

AUBURN UNIVERSITY MONTGOMERY

College of Education

Office of Student Services
and Teacher Certification Program

Undergraduate and Alternative Master's Professional Internship Manual

Effective Date

January 2023

Auburn University at Montgomery
College of Education
Office of Student Services and Teacher Certification
P.O. Box 244023
Montgomery, AL 36124-4023

The contents of the Professional Internship Manual provide materials common to teacher preparation internships for Auburn Montgomery College of Education. Programs resulting in Alabama Teacher Certification are subject to all regulations set forth by the Educator Preparation Code. Implementation of additional requirements may be mandated by the Alabama State Department of Education and/or College of Education policy changes and such changes will supersede the current requirements delineated in this Intern Manual. Candidates should consult their education advisor for specific program requirements necessary for graduation and certification.

Revised – 11/22

TABLE OF CONTENTS

INTRODUCTION	3
<i>College of Education Warranty of Graduates</i>	3
ACKNOWLEDGEMENTS.....	4-7
CONCEPTUAL FRAMEWORK.....	8
OVERVIEW OF INTERNSHIP.....	11
<i>Intern Orientation Meetings</i>	11
<i>Application Procedures</i>	12
<i>Undergraduate Candidates</i>	12
<i>Alt. A Graduate Candidates:</i>	13
<i>Intern Removal Policy</i>	15
<i>ALSDE Faculty Qualifications/Placement and Assignment of the Teacher Candidates</i>	17
<i>College and University Requirements for Internship</i>	18
<i>On-the-Job Internship Placement Requirements</i>	19
<i>Course Numbers and Names for Internship Registration</i>	22
<i>Responsibility of the Office of Student Services & Teacher Certification</i>	22
<i>Responsibility of AUM University Supervisor</i>	23
<i>Intern Evaluation</i>	24
SPECIAL CONCERNS RELATING TO THE INTERNSHIP	25
AUM COE EDTPA POLICY	27
APPLICATION FOR ALABAMA CERTIFICATION.....	28
Appendix A – Title IX Training Videos	29
Appendix B – Internship Contract	30

INTRODUCTION

The Professional Internship Manual is a general resource for all participants involved in the internship experience. The manual contains basic information, guidelines, and responsibilities relevant to the overall internship at AUM. The manual answers many questions concerning internship and provides an understanding of the relationships and responsibilities of the program's participants.

Each student is responsible for familiarizing him/herself with the contents of the manual. AUM reserves the right to address issues not covered in this manual that arise during a given semester on an individual basis. Additionally, while AUM works closely with local P-12 schools and administrators to ensure quality placements with master cooperating teachers, AUM cannot guarantee that all principals and cooperating teachers will strictly abide by all expectations specified in this manual.

Please note the following terms are used interchangeably through this manual: intern, teach candidate.

College of Education Warranty of Graduates

The AUM College of Education shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specializations. AUM shall provide remediation at no cost to such individuals whose performance indicates the need for additional support. The request must be made by the school administrator within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendations by AUM. In no case shall AUM be required to provide remediation for more than the first two years of employment.



**AUBURN UNIVERSITY
AT MONTGOMERY**

COLLEGE OF EDUCATION

ACKNOWLEDGEMENT OF PROFESSIONAL INTERNSHIP MANUAL

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

My signature below acknowledges that I have accessed the AUM College of Education Professional Internship Manual online. My signature also certifies that I have read and agree to abide by the contents included and referenced in the Manual (e.g., policies, requirements, expectations, etc.) and understand that AUM reserves the right to address issues not covered in the Manual on an individual basis.

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

Intern's Name (Printed)

Intern's Signature

Date



**AUBURN UNIVERSITY
AT MONTGOMERY**

COLLEGE OF EDUCATION

ACKNOWLEDGEMENT OF INTERNSHIP REMOVAL POLICY

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

My signature below acknowledges that I have accessed the AUM College of Education Professional Internship Manual online. My signature also certifies that I have read and understand the Internship Removal Policy and recognize that AUM reserves the right to address issues not covered in the policy on an individual basis.

I accept responsibility for contacting my supervisor if I have any questions, concerns, or need further clarification about the contents of the Internship Removal Policy.

Intern's Name (Printed)

Intern's Signature

Date



**AUBURN UNIVERSITY
AT MONTGOMERY**

COLLEGE OF EDUCATION

INTERNSHIP CONFIDENTIALITY AGREEMENT

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

I affirm that:

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

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

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

Intern's Name (Printed)

Intern's Signature

Date



**AUBURN UNIVERSITY
AT MONTGOMERY**

COLLEGE OF EDUCATION

ACKNOWLEDGEMENT OF TITLE IX TRAINING COMPLETION

Please download, sign, and date one copy of this form. Submit this form to the Teacher Certification Office (Education Building Room #301) during the initial internship seminar that occurs prior to your internship.

My signature below acknowledges that I have accessed/attended the AUM College of Education Title IX Training online/in-person (Appendix A). My signature also certifies that I have read and agree to abide by the contents included and referenced in the Title IX Training (e.g., policies, requirements, expectations, etc.), and understand that AUM reserves the right to address issues not covered in the training on an individual basis.

I understand that I must inform a AUM Title IX team member if I have any questions, concerns, or need further clarification about the contents of the Title IX training.

Intern's Name (Printed)

Intern's Signature

Date

Leslie Meadows lmeadows@aum.edu

CONCEPTUAL FRAMEWORK

The College of Education is actively engaged in preparing future teachers and other education-related professionals for positions in classrooms and human service agencies. Professional study in the College of Education is based on a model that recognizes and prepares teachers as **Professional Educators**. The college is committed to providing challenging opportunities for a diverse learning community in a nurturing environment. It is the vision of the College of Education to prepare **competent, committed, and reflective** professional educators.

- **Competent** - Equipped with the knowledge, skills, and technological expertise to help all individuals learn and develop.
- **Committed** - Dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society.
- **Reflective** – Devoted to analyzing their past practices in ways that fuel ongoing learning and improve future practices.

These three dispositions form the foundation for the professional teacher, administrator, or counselor working in a variety of P-12 settings. The AUM College of Education recognizes that the development of a competent, committed, and reflective educator means the development of a **Professional Educator**.

All AUM candidates spend extensive time in schools and classrooms as a component of professional education courses. These experiences are involved with diversity in many forms. They provide AUM candidates with practical knowledge of reality as experienced in the P-12 settings. The field laboratory experiences provide operative, reflective and collaborative knowledge toward the development of the **Professional Educator**.

Pursuant to the mission of improving the academic achievement of all students in Alabama P-12 schools, teacher candidates' practice is aligned to the following standards based on the Model Core Teaching Standards developed by the Interstate New Teacher Assessment and Support Consortium Standards (InTASC). The Alabama State Department of Education refers to the InTASC standards as the Alabama Core Teaching Standards (ACTS).

The ten ACTS/InTASC standards are grouped into four general categories and include:

The Learner and Learning

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

All candidates are expected to become **Professional Educators** through the mastery of these ten teaching standards. During the internship semester, interns will be expected to demonstrate mastery of the ten standards with an overall rating at the “target” level or that of “Competent Beginning Teacher.” Furthermore, candidates must earn a minimum overall internship grade of C. Any grade below a C will require the internship to be repeated.

OVERVIEW OF THE INTERNSHIP

The Professional Internship for Class B and Alternative Class A programs is a full semester. The candidate enrolls in six to nine semester hours and is assigned to an area school for the full semester. Candidates, faculty, and personnel of cooperative systems are urged to utilize the contents of this manual in order to implement the appropriate experiences during the internship semester. Please feel free to contact the Office of Student Services and Teacher Certification at AUM if there are further questions.

The AUM faculty and staff offer sincere gratitude to the cooperating/mentor teachers, principals, and superintendents for the opportunity to place our interns in their school. Effective partnerships and high-quality clinical practice are central to preparation so that our AUM teacher candidates develop knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. This partnership in the professional development of the AUM intern is appreciated.

The AUM College of Education faculty and staff are constantly seeking the improvement of the pre-service teacher education program. The internship experience provides the College of Education and the cooperating school districts opportunities to contribute to the further development of the AUM teacher candidate. Information is gathered from multiple measures and the results used to enhance program elements for program improvement, as well as to improve the impact our candidates have on P-12 student learning and development.

Intern Orientation Meetings

The Director of Student Services and Teacher Certification and/or the University Supervisors will conduct an orientation meeting for the candidates prior to their initial school visit. At this meeting the clinical experience, the role of the Intern, the Cooperating Teacher, the Cooperating Principal and the University Supervisor are discussed. Other topics discussed at the meeting are school and community relations, personal/professional development and evaluations.

The Cooperating Teacher/Principal's orientation is intended to help the intern feel welcome and a part of the instructional team. The candidate should be introduced to all school personnel and made aware of their responsibilities in the school, reports to be completed, and extracurricular expectations.

The Director of Student Services and Teacher Certification will conduct an exit meeting for the candidates at the end of the internship. At this meeting, the clinical experience, the teaching certificate application process, and applying for teaching positions are discussed.

Application Procedures

The Intern is responsible for making application for the internship to ensure appropriate placement. Please contact your advisor to receive a link to the online application.

The final dates for submission of the internship application are the following:

- Fall Semester -----**March 30**
- Spring Semester -----**October 30**

**** All required tests must be passed when the application is submitted. No exceptions. Students are eligible to receive an edTPA voucher when internship eligibility is verified.**

Review of the Intern Application

When the Office of Student Services and Teacher Certification receives the completed internship application, a review of the candidate's records occurs to ensure that the following requirements are met.

Undergraduate Candidates:

Prerequisites:

- All candidates must have verification of admission to the professional education program.
- All candidates must be finished with all required coursework on their program plan within the semester that he/she applies for internship. You may not take courses during internship or afterwards without permission from the department chair and certification officer (which is only granted in rare circumstances).

Scholarship and Readiness to Teach:

- Effective January 1, 2022, and thereafter, a minimum grade point average of 2.50 based on a 4.0 scale on all courses taken overall (and used as the basis for granting the degree) in accordance with university policy prior to admission to the professional internship will be required.
- Effective January 1, 2022, and thereafter, a minimum grade point average of 2.50 based on a 4.0 scale on all professional studies courses with no individual course grade lower than "C" will be required.
- Effective January 1, 2022, and thereafter, a minimum grade point average of 2.50 based on a 4.0 scale on all courses included in their requirements in the teaching field with no grade lower than "C" will be required.

AUM in order to apply for the internship.

Alternative A Graduate Candidates:

- Effective July 1, 2017, and thereafter, all teaching field candidates must have a minimum grade point average of 3.25 based on a 4.0 scale on all courses taken.
- All candidates must have demonstrated evidence of satisfactory competencies related to the field experiences prior to the internship.
- All Alternative A Master level candidates must receive a passing grade on all required Praxis and Foundations of Reading 190(if applicable) tests before Professional Internship.

When applying for internship, the candidate is required to complete the appropriate application for Professional Internship (contact your academic advisor for assistance). Candidates select a first **and** second choice request for internship placement from a list of school systems that have formal agreements with the AUM College of Education and are within a 60-mile radius from AUM. This is only a request. There will be no out-of-state placements.

In general, placements are based on state guidelines and school availability, and depend upon P-12 administrative selection. Note: Only Alternative Master's program interns can be hired as full-time teachers when completing an internship (i.e., if they teach within their field of certification every day for the entire semester and they must have taught at said school for least one semester prior to internship). Generally, undergraduate students are not permitted to complete their internship as hired, full-time teachers or as long-term substitute teachers.

The Office of Student Services and Teacher Certification screens the complete internship application packet, including a review of all field experiences to ensure that candidates have had extensive experiences with students of different racial/ethnic/socio-economic backgrounds and in various grade levels. If an applicant has not had extensive experiences in each of these areas, he/she will be placed in a setting that meets these requirements for Professional Internship. The Office of Student Services and Teacher Certification notifies the teacher candidate in writing of their internship placement by letter of admission or denial. Letters of admission include the dates of the orientation and evaluation seminars and the length of the internship. No applications will be rolled over to a future semester. If denied, students must reapply.

Teaching is a specialized profession that requires the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program,

the faculty reserves the right to recommend to the department head and the dean **the removal of candidates from the internship based on criteria other than scholarship** (i.e., unprofessional conduct defined by the COE faculty, unacceptable scores on course evaluations, etc.).

Intern Removal Policy

All interns represent the College of Education (COE) and are expected to comply with applicable rules, regulations, and expectations of the P-12 school site or the intern's placement and the COE. The College of Education and/or administrators at an internship placement site retain the right to remove an intern from their placement for the following reasons, including, but not limited to:

1. Non-compliance with AUM and/or the placement site's policies and procedures;
2. Unsatisfactory reviews or evaluations from the cooperating teacher and/or the university supervisor; or
3. Displaying unsatisfactory professional dispositions.

At the time a request for removal of an intern is made by the COE or P-12 site administrator(s), the record of the intern will be reviewed. The following administrative process will take place before an intern is removed from their placement. This process will ensure a clear reason for the intern's removal from the Internship placement is merited.

The Internship Review Committee for the intern will:

1. Review the intern's performance evaluations completed by the cooperating teacher and university supervisor;
2. Review the intern's entire performance record; and
3. Record the above sequence of events and place all necessary documentation in the intern's file in the Certification Office.

The department review may result in removal of the intern from the placement. If an intern is removed, a subsequent placement is not automatic during the same semester. Decisions about subsequent placements will be made by an Internship Review Committee composed of the:

1. Internship Coordinator
2. Department Chair
3. AUM University Supervisor.

In addition, the intern will only be permitted to attempt to repeat the internship one time, if the review committee determines a second placement is warranted and is approved by the Certification Officer. More specifically, the Internship Review Committee for the intern will:

- Whenever applicable, complete a record of unsatisfactory dispositions in the event an intern is not fulfilling his/her responsibilities.
- Review any records of unsatisfactory dispositions during the committee meeting. Such records are grounds for removal from the internship, dismissal from the program, or a lowered final internship grade.

- Craft a formal letter that the teacher candidate must sign following the committee meeting.

Appeal Process:

- At any time, a teacher candidate may elect to follow the academic grievance procedure process found in the AUM Student Handbook. The COE Student Affairs Chairperson is available to assist with this process.
- Should the teacher candidate want to appeal the committee's decision to remove him/her from their internship placement, he/she must provide a written appeal to the Department Head within one week of receiving the review committee's decision.
- Should the teacher candidate want to appeal the Department Head's decision, he/she must provide a written appeal to the Dean of the College of Education within one week of receiving the Department Head's decision.

Once an intern is pulled from a placement site (including being asked to leave by the P-12 school site), all contact between the intern and placement site (including the cooperating teacher) must cease immediately. All materials belonging to the placement school, placement site, or cooperating teacher must be returned or replaced by the intern via the AUM Supervisor. Further contact by the intern and/or failure to return materials in the manner previously stated 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 program in the College of Education.

ALSDE Faculty Qualifications/Placement and Assignment of the Teacher Candidate

AUM and school systems work collaboratively to assign interns to qualified teachers. An intern is not allowed to intern at a site that he/she has a relative employed or a child/children attending. Secondary interns will not be placed at the high school they graduated from for a minimum of ten years after they have graduated. Interns are not encouraged to arrange or influence their placement.

State Board of Education requirements for Cooperating Teachers:

1. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A Level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification appropriate to their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.
2. 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 teacher with Class A Certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head 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(s) of specialization.
3. 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 EPP head 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.
4. 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 EPP'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.
5. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, e-mail and the use of other technologies.
6. For candidates in School Counseling, practicum field placements must be split between elementary school and secondary school. Middle school placement could be allowed, but it would not provide wide-spread experience. Internship I & II must be in either elementary or secondary schools with a full semester spent in each

- environment. Internships must be done with a cooperating teacher who is employed as a school counselor. They must also be a certified school counselor with at least three years of experience, have a master's degree in counseling, and have had training in supervision.
7. For candidates in Sport Management, Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education. If no person with these qualifications is available, then an athletic director who has at least master's-level certification and three years of experience as an athletic director may serve as supervisor of an internship. 400 hours will be completed for the internship and half of those hours must be completed in one or more P12 school settings.

College and University Requirements for Internship

- 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 responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.
- AUM may require the intern to meet on campus for special activities (example: Comprehensive Exam, Teacher Interview Day, etc.) for no more than five days during the internship semester.
- For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).
- For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics **or** Elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields.
- For P-12 programs and for individuals seeking certification in collaborative special education at **both** the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades. In this instance, the intern should register for ESPE 4925 (please see your advisor if you have any questions).
- For early childhood and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.
- For elementary education or collaborative special education (K-6) programs, 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.
- 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 endorsed for the teaching field appropriate to the candidate's teaching assignment, AND
2. On-the-job internship placements are permitted by EPP written policy.

The Cooperating Teacher will have online access to the Internship Manual.

On-the-Job Internship Placement Requirements Not applicable for undergraduate candidates

The following conditions must be satisfied in order for an AUM College of Education teacher candidate to complete an on-the-job internship in the candidate's classroom. Approval for the AUM teacher candidate to complete an on-the-job internship is based on the following procedures which may be amended at any time to comply with ALSDE regulations:

1. The candidate must submit a letter requesting the on-the-job internship experience. The application letter must provide reasons for the request and indicate if the host school will allow video throughout the internship for edTPA purposes. The letter must also indicate the intern has been teaching for one full semester prior to internship. This letter must accompany the intern application and it should adhere to published deadlines for submission of intern applications which are March 30th for fall semester and October 30th for spring semester.
2. The Director of Student Services and Teacher Certification will screen the materials and the candidate must satisfy all prerequisite course work and GPA requirements for the AUM internship.
3. The candidate may not be pursuing his/her first undergraduate degree.
4. The principal must provide a letter on school letterhead with the following information:
 - a. The full name of a master or bachelor level teacher who holds a valid teaching certificate for their present assignment, has at least 3 years of educational experience in their field, and is currently teaching classes in the intern's area of specialization. The identified teacher will provide daily oversight and evaluate the intern.
 - b. Verification that the candidate (intern) will be teaching in the field in which certification is sought.
 - c. Approval for the AUM teacher candidate (intern) to attend 3, but no more than 4 days of mandatory AUM COE professional development events associated with the professional internship and teacher certification requirements.
5. The proposed on-the-job internship must be in an accredited school (Southern Association or Alabama State Department of Education).
6. Candidates enrolled in Alternative A certification programs seeking the on-the-job internship placement must be employed in an Alabama school and hold a valid Interim Employment Certificate (IEC) endorsed for the teaching field appropriate to the Alt. A candidate's teaching assignment. The candidate may not be in his/her first semester of employment in the position which he/she wishes to intern.
7. Special Provisions for holders of IEC's:
 - a. A teacher who is employed based on holding a valid Interim Employment Certificate for early childhood education (or early childhood special education) and is teaching above the kindergarten

level may, at the discretion of the unit, complete a three-semester hour practicum at the preschool and/or kindergarten level to meet the internship requirements applicable to the early childhood education program (or early childhood special education program). Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for early childhood education (or early childhood special education) and is teaching at the kindergarten level or below may, at the discretion of the unit, complete a three semester hour practicum in Grades 1, 2, and/or 3 to meet the internship requirements applicable to early childhood education (or early childhood special education) programs.

- b. A teacher who is employed based on holding a valid Interim Employment Certificate for elementary education (or collaborative special education K-6) and is teaching at the lower elementary level (grades K, 1, 2, and/or 3) may, at the discretion of the unit, complete a three semester hour practicum at the upper elementary level (grades 4, 5, and/or 6) to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for elementary education (or collaborative special education K-6) and is teaching at the upper elementary level may, at the discretion of the unit, complete a three semester hour practicum at the lower elementary level to meet the internship requirements applicable to the elementary education (or collaborative special education K-6) program.
- c. A teacher who is employed based on holding a valid Interim Employment Certificate for a teaching field that spans Grades P-12 and is teaching at the elementary level (K-6) may, at the discretion of the unit, complete a three semester hour practicum at the secondary level (6-12) to meet the internship requirements applicable to the P-12 program. Similarly, a teacher who is employed based on holding a valid Special Alternative Certificate for a teaching field that spans Grades P-12 and is teaching at the secondary level (6-12) may, at the discretion of the unit, complete a three semester hour practicum at the elementary level to meet the internship requirements applicable to the P-12 program.
- d. A teacher who is employed based on holding a valid Interim Employment Certificate for collaborative special education teacher (K-6) or (6-12) and who is enrolled in a collaborative special education program for both K-6 and 6-12 but whose employment is limited to the grade span for which certification is held may, at the discretion of the unit, complete a three semester hour practicum at the level for which certification is not held to meet the internship requirements applicable to both programs.

8. All applications for an on-the-job internship arrangement must be approved by a departmental committee, the Department Head, the Graduate Coordinator, and the Certification Officer.
9. The candidate will receive written notification of results. If approved, the candidate must register for the appropriate internship course. An AUM supervisor will evaluate progress and assign the final grade for the candidate's internship.

Course Numbers and Names for Internship Registration

After being successfully screened and notified of approval for the professional internship, candidates must register for the appropriate course(s). **Students NOT registered for the appropriate internship class by the second day of class, will NOT be allowed to intern that semester.** They will need to reapply to intern the next semester (excluding summer).

The semester course numbers and names for undergraduate candidates are:

- ECHE 4924 Early Childhood Professional Internship P-3
- ECEL 4924 Professional Internship in Childhood Education (K-6)
- ESPE 4922 Professional Internship Early Childhood Special Education P-3
- ESPE 4924 Professional Internship Collaborative K-6
- ESPE 4926 Professional Internship Collaborative 6-12
- ESPE 4925 Professional Internship in K-12 Special Education
- PHED 4924 Professional Internship in Physical Education
- SCED 4924 Professional Internship in Secondary Education

The semester course numbers and names for Alt. A graduate candidates are:

- ECHE 6924 Internship in Early Childhood Education P-3
- ECEL 6924 Professional Internship (Elementary Edu K-6)
- ESPE 6922 Advanced Early Childhood Special Education Professional Internship (P-3)
- ESPE 6926 Advanced Collaborative 6-12 Professional Internship
- ESPE 6924 Advanced Collaborative K-6 Professional Internship
- PHED 6924 Professional Internship in Physical Education
- SCED 6924 Professional Internship in Secondary Education

Responsibility of the Office of Student Services and Teacher Certification:

The Director of Student Services and Teacher Certification should...
<ul style="list-style-type: none">• Plan with local education agency personnel in making internship assignments.
<ul style="list-style-type: none">• Keep records of Intern assignments, Cooperating Teachers and Cooperating Schools.
<ul style="list-style-type: none">• Coordinate certification procedures for the Intern.
<ul style="list-style-type: none">• Conduct orientations and evaluation seminars for interns in cooperation with the University Supervisor.

Responsibility of AUM University Supervisor

The AUM University Supervisor should...	
<ul style="list-style-type: none">• Discuss with the Intern the role of the Principal and Cooperating Teacher at the at the initial meeting/deep dive session prior to the internship.	
<ul style="list-style-type: none">• Make a minimum of two observation visits during the semester to observe the Intern teach and one initial visit to the Cooperating Teacher during the first 10 days of internship.	
<ul style="list-style-type: none">• Complete the Intern Progress Report via the LiveText Field Experience Module (FEM).	
<ul style="list-style-type: none">• Provide constructive feedback to the intern after each observation visit.	
<ul style="list-style-type: none">• Discuss the observation visit with the Cooperating Teacher after each observation visit.	
<ul style="list-style-type: none">• Conduct writing workshops during the semester with the Interns and maintain continuous communication (i.e., email).	
<ul style="list-style-type: none">• Serve as a liaison between the assigned school and AUM.	
<ul style="list-style-type: none">• Follow up with the Cooperating Teachers to ensure they have completed any/all evaluations using LiveText FEM.	
<ul style="list-style-type: none">• Complete the final Internship Evaluation rubric and the Supplemental Evaluation rubric contained in LiveText.	

Intern Evaluation

The intern will be assessed on the mastery of AUM's Internship Evaluation rubric and the Supplemental rubric for their certification area and a course grade will be assigned. The Intern Progress Reports, which are abbreviated versions of the Internship Evaluation rubric, are organized around ten ACTS/InTASC standards.

Intern Progress Report – (Abbreviated Version of the Internship Evaluation Rubric - Formative Evaluation)

Both the University Supervisor and the Cooperating Teacher evaluate the intern several times during the semester. The Intern Progress Report is the evaluation instrument used for classroom observation and assessment. The University Supervisor and the Cooperating Teacher complete this form each time the Intern is formally observed. The Cooperating Teacher is responsible for a **total of 4** formal observations. The University Supervisor is responsible for **2 observations**. The intern will have access to the LiveText FEM to view the evaluation(s).

Internship and Supplemental Evaluation Rubrics (in LiveText)

University Supervisors are responsible for completing the final Internship Evaluation rubric contained in LiveText. This rubric is the comprehensive rubric on which the Intern Progress Report was created. Additional intern attributes are evaluated on a supplemental evaluation form, which is required for all majors. These attributes are required by the State Department of Education and the content area SPA (Specialized Professional Association). Candidates in all programs will be expected to demonstrate mastery of the ten standards with an overall rating at the "target" level or that of "Competent Beginning Teacher" on all indicators before they are allowed to graduate. Scores for the final Internship Evaluation and Supplemental Evaluation are documented in LiveText and used to evaluate program strengths and weaknesses and produce data for analysis to determine programmatic or instructional changes for improvement.

Internship Grades

The University Supervisor assigns the final grade for the internship based on progress reported by the Cooperating Teacher and the University Supervisor. Letter grades of A, B, C, D, and F will be assessed on progress documented by the Intern Progress Reports, the overall Internship Evaluation and the Supplemental Form as assessed in LiveText. An Intern may receive a grade of I (Incomplete) under special circumstances. Any grade below C will require the internship to be repeated. Internship may only be repeated once.

SPECIAL CONCERNS RELATING TO THE INTERNSHIP

- Substitute Teaching

Interns are not allowed to be used as a substitute teacher. It is expected that the Cooperating Principal will not use the Intern as a substitute; this will assure the continued success of both the Intern and the students. Also, if the Cooperating Teacher is absent, the school should hire a substitute teacher to be in the classroom along with the Intern. If the partnering school is in critical need and the intern is offered a long-term substitute position, the intern can make a request to the certification office to accept the position if:

- The intern has submitted edTPA and receives excellent internship assessments from all parties (university supervisor, cooperating teacher, edTPA coordinator, and the Internship Committee)
- The superintendent of the requesting school completes and submits to the certification office a completed LSC form (ALSDE long-term sub form) approving intern to the critical needs position in their respective major.
- The intern has a valid substitute license from the Alabama State Department of Education
- The intern has met all other requirements of the internship.

- Absences

If the Intern must be absent (documented catastrophic illness or death of an immediate family member), the Cooperating Teacher and the University Supervisor should be notified immediately (prior to the absence). Absences must be made up at the end of the semester with approval of the Certification Officer. If absences are excessive, the internship grade may be lowered and the internship repeated; the intern must drop the course; or if after the drop date, may appeal to the university supervisor for a grade of "I" or "Incomplete." Interns are expected to have lesson plans submitted to the Cooperating Teacher prior to teaching in the event of an absence while teaching. The University Supervisor should notify the Department Chair and Certification Officer of all intern absences at the time of the absence.

- Meet AUMazing Teacher Candidates Day

Each fall and spring semesters, AUM invites school system representatives to our campus to interview prospective teachers. Any intern or candidates ready to graduate by the end of the fall, or have graduated in spring or summer semester is eligible to participate for the education/teacher interview day.

- Graduation

In order to graduate you must apply on-line during your last semester of coursework BEFORE your internship OR the 1st week of your last term (please refer to the academic calendar). The candidate should contact the Registrar's Office at AUM if

you have questions concerning applying for graduation. There is a fee associated with AUM graduation application. All transfer credit and grade changes must be in the Registrar's Office prior to graduation.

Students must pass all required Praxis tests in order to intern and graduate.

- Certification

During the mandatory Exit Seminar for Clinical Experience, the teacher candidate should make application to the Office of Student Services and Teacher Certification in the College of Education for his/her teaching certificate. There is a fee associated with the teacher certification application for ALSDE.

AUM COE edTPA POLICY

Overview: Effective September 1, 2018, the Alabama State Department of Education requires all teacher candidates to pass the edTPA (according to the ALSDE's current passing score) to be eligible to earn a teaching certificate in the state of Alabama. All teacher candidates pursuing an Alabama Teaching Certificate must register for, complete, and submit the edTPA during the internship semester by the deadline established by the AUM College of Education. Candidates are responsible for any and all financial obligations required for registration and completion of the assessment.

Retaking edTPA: In the event that a teacher candidate does not meet the Alabama State Department of Education's passing score during the internship semester, the candidate must meet with the edTPA coordinator and University Supervisor to discuss the candidate's scores and develop a plan for resubmission. Resubmission does NOT guarantee a passing score. The candidate is responsible for the quality of work submitted and meeting all deadlines.

Please note that the Alabama State Department of Education will NOT award a teaching certificate until ALL requirements are met.

Academic Honesty:

University and professional quality work as well as the utilization of standard English in both written and oral discourse are a given. Plagiarism is a form of academic dishonesty and is cause for course failure and/or expulsion from the University. If the University receives notification from Pearson that the work submitted by a candidate is not valid and scores have been voided, the edTPA Council will convene to determine the nature of the voided scores. If it is found that the concern cannot be rectified between the candidate and Pearson, then the candidate will not be allowed to retake the edTPA through the University. Please see the AUM policy on academic dishonesty in the Student Handbook. A notation of Academic Dishonesty may be noted on the candidate's transcripts.

APPLICATION FOR ALABAMA CERTIFICATION

Per the Alabama State Department of Education (ALSDE), Effective September 1, 2018, a performance assessment administered by Pearson, i.e., edTPA will be required for initial certification in a teaching field or area of instructional support. You must earn a passing score as defined by the ALSDE, and determined by individual programs. The edTPA performance assessment is consequential for teacher certification beginning Fall 2018.

There is a fee associated with edTPA.

Candidates enrolled in College of Education programs receive information for Alabama Teacher Certification at the required internship exit seminar/meeting.

To be recommended for Alabama Teacher Certification after the completion of your degree/program, the following documents must be submitted to the College of Education Office of Student Services and Teacher Certification <https://www.alabamaachieves.org> :

- Completed ALSDE teacher certification application
- Required processing fee receipt/proof
- Official AUM transcript documenting completion of degree (requested by the Office of Student Services and Teacher Certification)
- Official transcripts for all non-AUM course work used to meet admission requirements and degree requirements.
- Supplement CIT form with supporting documentation

Program graduates who delay obtaining Alabama certification may be subject to changes made in teacher certification requirements between the time of graduation and the time of the certification request. If an individual is not recommended for certification within five years (60 calendar months) of program completion, the individual will be required to complete current approved program requirements.

Location:

AUM College of Education Building
Office of Student Services and Teacher Certification
3rd floor, Room 301
334-244-3458
Kwhite2@aum.edu

Mailing Address:

AUM College of Education
ATTN: Ms. Kara'n White
P. O. Box 244023
Montgomery, AL 36124

Appendix A

Online Internship Application

Contact your Academic Advisor to access the link to the Online internship application.

The Certification Office must receive all official passing scores of ALL required tests prior to submission of the internship application.

Appendix B

Title IX Training Videos

Title IX Training - The Clery Act requires all higher education institutions to receive **training** on sexual assault, dating and domestic violence, and stalking.

Please access and review each link below:

Part I - <http://www.kaltura.com/tiny/nku4e> - What is Title IX?

Part II - <http://www.kaltura.com/tiny/ojb92> - How Do I Report?

Part III - <http://www.kaltura.com/tiny/ywf3x> - Next Steps

Part IV - <http://www.kaltura.com/tiny/il1lb> - Upstander Intervention

Part V - <http://www.kaltura.com/tiny/jkwpy> - The Protected Protector

Part VI - <http://www.kaltura.com/tiny/mlxml> - AUM Title IX Team



Internship Contract

Interns in education are required to meet Alabama State Department of Education requirements in order to successfully complete the internship and apply for teacher certification. The intern's application for teacher certification is in jeopardy if there is any deviation from these requirements. Please talk with your university supervisor, department head, or certification officer if you have any questions or issues during your internship.

- NO absences are allowed during internship, except under extreme circumstances.
 - "Extreme circumstances" include a death in the immediate family; a catastrophic illness, such as cancer; other serious medical emergencies as approved by your university supervisor.
 - Even under extreme circumstances you are limited to two excused absences, which will be made up at the end of the semester.
 - For every day you are out sick, you will remain at your school for an additional day - for up to two days. Any illnesses or emergencies that extend beyond two days should immediately be brought to the attention of your university supervisor and cooperating teacher. Available options will be discussed with you after being determined by the university supervisor and the FTSE department head.
 - Tardiness and school departure time: You are required to sign in at the time your cooperating teacher is required to sign-in or report to the classroom. You are also required to stay at school until the time your cooperating teacher prefers. If you are tardy or leave school early, your cooperating teacher will notify the university supervisor. At that time, the cooperating teacher and university supervisor will determine what action needs to be taken in order for you to continue your internship. Please note: Tardiness and leaving school early could result in being pulled from your internship.
- If an intern is sick, it is his/her responsibility to act in a professional manner to:
 - Make personal contact (cell phone) with the cooperating teacher before the start of the school day (email is not sufficient - personally talk with the cooperating teacher)
 - Contact the university supervisor before the start of the school day – email or cell phone
 - Email detailed lesson plans to the cooperating teacher AND the university supervisor before the start of the school day (if you are teaching any courses)
 - Provide the cooperating teacher AND the university supervisor with an official medical excuse no later than two days after the absence. If you are not sick enough to go to the doctor, you are well enough to be in your internship.
 - Routine doctor's appointments are NOT considered a valid reason for missing a day of internship
- No unexcused absences will be allowed. If an intern does not provide appropriate medical documentation, the intern will be pulled from internship and may reapply at a later date.
- Your internship is a 14 week job interview. Act and dress professionally at all times. You represent yourself and AUM.

I, _____, have read the statements above and acknowledge that I understand them and the consequences for not abiding by them.

Intern Signature _____

Date: _____

End of Manual
