



The University of Alabama at Birmingham

UAB School of Education Clinical Practice Handbook

**for Initial Educator Preparation Program Field
Experiences and Internship**

Spring 2024



The University of Alabama at Birmingham

UAB School of Education Mission Statement

We are committed to developing and sharing knowledge to support education, health, and wellness professionals who serve diverse worlds in urban and rural contexts.

UAB School of Education Vision Statement

We are committed to enhancing our reputation by addressing global and local challenges in education, health, and wellness.

The UAB School of Education Value Statements

We value: Integrity, Respect, Diversity and Inclusiveness, Collaboration, Excellence and Achievement, Stewardship, and Accountability.

Table of Contents

Section I Background Information	5
Equal Opportunity and Non-Discrimination Statement.....	5
Clinical Practice Leadership Contact Information	6
Introduction.....	7
Section II Field Experiences Prior to Internship.....	8
Eligibility	8
Professional Liability Insurance	8
Requirements for Field Experiences.....	8
Placements	9
Field Experience Orientation.....	10
Cooperating Teacher.....	10
Procedures for Documenting Field Experiences	10
Field Experience for Teacher Candidates Employed in Schools.....	11
Expectations During Field Experience	11
<i>Assessment of Unsatisfactory Dispositions</i>	11
Section III Internship (Student Teaching)	13
The Intern.....	13
Student Teaching/Internship Application	13
Eligibility Requirements.....	13
Registration Requirements.....	13
Duration of Internship.....	14
Expectations and Professional Dispositions Policy.....	14
Placement Policy	14
Long Distance Placement	16
Placement Change Policy	16
Withdrawal and Postponement from the Certification Program	16
Internship Removal Policy	16
Removal for Disciplinary Concerns	17
Reinstatement Policy	18
Policy for Employment During Internship – Alternative Master’s Program (AMP).....	18
Policy for Employment During Internship – Class B Candidates	19
Policy for Employment During Internship – Paraprofessional and Auxiliary Teachers	20
Internship Requirements and Expectations	21
Required Meetings.....	21
Internship and edTPA Orientation	21

Internship/edTPA Seminars	21
UAB Education Career Fairs.....	21
Responsibilities During Internship	21
Attendance	21
Professional Conduct.....	22
Professional Appearance and Dress.....	23
Lesson Plans	23
Student Teaching Limitations.....	24
Substitute Teaching.....	24
Corporal Punishment.....	24
Field Trips	24
Transporting Students at Placement Sites.....	24
Grading P-12 Student Work	24
Weapons	24
Social Media	24
Smoking/Vaping	24
Evaluation of Student Teaching.....	25
Grading Criteria	25
Grade Appeal Process.....	26
edTPA Retake Policy.....	26
Graduation Without Certification	27
Assessment of Unsatisfactory Dispositions.....	27
The Cooperating Teacher	29
Selection of Cooperating Teacher	29
Responsibilities of the Cooperating Teacher.....	30
Assessing the Intern.....	31
Addressing Problems	31
Responsibilities to the UAB Supervisor	32
The Principal.....	33
Selecting the Cooperating Teacher(s).....	33
Supporting the Intern	33
Supporting the Employed Intern.....	33
Contacting UAB	33
The UAB Supervisor	34
Responsibilities to the Intern	34
Responsibilities to the OCE.....	35

Responsibilities to the Placement Site	35
Responsibilities to the Cooperating Teacher	35
Submitting Grades and Documents	35

Section I Background Information

This handbook contains general guidelines for clinical practice experiences in teacher educator preparation at UAB. Each teacher candidate is responsible for familiarizing themselves 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.

Procedures stated in this handbook require continuing evaluation, review, and approval by appropriate University and School of Education (SOE) officials. All statements contained herein reflect guidelines and policies in existence at the time this handbook went to press; the University and the SOE reserve the right to change these guidelines and policies at any time and without prior notice. These policies and procedures do not constitute a contract, but rather establish priorities and precedent.

University of Alabama Board Rule 108: Although the policies contained herein are intended to reflect current rules and policies of the University, users are cautioned that changes or additions may have become effective since the publication of this material. In the event of a conflict, current statements of Board policy contained in the Bylaws, Rules, official minutes, and other pronouncements of the Board or Chancellor, or superseding law, shall prevail.

Equal Opportunity and Non-Discrimination Statement

UAB is dedicated to providing a community where everyone feels secure and welcome. We strictly prohibit discrimination based on race, national origin, age, genetic or family medical history, gender, faith, gender identity, and expression as well as sexual orientation. UAB provides support to students with disabilities and veterans. UAB does not tolerate harassment of any kind, including sexual harassment or sexual violence. We uphold all federal laws prohibiting discrimination, including Title IX of the Education Amendment Act of 1972, the federal law that requires all entities receiving federal government funds and financial assistance to prohibit sex discrimination in their programs and activities. This comprehensive law prohibits sexual harassment and sexual discrimination; termination, discrimination, or failure to promote or admit based on pregnancy; and discrimination in athletic opportunities.

The Office for Institutional Equity helps ensure an environment free of harassment and discrimination by coordinating, collaborating and implementing UAB policies related to discrimination and harassment. For additional information, visit [UAB's Office of Diversity, Equity, and Inclusion website](#).

Clinical Practice Leadership Contact Information

Dr. Shelia M. Ingram, Director of the Office of Clinical Experiences
mcgee81@uab.edu

Dr. Allison Newton, Director of edTPA
205-934-8361 newtona@uab.edu

Dr. Lesley Sheek, Assistant Dean for Accreditation and Assessment
205-996-8790 Lsheek@uab.edu

Tashara Walker, Director of the Office of Student Services and Certification Officer
205-934-7530 twalker@uab.edu

Introduction

The Office of Clinical Experiences (OCE) administers the placements of clinical field experiences, and this *Clinical Practice Handbook* is a general resource for all initial teacher certification candidates involved. This handbook contains basic information, responsibilities, and expectations relevant to the teacher candidate in every stage of field work. Working collaboratively with the program faculty, the OCE collaborates with the Certification Officer to assure that the Alabama Administrative Code rules for clinical practice are followed, supports the Assistant Dean for Accreditation and Assessment to ensure that program evaluation is systematic, and establishes and maintains partnerships with local districts and schools. All field and internship placements are secured by the OCE, maintaining proper documentation, and assuring candidates have fulfilled all expected experiences prior to program completion.

Assessments during all phases of the clinical experience support the School of Education's continuous improvement efforts. It is the responsibility of the OCE to work closely with the Assistant Dean for Accreditation and Assessment and the program faculty to secure data from candidates and their Cooperating Teachers and Supervisors.

The UAB School of Education seeks to prepare and support skillful, reflective professionals who serve diverse communities. This is accomplished through implementation of learner-centered programs that are developmental, inquiry-focused, and standards-based. This framework is brought to fruition in the most tangible manner via clinical practice experiences.

The Alabama State Department of Education uses the word internship in lieu of student teaching; therefore, in this document the term intern and internship refer to student teacher and student teaching.

Section II Field Experiences Prior to Internship

Eligibility

Candidates need time in the classroom to discern if teaching is an ideal career. Prior to formal admission to the teacher education program (TEP), all candidates complete coursework, determined by the program of study, that includes field experience participation.

A minimum eligibility requirement for every program is a satisfactory background clearance from the Alabama Bureau of Investigations and the Federal Bureau of Investigations. Alabama requires that the fingerprinting process occur through the [steps outlined at the link provided here](#). It is imperative that the candidate records their name and social security number accurately; if either point of information is inaccurate, a candidate's application for certification will be denied. Candidates may NOT visit a school site for field experience prior to UAB's receipt of a suitability report from the Alabama State Superintendent of schools. Should a candidate receive an unfavorable suitability report, or should a candidate fail to complete the background check when required, a student may be administratively withdrawn from any courses requiring field experience. The candidate will be notified in writing of the pending administrative withdrawal and given an opportunity to reconcile the concern. Reenrollment in the course will include the candidate's acceptance of an [Assessment of Unsatisfactory Dispositions](#). A candidate may appeal an unfavorable decision through the School of Education's grievance policy, outlined in the *School of Education Handbook*.

In addition to the Alabama State Department of Education and UAB School of Education requirements, field experience placement sites may have requirements that candidates must meet. To successfully progress through the program, candidates must adhere to any requirements from their field sites.

Professional Liability Insurance

All candidates are required to secure professional liability insurance prior to their first field experience. They must maintain professional liability insurance through program completion. Evidence of insurance will be required at three checkpoints and will be confirmed by the Office of Clinical Experiences (checkpoint 1) and Office of Student Services (checkpoints 2 and 3): 1) prior to first field experience, 2) admission to TEP, and 3) prior to enrollment in internship.

Professional liability insurance can be obtained for candidates through membership in the Student Alabama Education Association. Alternatively, candidates can receive professional liability insurance through other professional organizations or through private insurance companies. Proof of liability insurance is expected as a precondition for field placement from the point of admission to TEP. If proof of professional liability insurance is not provided, the candidate will be administratively withdrawn from the field component of the block of courses or from the internship and will not be allowed to continue in the program until individual liability insurance is secured and documented. Reenrollment in the course will include the candidate's acceptance of [Assessment of Unsatisfactory Dispositions](#).

Requirements for Field Experiences

The Alabama Administrative Code Educator Preparation chapter outlines the requirements for extensive field experiences for each certification area. All candidates must complete most of their placements in P-12 school settings within their certification area. All candidates must complete field experiences in the range of grade levels and content areas for which they will be certified. Placements must be in diverse settings and must be planned with specific purposes and assignments. Candidates may not select their own field experience site or cooperating teacher. The Office of Clinical Experiences arranges all placements.

The Alabama State Department of Education reviews UAB data to determine that candidates experience the depth and breadth of experiences to support each candidate's development of the knowledge, skills, and dispositions of a highly qualified new educator. In addition to the requirements provided by the Alabama Administrative Code for Educator Preparation, UAB follows the specific field experience guidelines for these certification areas:

- Early Childhood Education and Early Childhood Special Education (birth-age 8): Must complete field experiences in at least two of the three main types of early childhood settings:
 1. early school grades (K-3)
 2. childcare centers and homes, and
 3. Office of School Readiness (OSR).
- Elementary Education (grades K-6): Must complete field experiences in lower elementary (K-3) and upper elementary (4-6) grade classrooms.
- Secondary Education (grades 6-12): Must complete field experiences in middle grades (6-8) and high school (9-12) grade classrooms.
- Collaborative Special Education (K-6): Must complete field experiences in lower elementary (K-3) and upper elementary (4-6) grade classrooms.
- Collaborative Special Education (6-12): Must complete field experiences in middle grades (6-8) and high school (9-12) grade classrooms.
- P-12 Certification Programs (Visual Arts, Music, Foreign Language, English as a Second Language, Physical Education): Must complete field experiences in elementary (K-6) and secondary (6-12) grade classrooms.

Placements

The OCE arranges field placements for each candidate enrolled in coursework that requires field experiences. ***Because the OCE maintains all agreements with districts and school partners, only the OCE secures formal placements.***

Field placements occur at schools with which the School of Education has established mutually beneficial partnerships. UAB has the responsibility to place its teacher candidates in diverse field experiences throughout their teacher education program to ensure that teacher candidates are capable of teaching students across the spectrum of race, socioeconomic levels, gender

identities, and exceptional needs, etc. Thus, placements are not necessarily close to a teacher candidate's home.

The OCE will inform candidates of their placements directly or through their course instructors, depending on the guidance of the program faculty. Placement timing depends on the course or block of courses in which the candidate is enrolled. The placement notification will generally follow the guidelines below:

- The OCE will work with program faculty to notify each teacher candidate of their placement information. Please note that all placements are firm and cannot be modified.
- Teacher candidates should contact their placement Cooperating Teacher within 72 hours of being notified about placement information, unless otherwise directed by the faculty member. Should the teacher candidate receive no reply, they should communicate with the program faculty or the Director of the Office of Clinical Experiences.

Field Experience Orientation

In addition to the guidance offered by instructors, all candidates are required to attend a field experience orientation at the onset of each semester. The Director of the Office of Clinical Experiences will arrange the training session, which may be in person or virtual. Candidates should note that they serve as ambassadors for UAB during their clinical experience and must maintain professional behaviors throughout the placement. Any candidate who does not attend or complete the required field experience orientation prior to the start of the field experience placement, will be administratively withdrawn from the course(s) with the field experience. Reenrollment in the course will include the candidate's acceptance of an [*Assessment of Unsatisfactory Dispositions*](#).

Cooperating Teacher

Cooperating Teachers are experienced, competent, professional educators selected due to their classroom expertise and willingness to work with teacher candidates. The candidate should view the Cooperating Teacher as a source of guidance, encouragement, and constructive criticism, and as a model whose behaviors and attitudes will be emulated. The candidate should communicate early and often with the Cooperating Teacher and act

Procedures for Documenting Field Experiences

The course instructor will provide students with a [*UAB Field Experience Verification Form*](#), which must be signed by the Cooperating Teacher. The purpose of this document is to verify the completion of all field experience hours required in the course. The document should be submitted to the course instructor and posted to Canvas at the end of the term. Program faculty should review Canvas to ensure the document is submitted; any students missing the form should receive a lowered grade in the course and faculty should give the OCE a list of the missing documentation. Any candidate who does not submit documentation of field experience will be required to complete an [*Assessment of Unsatisfactory Dispositions*](#) and may be required to retake any course with field experience expectations.

Field Experience for Teacher Candidates Employed in Schools

Candidates enrolled in education positions appropriate to the certification area may complete field experiences on the job, with approval from the program director, the OCE and the school leadership. All field experiences must be planned with specific purposes and assessments. To fulfill the depth, breadth, and diversity expectations of the Alabama State Department of Education, employed educators must work with the OCE to strategically plan for various opportunities. Candidates may visit other classrooms during planning periods, school breaks, before the academic year begins, etc., to ensure a range of experiences.

Expectations During Field Experience

Field experiences provide an opportunity for candidates to engage in increasing responsibilities as they learn about the role of the teacher from an educator's perspective. During this critical training period, UAB holds high expectations for candidates related to professional conduct. During all field experience work, candidates must adhere to the [UAB Student Conduct Code, the Academic Integrity Code, and all related policies](#). Additionally, just as UAB is part of a Health District, which the city of Birmingham created to promote wellness, behavior at placement sites should conform to the expectations of a smoke-free (vape-free) campus.

Candidates should present themselves as educators who adhere to all requirements of the Alabama Educator Code of Ethics and the Educator Disposition Assessment (see appendices for these documents). Candidates are required to dress like a professional educator in the placement school and should follow the school or district's faculty handbook for expectations.

Candidates should recognize that they are guests in the Cooperating Teacher's classroom and behave with deference to that professional. Candidates should communicate often with the Cooperating Teacher and address the teacher, the site staff, students, and families in a courteous manner. They must accept constructive criticism in a professional manner and utilize the feedback for development.

Failure to comply with expected dispositional behaviors will result in the completion of an [Assessment of Unsatisfactory Dispositions](#). Candidates receiving an [Assessment of Unsatisfactory Dispositions](#) may be administratively withdrawn from a course even if the field experience accounts for only a percentage of the course's grade. Teacher candidates who are unsuccessful in field experiences are also unsuccessful in achieving the goals and intentions of the education program coursework. Reenrollment in a course may only occur if the candidate seeks permission from and is granted permission by the Clinical Practice Review Committee. The Clinical Practice Review Committee will convene a meeting to review the facts of the concern and decide on the matter. A candidate may appeal an unfavorable decision through the School of Education's grievance policy, outlined in the *School of Education Handbook*.

Assessment of Unsatisfactory Dispositions

Teacher candidates are expected to demonstrate professional dispositions during all course work, field experiences, and internship. This handbook outlines expectations. Should any infraction occur, faculty, Cooperating Teachers, University Supervisors, advisors, or the Director of the Office of Clinical Experiences, may initiate completion of an [Assessment of Unsatisfactory](#)

Dispositions; this form will be used when a candidate displays unsatisfactory behavior requiring immediate action.

The SOE will address unsatisfactory professional dispositions as described in the Assessment of Unsatisfactory Dispositions form. Candidates should be aware that violations of these dispositions may constitute grounds for removal from a School of Education (SOE) program. Violations of these dispositions may also result in charges under the UAB Student Code of Conduct or the UAB Academic Integrity Code.

Section III Internship (Student Teaching)

The Intern

Internship is traditionally considered a period of guided teaching during which the teacher candidate takes increasing responsibility for a given group of learners over a period of consecutive weeks. The internship experience is designed to meet Alabama State Department of Education (ALSDE) guidelines and to provide the intern with intensive and extensive experiences. “The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full-time responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days” (Alabama Administrative Code, 2021, 290-3-3-.03(6)(e)1.(iv)). UAB recommends that the intern teach for at least 20 days, including five to ten consecutive days.

Student Teaching/Internship Application

Student teaching applications are due one semester prior to the internship. This deadline is October 1st for the spring semester and March 1st for the fall semester. Find the application on the School of Education website.

Eligibility Requirements

After a teacher candidate has applied for internship, the Office of Student Services conducts an eligibility check. Teacher candidates are given a deadline by which all requirements must be met.

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

- Formal admission to Teacher Education Program
- Minimum GPA as specified by the Alabama Administrative Code
- Completion of all applicable coursework prior to student teaching
- Completion of all applicable courses with a “C” or better
- Passing score on all required Praxis subject assessments by the deadline, one month before orientation
- Passing score on the Pearson Foundations of Reading 190 test for Early Childhood Education, Elementary Education, and Collaborative Special Education (K-6) by the deadline, one month before orientation
- Criminal history background check status shown as continuously “suitable and fit to teach under state law” on the ALSDE T-cert database
- No evidence of dispositional issues that indicate a lack of professional readiness as a teacher

Registration Requirements

All interns must register for the number of course credit hours specified by their program. Interns should refer to their program checklist and/or contact the Office of Student Services for specific program requirements.

Duration of Internship

To ensure that candidates fulfill all expectations for certification, the internship aligns with the Alabama Administrative Code. “The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full-time responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days” (Alabama Administrative Code, 2021, 290-3-3-.03(6)(e)1.(iv)). UAB recommends that the intern teach for at least 20 days, including five to ten consecutive days. Full days of instruction will be determined by the UAB Supervisor and Cooperating Teacher.

The internship experience must be five full days per week for fifteen weeks. Any days or time missed must be made up at the end of the semester during the internship make-up week. The teacher candidate is only permitted to miss and make-up a maximum equivalent to five days (e.g., for emergencies or unavoidable circumstances). All absences must be pre-approved by the University Supervisor and Cooperating Teacher.

Interns are highly discouraged from working outside of completing the internship. If evening part-time employment is unavoidable, extra care should be taken to ensure all internship requirements are met professionally.

Interns are required to maintain the working hours of their Cooperating Teachers and should follow the school’s policy for teacher arrival and dismissal times. Interns should recognize that there may be occasions that will require extra hours for before-school and after-school meetings and/or school functions.

Expectations and Professional Dispositions Policy

To receive a passing grade in the student teaching semester, interns must complete ALL the requirements in this handbook and in their course syllabus (syllabi if also enrolled in a clinical practice seminar). The Director of the Office of Clinical Experiences should be alerted as soon as any concerns with student teaching arise. If an intern fails to demonstrate any given expectation of the internship, the University Supervisor, faculty, or Cooperating Teacher should immediately contact the Director of the Office of Clinical Experiences to initiate the completion of an [Assessment of Unsatisfactory Dispositions](#). This measure is meant to resolve any issues at their onset before they become conditions for removal.

Placement Policy

The Office of Clinical Experiences is responsible for organizing all internship placements and adheres to all Alabama Administrative Code requirements (see especially 290-3-3-.03(6)(e)2.) Non-hired interns are not permitted to arrange their own student teaching placements. Hired interns must coordinate student teaching placements with the OCE, as certification requirements must be met.

An intern may not teach at a placement site where they have a relative employed or a child/children attending. Secondary interns may not be placed at the high school from which they graduated for at least five years after their graduation.

Several factors are involved in the selection of a placement site for an intern. These factors include, but are not limited to:

- Previous school-based experiences
 - To meet Alabama State Department of Education standards, the grade level placement for the internship should be based on prior grade level field experiences.

- Approved Schools
 - All placement schools must be “public P-12 schools, regionally accredited private schools, or settings accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten” (Alabama Administrative Code, 2021, 290-3-3-01(28)).

- Approved Cooperating Teachers

The Alabama State Department of Education defines an approved cooperating teacher as one who:

 - Is an accomplished school professional
 - Is certified at the Class A level (or National Board for Professional Teaching Standards certification) appropriate to the candidate’s teaching field
 - Has at least three complete years of educational experience in their field of specialization
 - Is currently teaching classes in the intern’s area(s) of specialization

- Approved Classrooms
 - Per the Alabama State Department of Education, all interns must complete their internship in classrooms strictly within their certification field.

- Multiple Certifications
 - For interns seeking certification in two or more distinct teaching fields, an additional internship shall be required.

- P-12 Programs
 - The internship for P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, shall be divided between early childhood/elementary and middle/secondary grades.

- Early Childhood or Early Childhood 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.

- Elementary Education or Collaborative Special Education (K-6)

- The internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.
- Alternative Master's Candidates Employed with the Interim Employment Certificate
 - The candidate may complete an on-the-job placement if the candidate is employed in the teaching field for which certification is sought.
 - The candidate must have an assigned cooperating teacher who meets the state's criteria for the role.

Long Distance Placement

The UAB School of Education will place candidates within partner districts. Candidate requests for a placement outside of the partner districts will be considered on a case-by-case basis and may include an additional fee. All course requirements, including edTPA Seminar attendance, must be met by the candidate.

Placement Change Policy

Once the internship has begun, a placement will only be modified under extreme and extenuating circumstances, and on a case-by-case basis (e.g., based on documentation by the UAB Supervisor, cooperating teacher, and/or Director of the Office of Clinical Experiences). Candidates should contact the UAB Supervisor and/or the Director of the Office of Clinical Experiences if a professional concern arises.

Withdrawal and Postponement from the Certification Program

If at any time during the internship an intern decides to no longer pursue their current initial teacher certification program, they must immediately notify the UAB Supervisor and Director of the Office of Clinical Experiences. The student will need to seek guidance from their academic advisor regarding their options. Note: If the intern has missed UAB's deadline to withdraw, they will need to follow UAB's policy to submit an academic appeal to withdraw from the internship course(s).

Students may delay the clinical experience by notifying the Director of the Office of Clinical Experiences before the internship semester begins. After the start of the semester, interns must comply with UAB's withdrawal policy. The candidate will need to apply for a subsequent semester of internship.

If an intern is removed from an internship or if an intern chooses to stop their internship, a subsequent placement is not automatic. See the reinstatement policy.

Internship Removal Policy

All interns represent UAB and the School of Education and are expected to comply with the rules, regulations, and expectations of the P-12 host institution and the School of Education. The intern may be removed from the internship site at any time upon the request of the host institution in which the intern is placed. The School of Education maintains the right to remove any intern who is not following UAB policies and procedures.

Removal for Disciplinary Concerns

Should an issue arise and/or should the host institution initiate the removal of a candidate for disciplinary concerns, the Director of the Office of Clinical Experiences will investigate the circumstances of the removal. The Director of the Office of Clinical Experiences will interview the cooperating teacher, University supervisor, and intern. Any party may provide a written statement, which may include samples of the intern's work, email messages, phone call notes, or any other records related to the situation. The intern will be directed whether they should continue attending the placement during the investigation.

The Director of the Office of Clinical Experiences will convene the Clinical Practice Review Committee, comprised of the appropriate Program Director, Program Coordinator, UAB Supervisor, Director of edTPA, and the Director of the Office of Student Services or their designee to determine an effective resolution of the concern. During the meeting of the Clinical Practice Review Committee, the group will review all facts from the investigation and consider any [*Assessment of Unsatisfactory Dispositions*](#) the intern has previously received. If the current situation warrants the completion of an additional Assessment of Unsatisfactory Dispositions, it will be completed during this meeting. Should the Clinical Practice Review Committee wish to collect more information from any party in the situation, the group can request to meet again with that person.

Upon review of all the factors in the case, the Clinical Practice Review Committee will make a resolution plan. The Clinical Practice Review Committee is responsible for determining a remediation or removal plan for the intern.

Options may include, but are not limited to the following:

- A new placement with increased supervision, which results in completing the semester.
- Graduation from UAB during the given semester with an alternative degree. Please note this option may require additional coursework to fulfill degree requirements.
- A period of remediation followed by a second attempt at student teaching in the subsequent semester. If this option is determined to be the appropriate sanction, then the following rules apply:
 - The student will receive a grade of F for the current semester.
 - The student will pay tuition for the repeated student teaching semester.
 - The student will receive a final grade for student teaching of no higher than a B unless otherwise requested by the Clinical Practice Review Committee.

*Please note that both the original grade and the new grade will appear on the transcript, following [UAB's grading policies](#). Also, note that per UAB course repeat policy, the intern will only be permitted to repeat the internship course one time.

Following the Clinical Practice Review Committee's decision, the Director of the Office of Clinical Experiences will prepare a written plan outlining the options determined by the Committee. Then, the Director of the Office of Clinical Experience will convene a meeting with the intern and a member of the Clinical Practice Review Committee. The intern may be accompanied by an advisor (e.g., parent or spouse) at the meeting; however, the advisor cannot actively participate or directly address the Director of the Office of Clinical Experiences. The student must have parental FERPA permission in place in Blazernet for a parent to attend the

meeting. Should the advisor participate or address the Director, they will be asked to leave the meeting. The Director of the Office of Clinical Experiences will present the Clinical Practice Review Committee's decision and options for the intern in a formal written document that the Director and the intern must sign indicating that they have received the document. If the situation warrants an Assessment of Unsatisfactory Dispositions, that form will also be presented during this meeting. Should the teacher candidate decide to appeal the decision made by the Clinical Practice Review Committee, they may follow the School of Education's General Guidelines for Filing a Formal Complaint/Grievance policy, located in the School of Education Handbook.

If an intern is removed from a placement site, all contact between the intern and school (including the Cooperating Teacher) must cease immediately. All materials belonging to the placement institution or Cooperating Teacher must be immediately returned or replaced by the intern via the Director of the Office of Clinical Experiences or the University Supervisor. Further contact by the intern and/or failure to return materials may result in an [*Assessment of Unsatisfactory Dispositions*](#).

Reinstatement Policy

The process for requesting a new placement depends on the reason for withdrawal from student teaching. Medical, extreme, and extenuating circumstances will be handled on a case-by-case basis. All Alabama Administrative Code rules for the internship must still be met.

Candidates who receive an incomplete for the current semester with the intention of repeating the student teaching term in the following semester must follow the Clinical Practice Review Committee's guidance for reinstatement. The Director of the Office of Clinical Experiences will meet individually with the intern to make determinations about the appropriate placement options. Candidates must submit a new application for internship and meet all current requirements in place for the semester in which the new placement will occur.

Candidates who delay their student teaching experience after the semester begins will be addressed on a case-by-case basis and may require guidance from the Clinical Practice Review Committee. Interns must adhere to all UAB policies for enrollment.

Policy for Employment During Internship – Alternative Master's Program (AMP)

Alternative Master's Program (AMP) interns can be hired as full-time teachers during their internship if they are teaching within their field of certification in a public and accredited P-12 school, a regionally accredited private school, or a setting accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten (Alabama Administrative Code, 2021, 290-3-3-.01(28)).

Per the Alabama State Department of Education, a candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate's employing classroom if both of the following requirements are met:

- The candidate holds a valid Interim Employment Certificate (IEC) endorsed for the teaching field appropriate to the candidate's teaching assignment, AND on-the-job internship

placements are permitted by UAB's School of Education written policy, as stated above (Alabama Administrative Code, 2021, 290-3-3-.03(6)(e)2.(viii)(I-II)).

- AMP interns can only accept employment *during* student teaching under the following conditions if they result in an Interim Employment Certificate from the ALSDE and:
 - The intern is hired to take over their Cooperating Teacher's current teaching schedule, and the intern seeks approval from the Director of the Office of Clinical Experiences, OR
 - The intern is hired to take over a teaching position at the existing internship placement site, the position is a full-time teaching position within the intern's field of certification, and approval has been granted by the Director of the Office of Clinical Experiences.

AMP interns employed with an Interim Employment Certificate should note that in addition to fulfilling all UAB intern guidelines, including all ALSDE certification requirements, they must also follow all employer's guidelines. Failure to meet the employer's requirements may result in termination and removal from clinical practice. See the Internship Removal Policy for additional guidance.

Policy for Employment During Internship – Class B Candidates

Undergraduate, Class B interns can be hired as long-term substitute teachers during their internship if they are teaching within their field of certification in a public and accredited P-12 school, a regionally accredited private school, or a setting accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten (Alabama Administrative Code, 2021, 290-3-3-.01(28)).

- Employed undergraduate, Class B interns must hold a valid Alabama Substitute License.
- Employed undergraduate, Class B interns can only serve in a long-term substitute capacity and not as the teacher of record for the identified subject area(s) and grade level(s).
- Employed undergraduate, Class B interns must have an effective mentor teacher who in this document will be referred to as the Cooperating Teacher.
- Employed undergraduate, Class B interns must be provided release time to participate in all IHE-related workshops, trainings, seminars, and classes, including edTPA workshops regardless of the location of the internship.
- Employed undergraduate, Class B interns must complete all requirements of clinical practice, including fulfilling the requirements of edTPA.
- Candidates must complete Form LSC Student Intern as a long-term substitute teacher **before** beginning the placement. Candidates should secure the form from the Director of the Office of Clinical Experiences.

Undergraduate, Class B candidates can only accept employment *after the internship begins* under the following conditions if they result in a long-term substitute position:

- The position begins after edTPA submission, AND
- The candidate holds a valid Alabama Substitute License, AND
- The position is a full-time teaching position within the intern's field of certification, and approval has been granted by the Director of the Office of Clinical Experiences.

- Candidates must complete Form LSC Student Intern as a long-term substitute teacher **before** beginning the placement. Candidates should secure the form from the Director of the Office of Clinical Experiences.
- Undergraduate, Class B candidates hired by a public and accredited P-12 school, regionally accredited private school, or a setting accredited by the National Association for the Education of Young Children to serve children from birth through kindergarten should note that they must follow:
 - All UAB intern guidelines
 - All ALSDE certification requirements
 - All employer policies

Failure to meet the employer’s requirements may result in termination and removal from clinical practice. See the Internship Removal Policy for additional guidance.

Policy for Employment During Internship – Paraprofessional and Auxiliary Teachers

Candidates who are hired as paraprofessionals or auxiliary teachers must comply with all clinical practice rules of the Alabama State Department of Education.

- Interns must hold a valid Alabama Substitute License.
- Interns must have an effective mentor teacher who in this document will be referred to as the Cooperating Teacher.
- Interns must be provided with release time to participate in all IHE-related workshops, trainings, seminars, and classes, including edTPA workshops, regardless of the location of the internship.
- Interns must complete all requirements of clinical practice, including fulfilling the requirements of edTPA.
- Candidates must complete Form LSC Student Intern as a Long-Term Substitute Teacher before beginning the placement.
- The placement must be approved by the Director of the Office of Clinical Experiences.

Candidates who are hired as paraprofessionals or auxiliary teachers should note that they must follow:

- All UAB intern guidelines.
- All ALSDE certification requirements
- All employer policies.

Failure to meet the employer’s requirements may result in termination and removal from clinical practice. See the Internship Removal Policy for additional guidance.

Internship Requirements and Expectations

Required Meetings

Internship and edTPA Orientation

Internship orientation is required and may be held before the semester begins. Essential expectations, policies, and guidelines are provided during the orientation. Missing the opening orientation may result in an [*Assessment of Unsatisfactory Dispositions*](#) and will result in a grade of 0 for the day's score.

AMP candidates employed as full-time teachers and whose schools are in session on the orientation day will be provided with a mandatory alternate orientation session.

Internship/edTPA Seminars

All School of Education programs require students to attend several internship seminars throughout the student teaching experience to support submission of edTPA tasks and provide additional information about the internship and employment.

Refer to the appropriate program checklist to verify seminar course registration information. If no internship seminar class is included in the program checklist, attendance is still mandatory; if needed, verify with the applicable faculty advisor or the Director of the Office of Clinical Experiences. Failure to attend the seminars may result in an [*Assessment of Unsatisfactory Dispositions*](#) as well as a lowered grade for the course.

UAB Education Career Fairs

A UAB Education Career Fair occurs every semester, and attendance is required for all candidates not hired as full-time teachers in their area of certification. Absences must be approved ahead of time. Date, time, and location are provided by the Director of the Office of Clinical Experiences. Several school districts conduct mini-interviews on site.

- Professional attire is required.
- A professional resume is required.
- An online Teach in Alabama application is required.
- Candidates should visit <https://www.uab.edu/students/careercenter/> for support.

Responsibilities During Internship

The purpose of the internship is to develop the skills of a full-time teacher under the guidance of a Cooperating Teacher and UAB Supervisor. Following the guidelines below will provide a positive and successful experience.

Attendance

Report to the internship placement main office at the time designated by the school. Maintain the working hours of the Cooperating Teacher. Plan to be available at the internship site minimally 30 minutes prior to the school start time and until at least 30 minutes after school daily.

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.). UAB recommends you attend every session your teacher attends, if allowed by the school.

Maintain daily attendance on UAB's Sign-In/Sign-Out log. Ensure you record accurate arrival and departure time. Be punctual and regular in attendance.

Interns are only permitted up to five absences during the internship semester. In the event of excessive absences, the intern will be required to reconsider pursuing teacher certification, repeat, or possibly extend their student teaching 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 Clinical Practice Review Committee. Depending on the outcome of the Clinical Practice Review Committee, an intern's grade may be recorded as 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).

Absences are limited to unavoidable circumstances, emergencies, and illnesses, in addition to reasonable accommodations for students registered with UAB Disability Support Services. Absences are not intended for personal holidays and/or vacations. Any days or parts of days (up to five) 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 five consecutive full days of solo/lead-teaching may exercise full responsibilities on the following day; if more than one absence occurs during the consecutive days, the intern will need to consult with the Director of the Office of Clinical Experiences.

The UAB Education Career Fair, school district holidays, and mandatory UAB meetings are the only absences for which make-up days are not required.

Inform both the Cooperating Teacher *and* the UAB Supervisor in case of an unavoidable tardy, early dismissal, or absence before 7:30 a.m. 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. Comply with the school district's guidance for make-up days concerning release and weather days.

Professional Conduct

Internship is a full-time position. The intern should focus on classroom responsibilities and the students. Interns are expected to abide by the [Alabama Educator Code of Ethics](#) at all times. Coursework should be completed outside of student teaching hours. Planning periods should be devoted to preparation for instruction or other school-required activities. Interns are expected to fully engage in the learning activities just as if they were the full-time classroom teacher.

Check UAB email daily. Consistently read and promptly respond to emails related to internship. The UAB email account is the official means of communication. Honor confidentiality and professional etiquette always; do not discuss student concerns, families, etc., outside of the classroom; discussions with the Cooperating Teacher and school personnel should remain private and professional.

Do not use a cell phone during instructional and school operating hours unless it is for instructional purposes (e.g., Nearpod, etc.).

The intern should attempt to address all problems directly with the Cooperating Teacher. In the event the results are not satisfactory or if the situation is uncomfortable, the intern should immediately contact the UAB Supervisor or the Director of the Office of Clinical Experiences. All problems should be handled professionally and discussed with the involved individuals only. Hired interns should also consider the chain of command at their school site when addressing problems.

Professional Appearance and Dress

- Appear appropriately dressed and well-groomed by always maintaining a clean and neat appearance.
- Abide by the policies and standards of dress of the school (ask the Cooperating Teacher for information considering this subject and review the institution's Teacher Handbook).
- If an intern's appearance disrupts the flow of the learning environment, they may be dismissed from school grounds.
- Visit the UAB Career Closet for appropriate attire if necessary.

Lesson Plans

Collaborate with the Cooperating Teacher and the UAB Supervisor regarding when the intern will assume responsibilities of classroom teaching.

Utilize approved lesson plans, unit plans, assignments, materials, and assessments to teach. *Interns may not teach a class without lesson plans (including materials and assessments) that have been approved by the Cooperating Teacher. Adhere to the submission deadline outlined by the Cooperating Teacher and University Supervisor.*

Use the UAB formal lesson plan template to prepare for thoroughly engaging the learners in appropriate instruction. Ensure that the expectations outlined on the *UAB Student Teaching Observation Form* are met when preparing a plan for a formal observation. Provide a printed copy of the plan and all materials for the formal observation to the observer prior to the observation. Ensure that the UAB Supervisor has a space to conduct the formal observation—provide a desk and chair.

Student Teaching Limitations

Substitute Teaching

Interns cannot be pulled from their placement classroom to serve as a substitute teacher in another classroom in the school.

Corporal Punishment

Interns may neither participate in administering corporal punishment to students nor serve as witnesses while staff members administer corporal punishment.

Field Trips

Interns may attend school-sponsored field trips with the Cooperating Teacher.

Transporting Students at Placement Sites

Interns are not permitted to transport students under any circumstances. Failure to comply will result in immediate removal from the placement site and an *Assessment of Unprofessional Dispositions*.

Grading P-12 Student Work

Non-hired interns are not 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.

Weapons

Interns are expected to abide by the weapons policy of the school site at which they are placed. This may include the intern's vehicle. Failure to comply will result in immediate removal from the placement site and an *Assessment of Unprofessional Dispositions*.

Social Media

Interns are not permitted to participate in personal social media relationships with any students enrolled in their class. Failure to comply will result in immediate removal from the placement site and an *Assessment of Unprofessional Dispositions*.

Smoking/Vaping

Interns are not permitted to smoke or vape at the school site, and smoking/vaping prior to attendance at the school is strongly discouraged. Professional expectations for grooming can be affected by the odor of smoking/vaping. Any distractions to the classroom environment will result in an *Assessment of Unprofessional Dispositions* and may be grounds for removal from internship.

Evaluation of Student Teaching

The UAB Supervisor is the official representative of UAB and is responsible for determining the final internship grade in collaboration with the Cooperating Teacher, the Director of edTPA, and the Director of the Office of Clinical Experiences. All interns are assessed via formal and informal assessments throughout the internship.

At a minimum, every intern will be formally assessed at least four times using the [Student Teaching Observation Form](#). Most of the indicators must be met at the level of “Opportunity and evidence of implementation was observed” by the completion of the internship.

A midterm progress review will occur during a meeting between the intern, Cooperating Teacher, and UAB Supervisor. The [Candidate Preservice Assessment of Student Teaching \(CPAST\) consensus form](#) is completed during the midterm meeting by the intern, Cooperating Teacher, and UAB Supervisor, based on consensus scores. Any areas of significant concern should be addressed with a remediation plan created at this meeting.

A final meeting at the end of the internship (with the intern, Cooperating Teacher, and UAB Supervisor) will result in the completion of a final CPAST form and the discipline-specific key assessment.

The final internship grade, based on all student teaching assignments, the mid-term and final CPAST, passing edTPA, the observations, and the discipline-specific key assessment, should be discussed at the final meeting (e.g., before the final day of student teaching).

Informal evaluations and informal feedback provided via meetings between the intern and the Cooperating Teacher and/or UAB Supervisor, in conjunction with feedback provided on observation and evaluation forms, can help 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.

Grading Criteria

Grade A

This grade indicates that the intern consistently:

- Submits all student teaching forms, documents, plans, and assignments by deadlines
- Improves practice based on reflection
- Shows appropriate professional dispositions
- Earns “meets expectations” or “exceeds expectations” on all CPAST indicators by the end of the semester
- Earns a passing score on the edTPA assessment before the end of the placement
- Demonstrates qualities of an accomplished beginning teacher, and
- Meets all certification requirements.

Grade B

This grade indicates that the intern frequently:

- Submits student teaching forms, documents, plans, and assignments by deadlines
- Improves practice based on reflection
- Shows appropriate professional dispositions
- Earns a passing score on the edTPA assessment before the end of the placement
- Earns “meets expectations” or “exceeds expectations” on most CFAST indicators by the end of the semester, and
- Meets all certification requirements.

Please note that for interns removed from clinical practice, a grade of B is the highest possible.

Grade C

This grade indicates that the intern:

- Submits student teaching forms, documents, plans, and assignments after deadlines, or
- Ignores suggestions for improvement in practice, or
- Shows inappropriate professional dispositions, occasionally, or
- Earns “emerging” on multiple CFAST indicators by the end of the semester, and
- Earns a passing score on the edTPA assessment before the end of the placement, and
- Meets all certification requirements.

Grade F

F is not a passing score. The candidate cannot be recommended for a teaching position and did not fulfill the student teaching expectations.

Grade Incomplete

This grade indicates that the intern:

- Did not receive a passing score on all certification-related assessments (ex. edTPA).
- Was removed from the placement with a remediation plan and expectations to complete student teaching in the following semester.
- If a candidate does not pass edTPA and needs an additional placement, then a grade of incomplete is an option that requires reenrollment in the seminar course.

Note: A grade of “I” will automatically become an “F” after one semester unless a grade change is submitted before then.

Grade Appeal Process

Interns may submit a grade appeal online through the University’s Academic Policy Appeal at [One Stop Student Services](#).

edTPA Retake Policy

The Alabama Educator Certification Assessment Program (AECAP), of which the edTPA is a part, is a precondition of professional educator certification. A passing score on the edTPA portfolio is required for the UAB School of Education to recommend a candidate for certification. In the event a UAB teacher candidate does not achieve a passing score on their required edTPA submission, the following action steps will be followed.

1. Schedule a meeting with the edTPA Director to discuss the score report and determine a course of action.
2. If deemed appropriate by the edTPA Director, the candidate will immediately revise and resubmit the appropriate portion(s) of the edTPA portfolio to Pearson within a time frame established by the edTPA Director.
3. If the edTPA needs significant revisions or must be entirely redone, the candidate will have two options.
 - Option 1: The candidate can choose to graduate with a non-certification major. This option will require the candidate to declare a major other than education. The candidate will work closely with their advisor. Candidates who select this option will be required to sign official documentation affirming this decision and may not seek UAB's support for an additional opportunity to retake the edTPA. Candidates who select this option will not be recommended for Alabama Teacher Certification.
 - Option 2: The candidate can choose to retake the edTPA in the next semester, thus delaying graduation. The candidate will receive an incomplete grade in the internship course and will be required to complete a remediation plan. Candidates who select this option must enroll in one of the edTPA seminar courses (edTPA Director will advise on correct course option) and will be provided with support during the retake process. All plans for retakes in subsequent semesters must be approved by the edTPA Director and the Director of the Office of Clinical Experiences.

Graduation Without Certification

Should a candidate successfully complete all internship placement requirements except for edTPA, or any other portion of the Alabama Educator Certification Assessment Program (AECAP), the student should meet with their advisor to discuss options. The following options may be available:

- The candidate receives an incomplete for the internship grade, which is changed to a letter when all requirements are met. When all requirements are met, the candidate will be recommended for Alabama professional educator certification.
- The candidate may withdraw from the certification program and complete an alternate degree (see the Internship Removal Policy). Please note that additional coursework may be required to complete an alternate degree.
- The candidate may graduate with the degree without certification. A candidate must apply for Alabama certification within 60 calendar months of the program completion date. Please note that the candidate must meet all certification requirements in effect at the time of the application, which may result in additional testing or coursework requirements.

Assessment of Unsatisfactory Dispositions

Teacher candidates are expected to demonstrate professional dispositions during all course work, field experiences, and internship. This handbook outlines expectations. Should any infraction occur, faculty, Cooperating Teachers, University Supervisors, advisors, or the Director of the Office of Clinical Experiences may initiate completion of an [*Assessment of Unsatisfactory Dispositions*](#); this form will be used when a candidate displays unsatisfactory behavior requiring immediate action.

The SOE will address unsatisfactory professional dispositions as described in the Assessment of Unsatisfactory Dispositions form. Candidates should be aware that violations of these dispositions may constitute grounds for removal from a School of Education (SOE) program. Violations of these dispositions may also result in charges under the UAB Student Code of Conduct or the UAB Academic Integrity Code.

The Cooperating Teacher

Cooperating Teachers are experienced, competent, professional educators selected due to their classroom expertise and willingness to work with interns. The intern should view the Cooperating Teacher as a source of guidance, encouragement, and constructive criticism, and as a model whose behaviors and attitudes will be emulated.

Selection of Cooperating Teacher

The major criteria used in selecting a Cooperating Teacher is that the teacher is an accomplished school professional committed to mentoring an intern by emulating reflective practices and active learning techniques. In addition to these criteria, the cooperating teacher must:

- Have at least three completed years of teaching experience in their field of specialization;
- Hold Class A professional educator certification or National Board for Professional Teaching Standards certification within the intern's area of certification;
- Be currently teaching classes in the intern's field(s) of certification;
- Model skilled professional practices;
- Agree to work with UAB in planning the experiences of the intern;
- Make use of a variety of evidence-based teaching practices;
- Have an effective working relationship with students, teachers, families, and administrators; and
- Provide evidence of an interest in and attainment of professional development.

The Alabama Administrative Code outlines the following exceptions to the rules for selecting a cooperating teacher.

- “For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the Director of the Office of Clinical Experiences may document and grant an exception for a cooperating teacher who meets the aforementioned criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a Cooperating Teacher who holds a Class A certificate endorsed for reading specialist” (Alabama Administrative Code, 2021, 290-3-3-.03(6)(f)3.(i)).
- “For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the Director of the Office of Clinical Experiences may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in early childhood education,

elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a Cooperating Teacher who holds a Class A certificate endorsed for reading specialist” (Alabama Administrative Code, 2021, 290-3-3-.03(6)(f)3.(ii)).

- “An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the UAB School of Education’s service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Department of Early Childhood Education and employed in a setting accredited by the National Association for the Education of Young Children” (Alabama Administrative Code, 2021, 290-3-3-.03(6)(f)4.).

Responsibilities of the Cooperating Teacher

- Participate in Cooperating Teacher training provided by the Director of the Office of Clinical Experiences during the first weeks of the placement.
- Meet with the University Supervisor to review intern expectations.
- Prepare the class for the intern's arrival by informing students about the intern’s role in the classroom.
- Provide a desk or table for the intern to use.
- Provide the intern with the school/system handbook, daily schedule, textbook, curriculum guides, wi-fi password/guest account (for instructional purposes only), etc. Introduce the intern into the school culture.
- Help the intern understand the capacities and goals of students in the class. Acquaint them with Alabama assessment and management systems (e.g., Powerschool, ACAP, etc.). Provide access to student scores on state assessments, as appropriate. It is desirable to have the intern participate informally in evaluating student progress, reporting to parents, and attending parent conferences.
- Allow the intern to access any individualized learning plans. If they are not allowed to review formal documents, the Cooperating Teachers should share information about the students’ required accommodations. Interns need this information to successfully complete edTPA and to follow best practices for teaching.
- Allow the intern to feel at home in the school by introducing them to other faculty members, inviting them to professional faculty functions, PTA/PTO meetings, and extending other courtesies such as professional development and orientation meetings.
- Ensure that the intern has adequate time to observe instructional techniques, classroom organization, discipline techniques, and become familiar with materials. Assist the intern with securing school-provided materials (e.g., bulletin board paper, die-cut machine, etc.), printing documents, and copying materials for instructional purposes. Contact the UAB Supervisor if there are any concerns about the intern’s material preparation. If there is an issue with access to copying, the Director of the Office of Clinical Experiences can work with the intern on a plan to utilize UAB resources.
- Require lesson plans from the intern on agreed upon dates *prior to implementation*. Approve all tests and materials selected or prepared by the intern prior to use. **If an intern fails to have lesson plans before teaching, they may not teach – the UAB Supervisor should be contacted immediately.**

- Provide support to the intern throughout the edTPA process, especially during videorecording. Support may include helping with decision making about the learning segment content, securing permission forms from families for videorecording lessons, videorecording lessons for submission, etc. **The Cooperating Teacher should not be seen, heard, or in any way active during the videorecorded lessons.** Placing a “videorecording in process” sign on the classroom door is encouraged.
- Ensure that the candidate signs in and out accurately daily. Contact the UAB Supervisor immediately if there are any concerns about attendance.
- Communicate daily with the candidate about techniques for growth.
- Alert the UAB Supervisor immediately about all concerns. Should an immediate or pervasive concern occur, submit a [Student in Distress Referral](#) through the UAB Care Team; list Cooperating Teacher and the school name in the section requesting “Your Title/Department.”

Assessing the Intern

The UAB Supervisor, in collaboration with the cooperating teacher, determines the final grade for student teaching. The Cooperating Teacher’s review of the candidate and input provide vital information and documentation for this determination. The chart below outlines the required assessments and timeline to be completed by the Cooperating Teacher.

Assessment Instrument	When to Complete	Meeting to Review Instrument Outcomes
Student Teaching Observation Form <i>Please complete a minimum of two formal observations. Informal observations and feedback should occur regularly.</i>	Before middle of semester Before end of semester	<ul style="list-style-type: none"> ○ Submit first observation at midterm conference ○ Submit second observation at final conference
CPAST Form <i>Your scores will be combined with those of the UAB Supervisor and the intern for one consensus score at the midterm and at the end of the term.</i>	By midterm conference By final conference	<ul style="list-style-type: none"> ○ Prepare individual form prior to the midterm conference with the intern and UAB Supervisor ○ Prepare individual form prior to the final conference with the intern and UAB Supervisor
Discipline Specific Assessment	Consensus score during final conference	<ul style="list-style-type: none"> ○ Review throughout the placement to complete officially at the final conference with the intern and UAB Supervisor
CT Evaluation of University Supervisor Survey	End of the term	<ul style="list-style-type: none"> ○ Director of the Office of Clinical Experiences sends link

Addressing Problems

It is best to attempt to resolve any difficulties directly with the intern. If this is not successful or optimal, contact the UAB Supervisor immediately. If necessary, a conference will be held with

some or all the following individuals - the principal, Cooperating Teacher, UAB Supervisor, intern, and Director of the Office of Clinical Experiences.

Responsibilities to the UAB Supervisor

- Rely on the appropriate [Suggested Student Teaching Pacing Guide for 1 Placement](#) or [Suggested Student Teaching Pacing Guide for 2 Placements](#) and the [edTPA Pacing Guide](#) provided by the UAB Supervisor.
- Evaluate the intern periodically and give specific recommendations regarding the methods, materials, procedures, informational accuracy, successes, and challenges relative to the intern.
- 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 intern. These comments can also be emailed to the UAB Supervisor prior to or after the scheduled conference.
- Keep the UAB Supervisor informed of the progress of the intern.
- Complete an evaluation of the UAB Supervisor at the end of the semester.

The Principal

Selecting the Cooperating Teacher(s)

The OCE works closely to develop mutually beneficial and co-constructed partnerships with local schools and school districts. Principals recommend highly effective master teachers who will serve as Cooperating Teachers (e.g., based on co-selected and co-constructed criteria for teachers who have expertise or great potential in mentoring adult learners).

Supporting the Intern

- Provide the intern with an overall view of the school.
- Make information and materials available that will enable the intern to understand the students 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 offer great learning opportunities.
- Facilitate the acceptance of the intern by the faculty of the school in which they are working.
- Stay informed about the progress of the intern in the school.

Supporting the Employed Intern

- Provide the intern with a master mentor teacher. The mentor must be certified in the intern's field of certification, must have at least three years of teaching experience, and must possess a Class A certificate. The mentor should be identified as a teacher leader with the desire to guide a new peer into the field. The mentor teacher will formally observe the intern, support the intern's acclimation to the school and to the responsibilities of teaching, help with videotaping for edTPA, and participate in consensus scoring on several key assessments. Mentor teachers will receive required training from the UAB OCE, and they will receive a modest stipend from UAB.
- Support the intern with edTPA. The intern will need release time to attend four face-to-face edTPA seminars during the semester. Interns will need substitute teachers for their classes on these days to provide time for them to successfully complete this high-stakes assessment required for professional certification. A schedule will be provided at the beginning of the term to facilitate planning.
- Allow for additional communication with UAB. The Director of edTPA and Partner/Completer Outreach as well as the UAB Supervisor will visit the employed intern more regularly than those with a full-time cooperating teacher.
- Communicate any concerns to the UAB Supervisor, Director of edTPA, or Director of the Office of Clinical Experiences immediately.

Contacting UAB

Initially, the contact from UAB will be from the OCE. This contact pertains to the placement of interns 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 (Dr. Shelia Ingram, 205-996-2552, mcgee81@uab.edu).

The UAB Supervisor

UAB Supervisors are the main liaisons between the UAB School of Education and the local placement institutions. They are responsible for overseeing the mentorship experiences of interns and monitoring their progress. Effective supervision requires frequent feedback. It is essential to document ongoing recommendations made to the intern. UAB email is the official communication method for internship; therefore, all communication with interns, Cooperating Teachers, faculty, and the OCE must be completed through UAB Outlook. File storage may be completed through OneDrive, Canvas, Box, and Taskstream only. (Google nor Dropbox are approved applications supported by UAB IT).

Confidentiality is critical in the role. Communication about candidate performance should be limited to the Cooperating Teacher and when necessary to the Director of the Office of Clinical Experiences and at times the Director of edTPA. It is also important to identify any problems early and remediate. The Director of the Office of Clinical Experiences is available to provide guidance and advice and should be consulted should a candidate not conform to any policy or expectation.

Responsibilities to the Intern

- Prior to or shortly after the internship start date, the UAB Supervisor should set a date for an introductory meeting with the Cooperating Teacher, the intern, and the UAB Supervisor.
- The UAB Supervisor, Cooperating Teacher, and intern must agree on when the consecutive full days of solo/lead-teaching will take place. This also applies to interns with two placements. Additionally, the Supervisor should note on a calendar when all the full days of teaching are scheduled to take place (e.g., minimum of five solo, lead-teaching and consecutive full days).
- Ensure that there is adequate communication among the individuals most directly involved in the student teaching experience: the intern, the Cooperating Teacher, the site administrator (typically the principal), and the UAB Supervisor.
- Review lesson plans each week to ensure the candidate is prepared to engage the learners.
- Complete all evaluation forms – Student Teaching Observation Form assessments, a midterm CFAST evaluation, a final CFAST evaluation, and a final Discipline Specific Key Assessment (where required).
- Hold a midterm and final conference with the intern and Cooperating Teacher to discuss the applicable evaluation form(s).
- Be aware that the intern is not to be pulled from the placement to be used as a substitute teacher. If the Cooperating Teacher must be absent from school while they have an intern, there must be a certified substitute teacher, full-time teacher, or administrator in the classroom with the intern unless the intern is hired by the placement site with an Interim Education Certificate or with a long-term substitute license. In an emergency, a teacher or administrator must be readily available to monitor the intern. If made aware of any use of interns as substitutes, alert the Director of the Office of Clinical Experiences immediately.

- A record of *Assessment of Unsatisfactory Dispositions* form will be completed if the intern is not fulfilling their responsibilities. Such records of unsatisfactory professional dispositions may be grounds for a lowered student teaching grade, removal from the placement, dismissal from the internship or program, or other consequences.

Responsibilities to the OCE

- Make formal evaluations of the intern's progress.
- Submit all evaluation forms as directed.
- Inform the Director of the Office of Clinical Experiences should the intern not fulfill any expectations of the placement.
- Determine student teaching grades via joint evaluation with the Cooperating Teacher and the Director of the Office of Clinical Experiences.
- Utilize the grading rubric to determine the final student teaching grade. Please note that attendance and 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—related to edTPA (e.g., Early Childhood and Elementary Education AMP interns).
- Submit mileage request forms and all applicable paperwork to the OCE by the dates specified. The university pays round trip mileage from UAB or the supervisor's home office to the placement site(s) and back at the current federal mileage rate. Preapproval travel forms are required each month, and mileage forms must be submitted to the Department of Curriculum and Instruction 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).
- Complete an evaluation of the Cooperating Teacher survey at the end of the term.

Responsibilities to the Placement Site

- Be available for special conferences concerning the intern and their work. Inform the site's office upon arriving on any campus (e.g., always follow the placement site's sign-in policy).
- Be professional when interacting with placement personnel inside and outside of the placement site. Internship information should be kept confidential (including information related to the intern, Cooperating Teacher, or placement site).

Responsibilities to the Cooperating Teacher

- Confer frequently with the Cooperating Teacher, always at their convenience, regarding the intern's progress.
- Inform the Cooperating Teacher and site administration of university requirements and procedures. This includes meeting with Cooperating Teacher at the beginning of the internship and reviewing teaching requirements and evaluation procedures.

Submitting Grades and Documents

Each UAB Supervisor will be provided with a grade sheet by the OCE. The UAB Supervisor, in collaboration with the Cooperating Teacher, will determine the grade for each intern. No grades of plus or minus will be accepted. Each intern must be made aware of their final student teaching grade before the last day of the student teaching internship.

In addition to submitting grades, the UAB Supervisor must ensure that all documents completed during the internship have been uploaded by the intern to Canvas. Documents include observation forms, mid-term and final CPAST scores, lesson plans, etc. All documents must be reviewed and approved before remuneration for services will be rendered.