



Student Teaching Handbook

All teacher candidates seeking initial teacher certification in the School of Education are responsible for the information contained in the current Student Teaching Handbook. In addition, they are expected to comply with all policies of the institutions with which the School of Education affiliates.

28th Edition
Academic Year: 2021-2022



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

4	Disclaimer
4	Equal Opportunity and Non-Discrimination Statement
5	Introduction

THE STUDENT TEACHER

6	What is student teaching?
6	What is required for the student teaching application?
6	What are the eligibility requirements to qualify for student teaching?
6	Is registration required for student teaching?
6	What is the required length of time for student teaching?
7	What is the policy for student teacher placement?
7	What factors are used to determine placement sites?
7	What is a long-distance placement?
8	What is the policy regarding employment while completing the internship?
9	When is a placement change request considered?
9	What is the withdrawal and postponement policy?
9	What is the internship removal, pausing, or repeating policy?
10	What are the required meetings during the internship?
11	What are the responsibilities of the student teacher?
	<ul style="list-style-type: none">• Orientation, Academy, and Seminars• Attendance• Professional Conduct, Dress, and Grooming• Lesson Plans and Conferences• Rules, Regulations, and Ethical Behavior
13	What should the student teacher do during the first days of school?
13	How much full-time teaching will the student teacher complete?
13	What are the student teaching limitations?
14	What is the policy concerning weapons at a school site?
14	What can the student teacher do in case of a problem?
14	Who will grade the student teacher and what methods of evaluation are used to assess the student teacher's progress?
14	What is the grading rubric for the internship?
15	What is the grade appeal process?
15	When is the final student teaching paperwork due?

THE COOPERATING TEACHER

16	How are cooperating teachers selected?
17	What are the responsibilities of the cooperating teacher?
17	How is the cooperating teacher involved in assessing the student teacher?
18	What process does the cooperating teacher use if a problem occurs?

THE PRINCIPAL

- 19 What is the role of the principal in selecting cooperating teachers?
- 19 Who is the principal's contact person at UAB?
- 19 How can the principal help the student teacher?

THE UAB SUPERVISOR

- 20 What are the responsibilities of the UAB Supervisor?
- 21 How does the UAB Supervisor submit grades?
- 21 How are UAB Supervisors reimbursed for travel expenses?

Note: Most forms can be found on the Student Teaching Website under "Resources" in the "Forms and Handouts" section (<https://www.uab.edu/education/studentteaching/resources/forms-and-handouts>) and/or the applicable Canvas course shell.

Disclaimer

This handbook contains 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.

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, rather establish priorities and precedent.

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 committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, sexual harassment, sexual misconduct, or sexual assault, inducing, sexual exploitation, relationship violence, stalking, and retaliation we encourage you to file a report. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit: <http://www.uab.edu/titleix>.

UAB also prohibits, and will not tolerate, discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, or genetic or family medical history. Complaints by any applicant or student who has reason to think he or she has been affected by discrimination will be considered through appropriate established procedures. For more information, please see the Equal Opportunity and Discriminatory Harassment policy which is available at the following link: <http://www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx>.

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require reasonable accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the students, DSS, faculty, and staff. If you are registered with Disability Support Services, please contact the Director of the Office of Clinical Experiences to discuss reasonable accommodations that may be necessary in this program. If you have a disability but have not contacted Disability Support Services, please call 205-934-4205 or visit <http://www.uab.edu/dss>.

Introduction

The Student Teaching Handbook is a general resource for all initial teacher certification teacher candidates/participants involved in the student teaching internship experience. This handbook contains basic information, responsibilities, and expectations relevant to the overall student teaching internship. This handbook should 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 the UAB School of Education (SOE) on any matter concerning the student teaching program.

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 the student teaching internship.

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 teaching during which the teacher candidate takes increasing responsibility for a given group of learners over a period of consecutive weeks. The student teaching experience is designed to meet Alabama State Department of Education (ALSDE) 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, 2018). Experiences of the intern will progress to full-time teaching for at least 20 days, including 5-10 consecutive solo/lead-teaching days.

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. Applications (<http://www.uab.edu/education/studentteaching/>) must be signed and electronically submitted to the Office of Clinical Experiences (vevega@uab.edu).

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.

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 as specified by the academic advisor or Program Director
- Completion of all applicable coursework prior to student teaching
- Completion of all applicable courses with a “C” or better
- Passing score on the Praxis Core Academic Skills for Educators Tests (<http://www.uab.edu/education/studentsservices/teacher-certification-testing>)
- Passing score on all required Praxis subject assessments, including Praxis Reading for ECE/ELE interns
- Criminal history background check status shown as continuously “cleared” on the ALSDE tcert database

Is registration required for student teaching?

All student teachers are required to register for the number of course credit hours specified by their program. 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/studentsservices/general-information/checklists>).

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 responsibilities of the teacher” (Rules of the Alabama State Board of Education, 2018). Experiences of the intern will progress to full-time teaching for at least 20 days, including 5-10 consecutive solo/lead-teaching days. Full days of instruction will be determined by the UAB Supervisor/Liaison and Cooperating Teacher.

The student teaching 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 and equivalent of five days (i.e., for emergencies or unavoidable circumstances).

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.

A student teacher is not allowed to student teach at a placement site that he/she has a relative employed or a child/children attending. Secondary student teachers will not be placed at the high school from which they graduated for a minimum of five-ten years after they have graduated. Student teachers are not permitted to arrange their placement.

What factors are used to determine placement sites?

Several 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.
- ***Approved Schools***
All placement schools are within the state of Alabama, within 50 miles of the UAB campus, and accredited by the Southern Association of Colleges and Schools (SACS) or National Association for the Education of Young Children (NAEYC). Individual schools are not used every semester.
- ***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.
- ***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 placement radius (and within the state of Alabama) on an individual basis and under the following conditions:

- The student teacher is an Alternative Master’s Program intern that has been hired to teach as a full-time teacher within his/her area of certification;
- All student teaching eligibility criteria have been met by the applicable deadlines;
- Department approval is attained from the Department Chair two-four weeks prior to the internship start date for the semester in which the student teacher plans to complete the internship;
- The Office of Clinical Experiences verifies the placement request/approval 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 and is based on expenditures corresponding to the distance exceeding the 50 miles (per way) placement radius within the state of Alabama
 - The student teacher will be instructed to register for the specific course section after the Office of Clinical Experiences determines the fee amount
 - Fees are subject to change based on federal mileage and per diem rates
- All Student Teaching Seminar course requirements must be met by the completion of the internship, including regular course attendance

What is the policy regarding employment while completing the internship?

- Only 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 at a SACS or NAEYC accredited school.
 - 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 classroom if both of the following requirements are met:
 1. The candidate holds a valid Interim Employment Certificate (IEC) endorsed for the teaching field appropriate to the candidate’s teaching assignment, AND
 2. On-the job internship placements are permitted by UAB’s School of Education written policy, as stated above.
- AMP student teachers can only accept employment *during* student teaching under the following conditions if they result in the in an Interim Employment Certificate from the ALSDE and:
 - 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 interns must complete “traditional,” non-hired internships with a cooperating teacher and UAB Supervisor/Liaison.
- 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 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 that may require a placement change 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/Liaison, cooperating teacher, and/or Director of the Office of Clinical Experiences).

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/Liaison, and Director of the Office of Clinical Experiences must be notified immediately.

If at any time during the internship a student teacher decides to no longer pursue their current initial teacher certification program, he/she must immediately notify the UAB Supervisor/Liaison and Director of the Office of Clinical Experiences. 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, pausing, or repeating 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 or a student teacher chooses to stop his/her internship, a subsequent placement is not automatic.

Decisions about subsequent placements for student teachers who have been removed from student teaching, chose to stop their student teaching, or express interest in repeating their internship will be made by a Student Teaching Review Committee composed of: the appropriate Program Chair, Program Coordinator/Director, Director of the Office of Clinical Experiences, UAB Supervisor/Liaison, and faculty advisor (when possible). In addition, the student teacher will only be permitted to repeat the internship one time, if the review committee or a prior appeals decision warrants that a second opportunity is possible, and all re-enrollment criteria have been met. If a student teacher is given a subsequent placement, the final internship grade will be no higher than a "B", unless otherwise warranted due to medical or unavoidable emergency situations. Additionally:

- A record of unsatisfactory dispositions must be completed in the event a student teacher is not fulfilling his/her responsibilities.
- Any unsatisfactory dispositions for serious or major infractions, or receipt of a third unsatisfactory disposition that could result in the student's remediation, suspension or dismissal from the program will be reviewed during a Student Teaching Review Committee meeting (refer to the Assessment of Unsatisfactory Dispositions form in the applicable internship course Canvas shell). Such records are grounds for removal from the internship, dismissal from the program, or a lowered final student teaching grade.
- The candidate may be accompanied by an advisor (e.g., parent or spouse) at the Student Teaching Review Committee, however, the advisor cannot actively participate or directly address the Committee.

Should the advisor participate or address the Committee, they could be asked to leave the Committee meeting.

- Student Teaching Review Committee meetings will result in formal communication that the teacher candidate must sign.
- Should the teacher candidate decide to appeal any decisions made by the Student Teaching Review Committee, he/she must provide a written appeal to the School of Education's Associate Dean within ten business days of receiving the review committee's decision.
- Should the teacher candidate want to appeal the School of Education's Associate Dean's decision, he/she must provide a written appeal to the Dean of the School of Education within ten business days of receiving the Associate Dean'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.
- Missing the opening orientation may result in a record of unsatisfactory professional dispositions and/or a lowered final student teaching grade.
- Essential expectations, policies, and guidelines are provided

edTPA Academy

- The edTPA Academy is designed to formally introduce the requirements for edTPA.
- All interns who are student teaching are required to attend the academy.

Student Teaching/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 will result in a lowered final student teaching grade.

UAB Education Career Fair

- The Fair occurs every spring semester at UAB – date, time, and location are provided by the Director of the Office of Clinical Experiences, at the spring Student Teaching Orientation and UAB's Career Center website (<https://www.uab.edu/students/careercenter/>).
- Several school districts conduct mini interviews on site.
- Professional attire and a completed resume are required.

What are the responsibilities of the student teacher?

Orientation, Academy, and Seminars

- Attend the Student Teaching Orientation.
- Attend the edTPA Academy and student teaching/edTPA seminars.

Attendance

- Report to the internship placement site at the designated time to the main office.
- Maintain the working hours of the cooperating teacher (within reason) – plan to be available at the internship site minimally 30 minutes prior to the school start time and until at least 4pm 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.).
- Maintain UAB’s daily Sign-In/Sign-Out log.
- Be punctual and regular in attendance.
 - Student teachers are only permitted up to five absences during the internship semester.
 - Absences are limited to unavoidable circumstances, emergencies, and illnesses, in addition to reasonable accommodations for students registered with UAB Disability Support Services – they 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-ten 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 his/her UAB Supervisor/Liaison.
 - The UAB Education Career Fair and school district holidays 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 7:30am 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 reconsider pursuing teacher certification, repeat, or possibly extend his/her student teaching 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: Department Chair, Program Coordinator/Director of the student teacher’s program, Director of the Office of Clinical Experiences, UAB Supervisor/Liaison, and faculty advisor (when possible).
 - Depending on the outcome of the Student Teaching Review Committee, 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 related to student teaching. The UAB email account is the official means of communication.
- Honor confidentiality and professional etiquette at all times; do not discuss student problems, parents, etc., outside of the classroom; discussions with the cooperating teacher and school personnel should remain private and professional.
- Always appear appropriately dressed and well-groomed; cover all visible tattoos and remove all facial piercings – if an intern’s appearance disrupts the flow of the learning environment, s/he may be dismissed from school grounds.
- Refrain from using cell phones during instructional and school operating hours.

Lesson Plans and Conferences

- Begin teaching only when, in the judgment or direction of the cooperating teacher and UAB Supervisor/Liaison, the student teacher is considered ready and invited to do so.
- 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 business days prior to implementation.*
- Use the “Formal Lesson Plan Template” until the UAB Supervisor/Liaison 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 cooperating teacher and UAB Supervisor/Liaison, even after the student teacher begins using informal lesson plans (i.e., when the Student Teaching Observation Form is completed).
- All lesson plans must be typed.
- Seek guidance from the cooperating teacher and be respectful of the cooperating teacher’s methods of instruction and classroom management.
- Become acquainted with students’ cumulative records or any other pertinent files, if allowed by the school.

Rules, Regulations, and Ethical Behavior

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Model Code of Ethics for Educators (MCEE) can be accessed via this link:

https://www.nasdtec.net/page/MCEE_Doc - 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.

Additional reminders - the student teacher must:

- Exhibit satisfactory dispositional behaviors, including submission policies for edTPA. 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.
- Maintain information received about students, families, faculty, or staff in strict confidence – any information or suspicions related to student/child abuse should be immediately reported to the cooperating teacher, UAB Supervisor/Liaison, or Director of the Office of Clinical Experiences. Proof is not required, just a good faith belief that abuse has occurred.
- Refrain from imposing personal, religious or political views upon the students and exhibit a broad-minded, inclusive 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.

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

During the first days of school, the student teacher should do engage in the following:

- Refer to the appropriate “Suggested Student Teaching Pacing Guide” and “edTPA Timeline”.
- Learn about the general rules and policies of the school, including 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.
- Learn the routines of the class such as where 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.

How much full-time teaching will the student teacher complete?

The student teacher is expected to do as much teaching as his/her skill will permit. The cooperating teacher and UAB Supervisor/Liaison will help to judge the intern’s readiness to teach. **All student teachers are required to assume responsibility of a full-time solo/lead-teaching load for a minimum of twenty days, five-ten of which are solo/lead-teaching and consecutive. Student teachers with two placements must complete ten days of solo and consecutive teaching in both placements.** The UAB Supervisor/Liaison, cooperating teacher, and student teacher must agree on when the minimum twenty days of teaching will take place.

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. A student teacher who is requested to serve as a substitute teacher should inform his/her UAB Supervisor/Liaison, 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 may 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/Liaison or Director of the Office of Clinical Experiences.

Transporting Students at Placement Sites

Student teachers are not permitted to take students home or transport them on field trips.

Grading

Student teachers 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.

What is the policy concerning weapons at a school site?

Student teachers are expected to abide by the deadly weapons policy of the school site at which they are placed. 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, the student teacher should immediately contact the UAB Supervisor/Liaison or 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/Liaison is the official representative of UAB and is responsible for determining the final internship grade in collaboration with the cooperating teacher. All student teachers are assessed via formal and informal assessments throughout the internship.

- At a minimum, every intern will be formally assessed at least two-three different times using the Student Teaching Observation Form. All indicators must be met at the “Opportunity and evidence of implementation was observed” by the completion of the internship.
- A midterm progress review will occur during a meeting between the student teacher, cooperating teacher, and UAB Supervisor/Liaison – this meeting will require the completion of the Candidate Preservice Assessment of Student Teaching (CPAST) form by the student teacher, cooperating teacher, and UAB Supervisor/Liaison. 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 final meeting at the end of the internship (with the student teacher, cooperating teacher, and UAB Supervisor/Liaison) will result in the completion of another CPAST form. The final internship grade should be discussed at this meeting or shortly after the meeting (i.e., before the final day of student teaching).
- Informal evaluations and informal feedback provided via meetings between the student teacher and the cooperating teacher and/or UAB Supervisor/Liaison, 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/Liaison or Director of the Office of Clinical Experiences.

What is the grading rubric for the internship?

KIN 496/696 – Please refer to course syllabus for grading tasks and requirements.

Grade A

This grade indicates that the student teacher:

- consistently improves practice based on reflection;
- routinely shows appropriate professional dispositions;
- earns “meets expectations” and “exceeds expectations” on all CPAST indicators per domain by the end of the semester;
- can be highly recommended without *any* reservations for a teaching position; and

Grade B

This grade indicates that the student teacher:

- does not exhibit *all* the criteria specified above for a grade of “A”; but
- exceeds the performance of the criteria specified below for a grade of “C”; and

Grade C

This grade indicates that the student teacher:

- reflects on practice, but inconsistently shows evidence of improving practice based on reflection;
- has some challenges at consistently exhibiting appropriate professional dispositions;
- earns “meets expectations” on the majority of indicators per domain by the end of the semester, with no scores below “emerging”;
- can be recommended with reservations for a teaching position; and

Grade D/F

This grade indicates that the student teacher:

- receives excessive unsatisfactory dispositional assessments; or
- does not score “meets expectations” on the majority of indicators per domain by the end of the semester; and/or has any scores of “does not meet expectations”; and
- cannot be recommended for a teaching position

What is the grade appeal process?

The appeal process must be initiated before the end of the term immediately following the term in which the grade was given. Appeals initiated after this time will not be considered.

1. Student Teaching University Supervisor/Liaison level: The candidate contacts the University Supervisor/Liaison to discuss the grade concern. If there is not a satisfactory resolution at that level, the student may appeal to the chair of the department under which the course is taught.
2. Chair level: Within 10 working days of receiving the instructor’s response, the candidate submits a written grade appeal and supporting evidence to the chair of the department. The chair will review this information and seek any additional information from the student or the instructor in order to render a decision. The decision will be based on the relevant information provided and will be sent to the student in writing. If there is not a satisfactory resolution at that level, the candidate may appeal to the dean.
3. Dean level: Within 10 working days of receiving the department chair’s response, the candidate forwards the written appeal and supporting evidence to the dean. The dean will review this information and seek any additional information from the candidate, the chair, or the instructor that may be needed to render a decision. The decision will be based on the relevant information provided and will be sent to the candidate in writing. The grade appeal process ends at the dean’s level.

When is the final student teaching paperwork due?

Student teachers will receive notification about end-of-semester paperwork deadlines by the last week of student teaching. 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 and submitted. Note: A grade of “I” will automatically become an “F” after one semester unless a grade change is submitted before then.

The Cooperating Teacher

Cooperating teachers are experienced, competent, professional educators who have been selected as a result of their classroom expertise and willingness to work with student teachers. The student teacher 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.

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 completed 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 UAB 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

Specifically and per the Alabama State Department of Education:

P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.

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 [UAB School of Education] 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 a Pre-K, 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.

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 [UAB School of Education] may document and grant an exception for a cooperating teacher who meets the other 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 a Pre-K, 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.

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 [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 Office of Children's Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children.

What are the responsibilities of the Cooperating Teacher?

Responsibilities to the Student Teacher:

- Prepare the class for the student teacher's arrival by informing students about the student teacher's role in the classroom.
- Provide a desk or table for the student teacher to use.
- Provide the student teacher with the school/system handbook, daily schedule, textbook, and curriculum guide.
- 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.
- Require lesson plans from the student teacher *at least three-five business days prior to implementation*. 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 teaching s/he may not teach – the UAB Supervisor/Liaison should be contacted.

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/Liaison.
- Rely on the appropriate "Suggested Student Teaching Pacing Guide" and the "edTPA Timeline" provided by the UAB Supervisor/Liaison.
- Evaluate the student teacher periodically and give specific recommendations regarding the methods, materials, procedures, informational accuracy, successes, and challenges relative to the student teacher.
- Provide time for conferences with the UAB Supervisor/Liaison following each visit, if feasible, and make specific comments to the UAB Supervisor/Liaison during the conferences regarding the behavior, achievements, and performance of the student teacher. These comments can also be emailed to the UAB Supervisor/Liaison prior to or after the scheduled conference.
- Keep the principal and the UAB Supervisor/Liaison informed of the progress of the student teacher.

How is the cooperating teacher involved in assessing the student teacher?

The UAB Supervisor/Liaison, in collaboration with the cooperating teacher, determines the final grade for student teaching. The cooperating teacher's feedback journal and observations will provide vital information and documentation for these recommendations.

Title of Form	Deadline	Notes
Student Teaching Observation Form	<input type="checkbox"/> Before middle of semester <input type="checkbox"/> Before end of semester	Student teacher values your balanced feedback
CPAST Form (i.e., midterm/final)	<input type="checkbox"/> By midterm conference <input type="checkbox"/> By final conference	Will be required for the midterm conference and final conference with the intern and UAB Supervisor/Liaison

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/Liaison immediately. If necessary, a conference will be held with some or all the following individuals - the principal, cooperating teacher, UAB Supervisor/Liaison, student teacher, and Director of the Office of Clinical Experiences.

The Principal

What is the role of the principal in selecting cooperating teachers?

The Office of Clinical Experiences 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 (i.e., based on co-selected and co-constructed criteria for teachers who have expertise or great potential in mentoring adult learners).

Who is the principal's contact person at UAB?

Initially, the contact from UAB will be from 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/Liaison will then be assigned to the school. The UAB Supervisor/Liaison should be the contact person for the local school principal, though the Director of the Office of Clinical Experiences can be reached as well (vevega@uab.edu).

How can the principal help the student teacher?

- 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 offer great learning opportunities.
- 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/Liaison

UAB Supervisor/Liaisons are the main liaisons between the UAB School of Education and the local K-12 schools. They are responsible for overseeing the mentorship experiences of student teachers and monitoring their progress. Effective supervision requires frequent 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. It is absolutely essential to document ongoing recommendations made to the student teacher.

What are the responsibilities of the Supervisor/Liaison?

Responsibilities to the Student Teacher:

- Prior to or shortly after the internship start date, the UAB Supervisor/Liaison should set a date for an introductory meeting to occur as soon as possible, which includes the cooperating teacher, the student teacher, and the UAB Supervisor/Liaison.
- The UAB Supervisor/Liaison, cooperating teacher, and student teacher must agree on when the consecutive full days of solo/lead-teaching will take place. This also applies to student teachers with two placements. Additionally, the supervisor/liaison should note on a calendar when all the full days of teaching are scheduled to take place (i.e., 20 days, including 5-10 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 student teacher, the cooperating teacher, the site administrator (typically the principal), and the UAB Supervisor/Liaison.
- Complete a minimum of three-four evaluation forms – Student Teaching Observation Form assessments, a midterm CCAST evaluation, and a final CCAST evaluation.
- Hold a midterm and final conference with the student teacher to discuss the applicable evaluation form.
- 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, a teacher or administrator must be readily available to monitor the student teacher.
- 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 a lowered student teaching grade and/or dismissal from the internship or program.

Responsibilities to the University:

- Make formal evaluations of the student teacher's progress.
- Determine student teaching grades via joint evaluation with the cooperating teacher.
- Utilize the grading rubric to determine the final student teaching grade.
- 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).
- Submit mileage request forms and all applicable paperwork to 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 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.
- 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/Liaison submit grades?

Each UAB Supervisor/Liaison will be provided with a grade sheet by the Office of Clinical Experiences. The UAB Supervisor/Liaison, in collaboration with the cooperating teacher, will determine the grade for each student teacher. No grades of plus or minus will be accepted. Each student teacher must be made aware of his/her final student teaching grade before the last day of the student teaching internship.

How are UAB Supervisor/Liaisons reimbursed for travel expenses?

The university pays round trip mileage from UAB or the supervisor's home office to the school site(s) and back at the current federal mileage rate. Mileage forms are 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).