only be permitted to repeat the internship one time only, if the review committee determines that a second opportunity is warranted. If a student teacher is given a subsequent placement, the final internship grade will be no higher than a “B”. More specifically:

- Whenever possible and applicable, a record of unsatisfactory dispositions must be completed in the event a student teacher is not fulfilling his/her responsibilities.
- Any records of unsatisfactory dispositions will be reviewed during the committee meeting. Such records are grounds for removal from the internship, dismissal from the program, or a lowered final student teaching grade.
- This committee meeting will result in a formal letter that the teacher candidate must sign.
- Should the teacher candidate want to appeal the committee’s decision, he/she must provide a written appeal to the Department Chair within ten business days of receiving the review committee’s decision.
• Should the teacher candidate want to appeal the Department Chair’s decision, he/she must provide a written appeal to the Dean of the School of Education within ten business days of receiving the Department Chair’s decision.

Once a student teacher is pulled from a placement site (including being asked to leave by the K-12 school site), all contact between the student teacher and school (including the cooperating teacher) must cease immediately. Any and all materials belonging to the placement school or cooperating teacher must be immediately returned or replaced by the student teacher via the Director of the Office of Clinical Experiences or Program Coordinator/Director. Further or inappropriate contact by the student teacher 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 at the School of Education.

**What are the required meetings during the internship?**

**Student Teaching Orientation**
- The Orientation is counted as the first day of the student teaching internship
- It is only offered on one day during a specified time frame - missing the opening orientation may result in a record of unsatisfactory professional dispositions being filed and/or a lowered final student teaching grade
- Essential expectations, policies, and guidelines are provided
- Once the Student Teaching Handbook has been read, a signed copy of the “Acknowledgment of Student Teaching Handbook” form and “Confidentiality Agreement” must be submitted at the Orientation (http://www.uab.edu/education/studentteaching/resources/forms-and-handouts)

**edTPA Academy**
- The edTPA Academy is designed to provide an introduction to the requirements for edTPA
- All ECE/ELE interns who are student teaching will be required to attend the academy
- All teacher candidates in any other initial teacher certification area who are electing to submit edTPA assignments for official scoring are required to attend the Academy as well

**Individual Program Internship Seminars**
- All School of Education programs require students to attend several internship seminars throughout the student teaching experience
- Refer to the appropriate program checklist to verify seminar course information
- If no internship seminar class is included in the program checklist, verify the seminar requirements and dates with the applicable faculty advisor or the Director of the Office of Clinical Experiences – failure to attend the seminars will result in a lowered final student teaching grade
- Dates for the elementary and secondary internship seminars are provided via BlazerNet and the Office of Clinical Experiences; dates and locations for other program seminars are provided by the faculty advisor and/or internship supervisor (e.g., ESL and PE)
- Verify location of seminars on BlazerNet or via the appropriate faculty advisor
- All math, science, language arts, social science, foreign languages, art, and music education majors are to attend the secondary education internship seminars

**UAB Education Career Fair**
- The Fair is held during the spring semester on one specific date on the UAB campus – date, time, and location are provided by the Director of the Office of Clinical Experiences and at the spring Student Teaching Orientation
- It is intended for all undergraduate student teachers and Alternative Master’s Program interns without a full-time teaching job
• Several school districts conduct mini-interviews on site
• Reservations for mini-interviews are on a first come/first served basis and occur once the doors open
• Professional attire and a completed resume are required

**What are the responsibilities of the student teacher?**

**ORIENTATION AND SEMINARS**

- Attend the Student Teaching Orientation. The opening orientation is counted as the first day of student teaching. Hired interns (i.e., full-time teachers in the Alternative Master’s Program) are required to attend a separate opening orientation for hired interns only, after school hours. Contact the Director of the Office of Clinical Experiences regarding any questions or concerns.
- Attend the student teaching seminars and any other meetings scheduled for student teachers (e.g., edTPA Academy for ECE/ELE interns and interns submitting edTPA tasks for official scoring).

**ATTENDANCE**

- Report to the internship placement site at the designated time to the appropriate person, as directed by the UAB Supervisor.
- Maintain the working hours of the cooperating teacher (within reason) - plan to be available at the internship placement site minimally 30 minutes prior to the school start time and until at least 4pm on a daily basis; and recognize that there may be occasions that will require extra hours for before and after-school meetings and/or school functions (e.g., faculty meetings/workshops, bus/lunch duty, school club meetings, etc.).
- Maintain a daily Sign-In/Sign-Out log (refer to Student Teaching Website, Forms and Handouts section).
- Be punctual and regular in attendance.
  - The UAB School of Education follows the State Department’s Administrative Code in that it does not allow student teachers to be absent from the classroom more than five (5) days during the internship semester.
  - Absences are limited to unavoidable emergencies and illnesses only – they are not intended for personal holidays and/or vacations.
  - Any days or parts of days that are missed must be made up at the end of the semester during the internship make-up week.
  - In the event of an absence during the time an intern is expected to teach, lessons and materials must be provided to the classroom teacher prior to the absence.
  - An intern who is absent for one day during the minimal five consecutive days, may exercise full responsibilities on the following day. If more than one absence occurs during the consecutive days, the intern will need to begin the consecutive days anew so that at least five consecutive full days of teaching are completed.
  - The Education Career Fair, held in spring, is the only absence for which a make-up day is not required.
- Inform both the cooperating teacher and the UAB Supervisor in the case of unavoidable tardiness or absence before 7:30am of the targeted date.
  - If the cooperating teacher cannot be reached, call the school office and leave a message with the secretary or principal.
  - The name of the person to whom the message is given should be noted.
- Follow the schedule of the school district for release days and weather make-up days.
- In the event of excessive absences, the student teacher will be required to repeat or possibly extend his/her student teaching period in order to meet the Alabama State Department of Education and UAB requirements.
  - The decision about repeating or extending the student teaching internship will be decided by a Student Teaching Review Committee composed of the: School of Education’s Associate Dean,
Program Coordinator/Director of the student teacher’s program, Director of the Office of Clinical Experiences, and UAB Supervisor.

- A student teacher’s grade will be recorded as “I” (Incomplete) until all missed time/days are made up (note: a grade of “I” will automatically become an “F” after one semester, unless a grade change is submitted before then).

**PROFESSIONAL CONDUCT, DRESS, AND GROOMING**

- Give top priority in time, attention, and preparation to the student teaching assignment so that non-student teaching responsibilities are kept to a minimum.
- Consistently read and respond to emails to/from the UAB Supervisor, cooperating teacher, and other UAB staff. The UAB email account is the official means of communication - student teachers are responsible for checking UAB email on a regular basis.
- Complete all tasks by the deadlines provided by the cooperating teacher and UAB Supervisor (e.g., submission of lesson plans).
- Honor confidentiality and professional etiquette at all times. Do not discuss student problems, parents, etc., outside of the classroom. Discussions with the cooperating teacher should remain private with the cooperating teacher or UAB Supervisor.
- Keep all conversations with school personnel (including the cooperating teacher) professional. Divulging personal information should be limited, as this information can be easily misconstrued.
- Refrain from using cell phones in the school building.
- Appear appropriately dressed and well-groomed at all times.
- Cover all visible tattoos and remove all facial piercings.

**LESSON PLANS AND CONFERENCES**

- Begin teaching only when, in the judgment of the cooperating teacher and UAB Supervisor, the student teacher is considered ready.
- Utilize approved lesson plans, unit plans, assignments, materials, and assessments in order to teach. **Student teachers may not teach a class without lesson plans (including materials and assessments) that have been approved by the cooperating teacher at least three-five days prior to implementation.**
- Use the “Formal Lesson Plan Template” (located on the Student Teaching Website) until the UAB Supervisor has approved the use of an informal format like the “Informal Lesson Plan Template”. The “Formal Lesson Plan Template” must be used for all formal observations conducted by the UAB Supervisor, even after the student teacher begins using informal lesson plans.
  - Interns enrolled in the Early Childhood/Elementary Education Program must adhere to supervisor instructions.
- All lesson plans must be typed, with the exception of the “Professional Reflection” section and any last minute revisions.
- Organize lesson plans in a binder, with appropriate dividers as instructed by the UAB Supervisor.
- Seek guidance from the cooperating teacher and be respectful of the cooperating teacher’s methods of instruction and classroom management.
- Arrange time with the UAB Supervisor for assistance in planning and evaluating as needed.
- Prepare thoroughly and carefully for each day of teaching. Rely on trustworthy websites to research and implement best practices.
- Return cooperating teacher’s materials in a timely manner.
- Be aware of the costs incurred by the cooperating teacher to make photo copies – donate paper and/or make copies for lesson plans at a copy store.
- Become acquainted with students’ cumulative records or any other pertinent files, if allowed by the school.
RULES, REGULATIONS, AND ETHICAL BEHAVIOR

The Alabama Educator Code of Ethics can be accessed via this link: http://alex.state.al.us/leadership/standards.html - student teachers are expected to abide by this Code. Additional ethical guidelines specific to the student teacher are provided below. Failure to abide by this Code or the guidelines below may result in being removed from the internship or program – refer to the removal policy on page 12.

The student teacher must:

- Exhibit satisfactory dispositional behaviors.
- Behave like a member of the school's community, while being mindful of his/her status as an intern - this includes, but is not limited to: appropriate use of materials, adhering to cooperating teacher or UAB directives, properly using a cell phone before/after school hours, sparsely sharing personal information, maintaining professional rapport with all faculty and staff.
- Maintain information received about students, families, faculty, or staff in strict confidence - any information or suspicions related to abuse should be immediately reported to the cooperating teacher, UAB Supervisor, or Director of the Office of Clinical Experiences. Proof is not required, just a good faith belief that abuse occurred.
- Refrain from imposing personal, religious or political views upon the students and exhibit a broad-minded, tolerant attitude toward all individuals.
- Act impartially in dealing with students and constantly strive to be fair when judging students' actions.
- Employ disciplinary measures that conform to the instructions of the cooperating teacher.
- Know the school regulations and rules affecting students.
- Whenever possible, a record of unsatisfactory professional dispositions will be completed in the event a student teacher is not fulfilling his/her responsibilities. Unsatisfactory professional dispositions are grounds for removal from the internship and/or dismissal from the program (refer to the removal policy on page 12).

What should the student teacher do during the first days of school?

During the first days of school, the student teacher should plan to do the following:

- Refer to the appropriate “Suggested Student Teaching Pacing Guide” located on the Student Teaching Website.
- Learn about the general rules and policies of the school. Become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules, daily or weekly cooperating teacher duties (e.g., lunch duty), and other routines of the school. Thank the cooperating teacher and show appreciation for the opportunity to gain experience. Peruse the school’s faculty handbook and the school system’s handbook.
- Learn the routines of the class such as where the supplies are stored and how attendance is kept. Become acquainted with any special services available such as the library, computer lab, counseling, and medical services.
- Become acquainted with the students. This includes student names, backgrounds, interests, strengths, and weaknesses. This information may be obtained through discussion with the cooperating teacher, an examination of student records (if allowed), and professional interactions with students.
- Become familiar with textbooks used in the classroom. Find out how texts are organized and the procedures for using them.
- Plan jointly with the cooperating teacher. Collaboration in teaching particular lessons for which the cooperating teacher has the major responsibility is recommended.
How much full-time teaching will the student teacher complete?
The student teacher is expected to do as much full-time teaching as his/her skill will permit. The cooperating teacher and UAB Supervisor will help to judge the intern's readiness to teach and will gradually increase his or her responsibilities. **All student teachers are required to assume responsibility of a full-time teaching load for a minimum of twenty days, at least five-ten of which are consecutive. Student teachers with two placements must complete ten days of consecutive teaching in both placements.** The supervisor, cooperating teacher, and student teacher must agree on when the twenty full days of teaching will take place. During this period, the student teacher performs the duties of the teacher for the entire school day. Student teachers must maintain a daily Sign In/Sign-Out Log, found on the Student Teaching Website, documenting each full day that is taught.

What are the student teaching liabilities?
**Substitute Teaching**
Student teachers cannot serve as substitute teachers. In an emergency, the principal or another teacher must be readily available for the remainder of the school day. The student teacher who is requested to serve as a substitute teacher should inform his/her UAB Supervisor, who can then remind the appropriate school official that such requests are not in keeping with placement agreements.

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

**Fieldtrips**
Student teachers can attend school-sponsored fieldtrips with the cooperating teacher. UAB student liability coverage is included during fieldtrips, since the student teacher is fulfilling teaching responsibilities associated with the internship while on a fieldtrip. The student teacher should, however, complete any student or parent waiver form that the school district requires – a copy of this waiver must be provided to the UAB supervisor or Director of the Office of Clinical Experiences.

**Transporting Students at Placement Sites**
A student teacher is never to use his or her personal vehicle to transport students that attend school at the placement site. Student teachers are not permitted to take students home or transport them on field trips.

**Grading**
Student teachers are not legal employees of a school system and should not be solely responsible for assigning formal grades. The cooperating teacher(s) should supervise and approve all formal and informal grades assigned by the student teacher.

**Video or Audio Recording Students:**
Student teachers may not video or audio record any students without complying with the school district’s policies, which may include written permission or video release from the parent(s) or care givers. When applicable, the cooperating teacher should assist with and approve of the permission/release form.

What is the policy concerning weapons?
The UAB School of Education student teachers will be expected to abide by the deadly weapons policy of the local school site at which they are placed. These policies are in effect not only in the building, but also on school grounds. Failure to comply will result in immediate removal from the placement site.

What can the student teacher do in case of a problem?
The student teacher should attempt to address all problems directly with the cooperating teacher. In the event the results are not satisfactory or if the situation is too awkward to discuss with the cooperating teacher, the
student teacher should immediately contact the UAB Supervisor. The student teacher may also contact the Director of the Office of Clinical Experiences. All problems should be handled professionally and discussed with the aforementioned individuals only.

**Who will grade the student teacher and what methods of evaluation are used to assess the student teacher’s progress?**

The UAB Supervisor is the official representative of UAB and is responsible for assigning the final internship grade. The UAB Supervisor will consult with the cooperating teacher in the process of determining a grade. All student teachers are assessed via formal and informal assessments throughout the internship.

- At a minimum, each UAB Supervisor will formally assess every intern at least three different times using the “Student Teacher Observation Form” (refer to the Student Teaching Website). All indicators specified on the “Student Teacher Observation Form” must be met by the completion of the internship. If significant improvements are not made in any areas of concern in a timely manner, the student teacher may be removed from his/her internship.
- A midterm progress review will occur during a meeting between the student teacher, cooperating teacher, and UAB Supervisor – this meeting will require the completion of the “Student Teaching Competency Evaluation” form (found on the Student Teaching Website) by the student teacher, cooperating teacher, and UAB Supervisor. An approximate grade may be provided during the mid-term meeting, though the final internship grade may differ depending on the student teacher’s overall progress throughout the internship.
- A final meeting at the end of the internship composed of the student teacher, cooperating teacher, and UAB Supervisor, will result in the completion of the final “Student Teaching Competency Evaluation” form. A final grade is required on the form and the required assessment level is a Level 3 for all indicators.
- Informal evaluations and informal feedback provided via meetings between the student teacher and the cooperating teacher and/or UAB Supervisor, in conjunction with feedback provided on observation and evaluation forms, can substantiate a final grade. When necessary, a second or third opinion (e.g., an administrator at the placement school, UAB faculty, etc.) may be sought by the UAB Supervisor or Director of the Office of Clinical Experiences to provide further support to an intern or to gain further insight regarding a student teacher’s progress.

**What is the grading rubric for the internship?**

**Grade A**

*This grade indicates that the student teacher:*
- consistently improves practice based on reflection;
- shows professional dispositions at all times;
- earns effective (3) and exemplary (4) levels on all indicators of the final evaluation (i.e., without any ineffective [1] or developing [2] scores); and
- can be highly recommended without any reservations for a teaching position
- has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)

**Grade B**

*This grade indicates that the student teacher:*
- does not exhibit all of the criteria specified above for a grade of “A”; but
- exceeds the performance of the criteria specified below for a grade of “C”
- has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)
Grade C
This grade indicates that the student teacher:
• reflects on practice, but does not show evidence of improving practice based on reflection;
• has some challenges at exhibiting professional dispositions at a satisfactory level;
• earns effective (3) level on all indicators of the final evaluation (i.e., without any ineffective [1] or developing [2] levels); and
• can be recommended with reservations for a teaching position
• has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)

Grade D/F
This grade indicates that the student teacher:
• receives excessive unsatisfactory dispositional assessments; or
• does not score effective (3) level on all indicators of the final evaluation; or
• cannot be recommended for a teaching position

What is the grade appeal process?
In the event a student teacher wants to contest the assigned student teaching grade it will be necessary to document in writing (within 10 business days) the reasons for that request to the Chair of the Department corresponding to the student teacher’s program, in addition to a copy being provided to the Director of the Office of Clinical Experiences. When appropriate, a meeting will be set with the following people present: the Chair of the Department, the supervisor, the Director of the Office of Clinical Experiences, and the student. If an agreement cannot be reached the decision will be determined by the Dean’s Office.

When is the final student teaching paperwork due?
Student teachers will receive notification about end-of-semester paperwork deadlines by the last week of the student teaching term. Failure to submit all forms, including all online surveys, will result in a student teaching grade of “I” (Incomplete) until all forms and surveys are completed, submitted, and approved by the Office of Clinical Experiences. Note: A grade of “I” will automatically become an “F” after one semester unless a grade change is submitted before then.
Cooperating teachers are experienced, competent, professional educators who have been recommended by school administrators. Cooperating teachers have been selected as a result of their classroom expertise and willingness to work with student teachers. The student teacher will not only view the cooperating teacher as a source of guidance, encouragement, and constructive criticism, but also as a model whose behaviors and attitudes will be emulated.

How are Cooperating Teachers Selected?
The major criteria used in the selection of a cooperating teacher is that the teacher is an accomplished school professional that is committed to mentoring a student teacher by emulating reflective practices and active learning techniques. In addition to these criteria, the cooperating teacher must:

- Have at least three years of teaching experience in their field of specialization;
- Have a master's degree for their current teaching assignment or National Board for Professional Teaching Standards certification, or be recommended by the school administrator as a master teacher certified in the student teacher’s area of specialization (via UAB waiver form);
- Be currently teaching classes in the student teacher's field(s) of certification;
- Model good professional practices;
- Agree to work with the designated representative of the university in planning the experiences of the student teacher;
- Make use of a variety of sound teaching practices;
- Have a good working relationship with students, teachers, parents, and administrators; and
- Provide evidence of an interest in and attainment of professional development

What are the Responsibilities of the Cooperating Teacher?
Responsibilities to the Student Teacher:

- Prepare the class for the student teacher's arrival by telling students about the student teacher, and making it clear that the student teacher will be serving as a teacher with all of the authority and responsibilities of a teacher.
- Make arrangements for the student teacher by providing a desk or table for his/her use.
- Collect materials to be given to the student teacher such as a school/system handbook, daily schedule, textbooks, and curriculum guide.
- Refer to the “Cooperating Teacher’s Checklist for Turning in Paperwork” (located in the Forms and Handouts section of the Student Teaching Website).
- Help the student teacher understand the capacities and goals of students in the class. Acquaint him/her with the students' cumulative records. It is desirable to have the student teacher participate in informally evaluating student progress, reporting to parents, and attending parent conferences.
- Allow the student teacher to feel at home in the school by introducing him/her to other faculty members, inviting him/her to professional faculty functions, PTA/PTO meetings, and extending other courtesies such as professional development and orientation meetings.
- Ensure that the student teacher has adequate time to: observe instructional techniques, classroom organization, discipline techniques, and become familiar with materials before he/she is to take over the class.
- Require lesson plans from the student teacher at least three-five days prior to implementation, including daily, weekly, and long-range plans. Tests and materials selected or prepared by the student teacher must be approved by the cooperating teacher prior to use.
- If a student teacher fails to have lesson plans prior to his/her teaching he/she may not teach – the University Supervisor should be contacted.
• Help the student teacher develop proficiency in the techniques of individual, small group, and large group instruction. Try to provide an opportunity for the student teacher to participate in team planning activities with another teacher and yourself.

Responsibilities to the University:
• Consider utilizing a feedback journal with dates and notations of conferences. Entries in the journal should be shared with and initialed by the student teacher. A feedback journal will promote the growth of the student teacher and will provide documentation for conferences with the UAB Supervisor.
• Rely on the appropriate “Suggested Student Teaching Pacing Guide” (located in the Forms and Handouts section of the Student Teaching Website).
• Evaluate the student teacher periodically and give specific recommendations regarding the methods, materials, procedures, informational accuracy, successes, and challenges relative to the student teacher. Make reports on the progress of the student teacher to the UAB Supervisor by using the “Student Teacher Observation Form”.
• Provide time for conferences with the UAB Supervisor following each visit, if feasible, and make specific comments to the UAB Supervisor during the conferences regarding the behavior, achievements, and performance of the student teacher. These comments can also be emailed to the UAB Supervisor prior to or after the scheduled conference.
• Keep the principal and the UAB Supervisor informed of the progress of the student teacher.

What are the limitations of the student teacher?
Substitute Teaching
Student teachers cannot serve as substitute teachers. In an emergency, the principal or another teacher must be readily available for the remainder of the school day. This policy protects the cooperating teacher as well as the local school, UAB, and the student teacher.

Corporal Punishment
Student teachers may not participate in administering corporal punishment to students and may not serve as witnesses while staff-members administer corporal punishment.

Fieldtrips
Student teachers can attend school-sponsored fieldtrips with the cooperating teacher. UAB student liability coverage is included during fieldtrips, since the student teacher is fulfilling teaching responsibilities associated with the internship while on a fieldtrip. The student teacher should, however, complete any student or parent waiver form that the school district requires – a copy of this waiver must be provided to the UAB supervisor or Director of the Office of Clinical Experiences.

Transporting Students at Placement Sites
A Student teacher is never to use his/her personal vehicle to transport students that attend school at the placement site. Student teachers are not permitted to take students home or transport them on field trips.

Grading
Student teachers are not legal employees of a school system and should not be solely responsible for assigning formal grades. The cooperating teacher(s) should supervise and approve all formal and informal grades assigned by the student teacher.

Video or Audio Recording Students
Student teachers may not video or audio record any students without complying with the school district's policies, which may include written permission or video release from the parent(s) or care givers. When applicable, the cooperating teacher should assist with and approve of the permission/release form.
How is the cooperating teacher involved in assessing the student teacher?
The UAB Supervisor assigns the final grade for student teaching (refer to the UAB Supervisor section for grading criteria). The grade is generally based upon the supervisor's observations and reflects the recommendations of the cooperating teacher. The cooperating teacher’s feedback journal will provide vital information and documentation for these recommendations. The forms that will be used for student teacher evaluations will be included in the cooperating teacher packet and in the Forms and Handouts section of the Student Teaching Website.

Evaluations to be completed (refer to the “Cooperating Teacher's Checklist for Turning in Paperwork”):
- One “Student Teacher Observation Form” prior to midterm
- One “Student Teaching Competency Evaluation” by the midterm (Midterm evaluation)
- One “Student Teacher Observation Form” between the midterm and end of the term
- One “Student Teaching Competency Evaluation” by the end of the term (Final evaluation)

What process does the cooperating teacher use if a problem occurs?
It is best to attempt to resolve any difficulties directly with the student teacher. If this is not successful or optimal, contact the UAB Supervisor immediately. For professional reasons, do not discuss the problem with others in the school with the exception of the principal if appropriate. If necessary, a conference will be held with some or all of the following individuals - the principal, cooperating teacher, UAB Supervisor, student teacher, and Director of the Office of Clinical Experiences.
What is the role of the principal in selecting cooperating teachers?
In compliance with the school district’s directives, the UAB Office of Clinical Experiences contacts local schools or school districts for the placement of student teachers. A list of prospective student teachers with requested grade levels and/or subject matter is submitted. The principal must agree to accept a student teacher in order for a placement to be made. Principals are asked to recommend or approve of specific highly effective master/mentor teachers who will serve as cooperating teachers.

What are the student teaching limitations?
Substitute Teaching:
Student teachers cannot serve as substitute teachers. In an emergency the principal or another teacher must be readily available for the remainder of the school day. This policy protects the cooperating teacher, the local school, UAB, and the student teacher.

Corporal Punishment:
Student teachers may not participate in administering corporal punishment to students and may not serve as witnesses while staff-members administer corporal punishment.

Fieldtrips
Student teachers can attend school-sponsored fieldtrips with the cooperating teacher. UAB student liability coverage is included during fieldtrips, since the student teacher is fulfilling teaching responsibilities associated with the internship while on a fieldtrip. The student teacher should, however, complete any student or parent waiver form that the school district requires – a copy of this waiver must be provided to the UAB supervisor or Director of the Office of Clinical Experiences.

Transferring Students at Placement Sites:
A student teacher is never to use his/her personal vehicle to transport students who attend school at the placement site. Student teachers are not permitted to take students home or transport them on field trips.

Grading
Student teachers are not legal employees of a school system and should not be solely responsible for assigning formal grades. The cooperating teacher(s) should supervise and approve all formal and informal grades assigned by the student teacher.

Video or Audio Recording Students:
Student teachers may not video or audio record any students without complying with the school district’s policies, which may include written permission or video release from the parent(s) or care givers. When applicable, the cooperating teacher should assist with and approve of the permission/release form.

Who is the principal's contact person at UAB?
Initially, the contact from UAB will be from the Coordinator of the Office of Clinical Experiences. This contact pertains to the placement of student teachers in the school. After placement approval has been granted, a UAB Supervisor will then be assigned to the school. The UAB Supervisor should be the contact person for the local school principal, though the Director of the Office of Clinical Experiences can be reached as well.
How can the principal help the student teacher?

- Screen potential cooperating teachers for their commitment to the profession and excellence in their respective field.
- Provide the student teacher with an overall view of the school.
- Make available to the student teacher information and materials that will enable him/her to understand the children and youth with whom they will work, pointing out that such materials are to be treated in a confidential and professional manner.
- Indicate which staff, professional, and committee meetings will be open to the student teacher.
- Facilitate the acceptance of the student teacher by the faculty of the school in which they are working.
- Stay informed about the progress of the student teacher in the school.
The UAB Supervisor

UAB Supervisors are the main liaisons between the UAB School of Education and the local K-12 schools. They are responsible for guiding the mentorship experiences of student teachers and evaluating their progress. Effective supervision requires frequent observations and feedback. In order to promote the growth of the student teacher and provide documentation of conferences, it is recommended that the cooperating teacher maintain a feedback journal with dates and notations of the conferences. Entries in the journal should be shared with and initialed by the student teacher. Three-way conferences among the student teacher, cooperating teacher, and UAB Supervisor should also be noted in the journal and signed by all three. It is absolutely essential to document ongoing recommendations made to the student teacher.

What are the student teaching liabilities?

Substitute Teaching
Student teachers cannot serve as substitute teachers. In an emergency, the principal or another teacher must be readily available for the remainder of the school day. Student teachers who are requested to serve as substitute teachers must inform their UAB Supervisor, who can then remind the appropriate school official that such requests are not in keeping with placement agreements.

Corporal Punishment
Student teachers may not participate in administering corporal punishment to students and may not serve as witnesses while staff-members administer corporal punishment.

Fieldtrips
Student teachers can attend school-sponsored fieldtrips with the cooperating teacher. UAB student liability coverage is included during fieldtrips, since the student teacher is fulfilling teaching responsibilities associated with the internship while on a fieldtrip. The student teacher should, however, complete any student or parent waiver form that the school district requires – a copy of this waiver must be provided to the UAB supervisor or Director of the Office of Clinical Experiences.

Transporting Students at Placement Sites
A student teacher is never to use his/her personal vehicle to transport students who attend school at the placement site. Student teachers are not permitted to take students home or transport them on field trips.

Grading
Student teachers are not legal employees of a school system and should not be solely responsible for assigning formal grades. The cooperating teacher(s) should supervise and approve all formal and informal grades assigned by the student teacher.

Video or Audio Recording Students:
Student teachers may not video or audio record any students without complying with the school district’s policies, which may include written permission or video release from the parent(s) or care givers. When applicable, the cooperating teacher should assist with and approve of the permission/release form.

What are the responsibilities of the UAB Supervisor?

Responsibilities to the Student Teacher:
- Arrange, with the cooperating teacher, a mutually agreeable time to deliver a packet prior to the arrival of the student teacher. At this time the UAB Supervisor should set a date for a meeting which includes the cooperating teacher, the student teacher, and the UAB Supervisor.
• The supervisor, cooperating teacher, and student teacher must agree on when the consecutive days of student teaching will take place. This also applies to student teachers with two placements. Additionally, the supervisor should note on a calendar when all of the full days of teaching will take place (i.e., 20 full days, including at least 5-10 consecutive full days).
• Ensure that there is adequate communication among the individuals most directly involved in the student teaching experience: the student teacher, the cooperating teacher, the site administrator (typically the principal), and the UAB Supervisor.
• Complete a minimum of five evaluation forms – three “Student Teacher Observation Form” evaluations and two “Student Teaching Competency Evaluation” forms.
• Confer with the student teacher, assisting him/her in evaluating his/her own procedures, progress, and development after each observation.
• Be mentally present during every observation of a student teacher – it should be visibly apparent to the student teacher and cooperating teacher that the supervisor’s main priority is to guide the student teacher (i.e., avoid distractions and conversations during the delivery of a student teacher’s lesson).
• Conduct post-observation conferences and provide a copy of all evaluation forms to the student teacher within seven days of the observation.
• Hold a midterm and final evaluation conference with the student teacher to discuss the “Student Teaching Competency Evaluation”.
• Be aware that the student teacher is not used as a substitute teacher. If the cooperating teacher must be absent from school during the time that he/she has a student teacher, there must be a certified substitute teacher, full-time teacher, or administrator in the classroom with the student teacher. In an emergency situation, a teacher or administrator must be readily available to monitor the student teacher.
• No student teacher or supervisor may video or audio record students without following the school district’s policies, including a written permission from parents or care givers when applicable.
• A record of unsatisfactory professional dispositions should be completed in the event the student teacher is not fulfilling his/her responsibilities. Such records of unsatisfactory professional dispositions are grounds for dismissal from the internship or program (refer to, “What is the internship removal policy?” section).

Responsibilities to the University:
• Make formal evaluations of the student teacher’s progress using the observation and evaluation forms received in the supervisor packet and located on the Student Teaching Website.
• Perform 45+ minute formal observations.
• Electronically submit all observation and evaluation forms by the end of every semester.
• Determine student teaching grades via joint evaluation with the cooperating teacher (i.e., whenever possible).
• Utilize the grading rubric to determine the final student teaching grade (refer to page 28).
• Attendance/participation in the seminars will be considered in determining the final student teaching grade for students who are not required to officially register for the internship seminar course (e.g., graduate Early Childhood Elementary/Elementary Education interns).
• Return completed grade sheets, mileage request forms, and all applicable evaluation forms to the Coordinator of the Office of Clinical Experiences by the dates specified.

Responsibilities to the School:
• Contact the school prior to the beginning of the student teaching assignment.
• Be available for special conferences concerning the student teacher and his/her work.
• Inform the school's office upon arriving on any campus (i.e., always follow the school’s sign-in policy).
• Be professional at all times when interacting with K-12 school personnel inside and outside the placement site. Internship information should be kept confidential (including information related to the student teacher, cooperating teacher, or school).
Responsibilities to the Cooperating Teacher:

- Confer frequently with the cooperating teacher, always at his/her convenience, regarding the student teacher’s progress. Lead any meetings in a respectful manner – both the student teacher and UAB Supervisor are guests at the K-12 school and should act accordingly.
- Inform the cooperating teacher and site administration of university requirements and procedures. This includes meeting with cooperating teachers at the beginning of the internship and reviewing teaching requirements and evaluation procedures.

How does the UAB Supervisor submit grades?
Each UAB Supervisor will be provided with a grade sheet by the Office of Clinical Experiences. The UAB Supervisor, in consultation with the cooperating teacher, will determine the grade for each student teacher. No grades of plus or minus will be accepted. The grade sheet should be submitted to the Office of Clinical Experiences within three-five days after the last day of student teaching. Each student teacher must be made aware of his/her final student teaching grade, by the UAB Supervisor, before the last day of the student teaching internship.

How are UAB Supervisors reimbursed for travel expenses?
UAB Supervisors are reimbursed for the miles traveled to mentor student teachers at the current federal mileage rate. Care should be taken to ensure that all mileage forms be submitted to the Coordinator of Clinical Experiences at the end of every month. UAB Accounting will not honor requests over 60 days old – this includes processing time, which can take seven-days. The university pays round trip mileage from UAB to the school site(s) and back to UAB. Refer to the Student Teaching Website, “Supervisors” section for mileage forms.

How often should the UAB Supervisor visit the student teacher?
UAB Supervisors will visit student teachers a minimum of six times or as often as necessary to provide adequate supervision. Below is a general guideline:

- Visit 1 – Meet cooperating teacher, provide Handbook website link, and deliver materials to cooperating teacher and principal
- Visit 2 – Meet with cooperating teacher and student teacher after student teacher arrives at the school to answer questions, provide pertinent information, tentatively plan student teacher’s teaching schedule, and schedule additional visits. Note: When planning student teacher’s teaching schedule and future visits, be mindful that the cooperating teacher may need extra time to think about the curriculum and school calendar before setting dates.
- Visit 3 – Formal observation and post-observation conference
- Visit 4 – Midterm evaluation and conference with cooperating teacher and intern
- Visit 5 – Formal observation and post-observation conference
- Visit 6 – Formal observation conducted within the student teacher’s full consecutive days of teaching
- Visit 7 – Final evaluation and conference with cooperating teacher and student teacher

It is expected that the UAB Supervisor will visit and/or communicate with each student teacher roughly every other week during the semester. The UAB Supervisor’s workload is allocated on this basis. The length of the visits may vary, however, all formal observations must last a minimum of 45 minutes. In accordance with established policy and procedure, the UAB Supervisor is responsible for notifying the cooperating teacher of impending visits whenever possible. Please refer to the applicable “Suggested Student Teaching Pacing Guide” (located on the Student Teaching Website) for information about the progression of teaching responsibilities.
The First Conference with the Cooperating Teacher
The same purposes as noted above apply to this meeting, in addition to the discussion of:
- Goals agreed upon by the cooperating teacher and student teacher;
- Specific techniques the UAB Supervisor would like for the student teacher to experience; and
- Arrangements of dates and times for subsequent visits
- Necessity of the UAB Supervisor to conduct observations of the student teacher in various subjects/class periods, and participate in individual and group conferences with the cooperating teacher and student teacher.

The Final School Visit
The final school visit should include a three-way conference with the cooperating teacher, student teacher, and UAB Supervisor. This conference should involve the discussion of the final Student Teaching Competency Evaluation of the student teacher. The student teacher should be told his/her final grade at this meeting, or shortly thereafter. A copy of the final Student Teaching Competency Evaluation Form must be provided to the student teacher – this evaluation form must then be electronically entered by the supervisor via a survey link provided by the Office of Clinical Experiences.

Who is responsible for assigning a grade to the student teacher?
The UAB Supervisor is responsible for assigning the letter grade for each student teacher. The UAB Supervisor will consult with the cooperating teacher in the process of determining a grade. Documentation and formal evaluations MUST support the recommended final grade. Final grades must be determined based on the grading rubric. Please refer to, “Who will grade the student teacher and what methods of evaluation are used to assess the student teacher’s progress?” on page 18.

Factors which should be considered in assigning grades include:
- Classroom performance by the student teacher as observed by the cooperating teacher
- Weekly reports (e.g., cooperating teacher’s feedback journal)
- UAB Supervisor's observations
- Conferences (including final evaluation conference with the cooperating teacher)
- Evaluation forms

On what basis are grades assigned to student teachers?
Grade A
This grade indicates that the student teacher:
- consistently improves practice based on reflection;
- shows professional dispositions at all times;
- earns effective (3) and exemplary (4) levels on all indicators of the final evaluation (i.e., without any ineffective [1] or developing [2] levels); and
- can be highly recommended without any reservations for a teaching position
- has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)

Grade B
This grade indicates that the student teacher:
- does not exhibit all of the criteria specified above for a grade of “A”; but
- exceeds the performance of the criteria specified below for a grade of “C”
- has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)
Grade C
This grade indicates that the student teacher:
• reflects on practice, but does not show evidence of improving practice based on reflection;
• has some challenges at exhibiting professional dispositions at a satisfactory level;
• earns effective (3) level on all indicators of the final evaluation (i.e., without any ineffective [1] or developing [2] levels); and
• can be recommended with reservations for a teaching position
• has earned a grade of “Pass” on all edTPA tasks (i.e., for Early Childhood/Elementary Education interns)

Grade D/F
This grade indicates that the student teacher:
• receives excessive unsatisfactory dispositional assessments; or
• does not score effective (3) level on all indicators of the final evaluation; or
• cannot be recommended for a teaching position

What is the grade appeal process?
In the event a student teacher wants to contest the assigned student teaching grade it will be necessary to document in writing (within 10 business days) the reasons for that request to the Chair of the Department corresponding to the student teacher’s program, in addition to a copy being provided to the Director of the Office of Clinical Experiences. When appropriate, a meeting will be set with the following people present: the Chair of the Department, the supervisor, the Director of the Office of Clinical Experiences, and the student. If an agreement cannot be reached the decision will be determined by the Dean’s Office.