

Judson College Department of Education

Teacher Education Clinical Practice Handbook



**Judson College
Department of Education
302 Bibb Street
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<http://www.judson.edu/education.asp>**

**A Handbook for Teacher Candidates, Cooperating
Teachers, School Leaders, and College Supervisors**

(Effective January 2013)

Notice of Nondiscriminatory Policy as to Students and Employees

Judson College complies with applicable laws prohibiting discrimination including Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1972/73, the Vietnam Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully on the basis of race, color, religion, national origin, sex, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and services.

Inquiries and concerns regarding this policy may be directed to the Registrar, Judson College, 302 Bibb Street, Marion, AL 36756.

Accreditation 290-3-3-.02

Judson College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees and the Associate Degree in Nursing. Contact Information: 1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number is 404-679-4500.

The College's undergraduate teacher education programs are approved by the Department of Education of the State of Alabama (5215 Gordon Persons Building, P. O. Box 302101, Montgomery, Alabama 36130-2101).

The College's music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia 201905248).

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Overview of Judson College

Judson's heritage is one of dreams, triumphs, and faith. Established in 1838 by members of Siloam Baptist Church of Marion, Alabama, Judson College continues to honor her commitment to Christian higher education for women.

The Judson Female Institute, named for Anne Hasseltine Judson, the first American woman to serve as a foreign missionary, opened January 7, 1839. A four-story, Greek Revival style building was erected by 1840. In January of 1841, The Judson was incorporated by the Alabama General Assembly. In 1903, the school officially became known as Judson College.

Judson students enjoy the unique traditions and character of the past while preparing for the challenges of an ever-changing world. Faculty and staff strive to help each student achieve her dreams through the development of mind and soul.

Throughout her history, Judson has educated women in the humanities, social sciences, natural and physical sciences, education, and fine arts. Graduates of the College have achieved success in concert halls, graduate educational institutions, homemaking and community service, hospitals, social services, scientific research facilities, law offices, corporations, government service, education and church-related vocations.

Now that we are in the 21st century, Judson remains committed to her mission of Christian higher education. By investing in technology, continuously improving academic programs, and renovating and restoring the historic campus, Judson College assures the relevance of her mission and service.

Overview of the Department of Education

The Education Department is part of the Social Sciences Division of the College. All full-time elementary education professors hold terminal degrees in their respective teaching areas. The faculty is responsible for teaching courses, advising students, and supervising field experiences and clinical practice. All education professors teach courses with the Distance Learning program as well.

Judson College offers teacher education programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level).

CLASS B CERTIFICATION PROGRAMS
Elementary Education
P-12 Music Education, Vocal/Choral Only
Secondary, General Science Education 6-12
Secondary, Social Science Education 6-12
Secondary, Language Arts Education 6-12
Secondary, Mathematics Education 6-12

Vision and Mission (290-3-3-.02(1)(a))

The conceptual framework provides a broad vision and clear mission for all Department programs. It is used to consistently convey the predominant values, assumptions, and ideals of the Department to all constituents and serves as the foundation for unified and coherent decision making regarding (a) curricula, (b) candidate proficiencies, (c) Department assessment, and (d) other Department policies, procedures, and practices.

Vision

The vision statement of Judson College is *to become the finest Christian liberal arts college for women in America*. The Department's vision statement aligns in that we seek *to become the finest Christian department of education for women in America*. As the basis for this vision, all programs within the Department are sequentially structured to provide the knowledge and experience necessary for the development of the central theme of the department's conceptual framework: ***Teachers Who Are Prepared for Life and Learning***.

The Department prepares highly qualified teacher candidates who can positively impact student learning in P-12 schools in America. The Department prepares teacher candidates who can think critically, accept responsibility, and deliver effective instruction, but who can also continue to grow throughout their career both as individuals and as professionals. Implied in this theme is the Department's view that the acquisition and development by teacher candidates of the knowledge, skills, and dispositions of professional educators is a continuous and evolving process that occurs over an individual's professional life. This theme promotes the aim of the motto of Judson College—*faith and knowledge for a purposeful life*.

The Department's vision regarding candidate performance and ongoing development for life and learning is further subdivided into five core areas that are integrated within its programs. These areas are:

1. Professional knowledge
2. Teacher as a practitioner
3. Teacher as a lifelong learner
4. Teacher as a change agent
5. Professional dispositions

The Department views each area as critical to successful candidate preparation and, consequently, considers these central elements in its programs, curricula, and assessment measures.

Professional knowledge. Professional knowledge is considered to be the shared knowledge and skills among qualified practitioners, the origin of which is grounded in research and best practices. The Department considers that such knowledge must be acquired and developed within six major areas:

- A. Content Knowledge
- B. Historical and Social Foundations

- C. Philosophical Foundations
- D. Psychological Foundations
- E. Learning Theories
- F. School Effectiveness Research

Collectively, these areas comprise a candidate's overall knowledge of pedagogy and professional practice. Each area is developed and enhanced through programs that are aligned with professional, state, and institutional standards.

Teacher as a practitioner. Teacher as a practitioner is a multifaceted process. It is an analysis of classroom events and circumstances, which by virtue of their complexity requires frequent and continual classroom observation, evaluation, and subsequent action. However, to be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the "why's," "how's," and "what if's" as well. This understanding comes through the consistent practice of reflective thinking about the role of teaching. Candidates are provided numerous opportunities in various and diverse settings to demonstrate their growth and understanding of the role of teaching. The knowledge, skills, and professional dispositions are therefore acquired by the candidate through structured program progression intended to prepare professionals who have a sound understanding of research and practice and, from that, can make well-informed decisions about their own professional practice throughout their careers. These decisions must be based on principled knowledge but must also reflect an understanding of the unique contexts of situations. The Department identifies seven areas that promote this aim:

- A. Excellence in Instruction
- B. Classroom Management
- C. Classroom Culture and Climate
- D. Lesson Design and Implementation
- E. Curriculum Development
- F. Evaluation Skills
- G. Instructional Technology Skills

These areas overlap and support each other to provide a foundation of instructional design that creates a school environment that promotes student achievement and engenders enthusiasm for lifelong learning.

Teacher as a lifelong learner. Teacher as a lifelong learner denotes the Department's assumption that learning is not a terminal endeavor. Faculty believes that sound decision making and professionalism are not skills that present themselves fully developed with the onset of professional practice. Instead, they occur as a gradual development of abilities in using knowledge and skills in the world of practice. Inherent in the statement of the teacher as a lifelong learner are these goals:

- A. Professional Development
- B. Professional Societies
- C. Professional Behavior
- D. Awareness of State Standards

- E. Reflective Practitioner
- F. Graduate Study

Our programs offer the candidate opportunities to extend and apply knowledge, skills, and dispositions to develop greater intellectual and professional maturity and will utilize instructional designs that create a school environment that promotes student achievement and engenders enthusiasm for lifelong learning.

Teacher as a change agent. Teacher as a change agent is the recognition that teaching at its core is a moral profession. The Department has developed a paradigm for teacher candidates that focuses on moral purpose. It includes:

- A. Service to the Community, School, District, State, and World
- B. Encourage the Responsibility of Students
- C. Christian Values
- D. A Voice for Women

Judson College, through the Office of Faith-Based Service Learning, integrates meaningful community service with instruction and reflection to enrich the learning experience. Candidates in the Department learn the practical applications of their studies by becoming actively contributing citizens through the service they perform to the community. Candidates build positive citizenship traits as they work in P-12 settings and community projects. Candidates discover that Christian acts of service build bridges between words and deeds and offer students an opportunity to be active in addressing the concerns, needs, and hopes of children.

Professional dispositions. Certain standards of professional practice and behavior will always exist and be used as measures of accountability, and the Department recognizes that positive behaviors, actions, and patterns of conduct guide the profession. The following value-laden attributes guide teacher candidates' work:

- A. Ethical
- B. Responsible
- C. Tolerant
- D. Collegial
- E. Mature
- F. Values Diversity
- G. Respectful
- H. Passionate for Teaching

Mission Statement

Motto: Teachers Who Are Prepared for Life and Learning

The mission of the Department of Education is to prepare highly-skilled, knowledgeable, and continually developing teacher candidates who have the knowledge, skills and dispositions that are essential for the preparation of effective teachers. Our mission is to develop teachers who can (a) think critically, (b) accept responsibility, (c) deliver effective instruction, and (d) continue

throughout their career to grow both as individuals and professionals. We strive to provide activities that encourage an appreciation of personal values, skills, and affective relationships. We encourage our students to develop relationships with the local cultures by participating in individual and community activities that promote Christian character. We seek to facilitate the development in all areas—cognitive, physical, psychosocial, and aesthetic—by providing balanced instructional programs consistent with the mission of Judson College. The Department’s primary mission functions within the context of the larger mission of the Institution, which is as follows:

Judson College, a private, undergraduate institution of liberal learning and professional study related to the Alabama Baptist State Convention, offers distinguished student centered academic programs in a residential single gender setting and through distance education to both genders. As a caring collegiate community, Judson College is dedicated to maturing its students into well-adjusted and productive citizens through the transmission of knowledge, refinement of intellect, the nurturing of faith, and the development of character. Resulting from these efforts, Judson graduates will:

- *Know general information common to the educated public and detailed information of an academic discipline;*
- *Do critical thinking and effective communicating;*
- *Be persons of enduring faith and character who are eager to serve and to lead.*

As depicted below, the Department’s mission is in precise alignment with each of the goals and assumptions articulated in the Institution’s broader mission:

A private undergraduate institution of liberal learning.—The general core curriculum is considered the foundation for professional study—especially in light of increased emphasis on the role of subject-matter knowledge and understanding in effective teaching and learning and in providing quality instruction in P-12 schools. All Department candidates are expected to think critically, write well, read widely, and speak clearly in the context of a broad base of integrated and interconnected knowledge; thus, becoming persons possessing faith and knowledge for a purposeful life who can make significant contributions to their world of practice through service and leadership.

Professional study related to the Alabama Baptist State Convention.— The Department supports the mission of the Alabama Baptists who founded Judson College in 1838.

Offers distinguished student-centered academic programs in a residential single gender setting and through distance education to both genders.—Accountability and self-review are standard procedures in the Department for accrediting purposes and for maintaining vitality and renewal of programs and personnel. Programs in the Department are built on standards for professional, pedagogical, and subject-matter excellence.

Transmission of knowledge.—Professional programs are strengthened by a variety of learning experiences that stress literacy in science, mathematics, technology, language, and the social sciences, as well as appreciation of the arts.

Refinement of intellect.—All programs in the Department are built on a model of inquiry that stresses cognitive understanding without neglecting the affective component of sound professional judgment.

Nurturing of faith. Teacher candidates attend weekly chapel programs and are involved in service learning projects in their education courses through the Office of Faith-Based Service and Learning.

Development of character. The development of character is acknowledged as critical in the College's conceptual framework and is also stressed by the Department. Positive dispositions are an important goal for candidates and are facilitated by collegial interactions, meaningful field experiences, and expanded professional development opportunities.

Introduction

The *Teacher Education Handbook for Clinical Practice* is intended to assist teacher candidates, cooperating teachers, college supervisors and school leaders in understanding the responsibilities, policies and procedures governing the clinical practice experience. For ease of use, the handbook is divided into six major sections:

- General Requirements of Clinical Practice
- Role of the Teacher Candidate
- Role of the Cooperating Teacher
- Role of the College Supervisor
- Clinical Practice Assessment Forms
- Appendix

The purpose of this handbook is to guide the clinical practice participants, cooperating teachers, and college supervisors and to provide information about the relationships and responsibilities of program participants. However, it does not replace the personal contact and continuing dialogue which are essential to a successful clinical practice. Participants are encouraged to ask questions, to offer suggestions and to confer with the department faculty on any matter concerning the clinical practice experience.

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General Requirements of Clinical Practice (290-3-3-.02(c)1-6)

Completion of any initial certification program requires the successful completion of a full-time clinical practice in the school with the candidate in the role of a teacher for the entire semester. The experience should progress to assuming the full responsibilities of the classroom teacher for a minimum of 20 days including at least 10 consecutive days. Elementary clinical practice will be split between two placements, one in the primary grades (K, 1, 2, 3) and one in the intermediate grades (4, 5, 6). Secondary clinical practice will require a full-term clinical practice in one secondary grade level, or a split between two secondary classrooms/grade levels. Music education clinical practice will be split between two placements, one in the elementary grade (P-6) and another in the secondary grades (7-12). Candidates who are seeking certification in two or more distinct teaching fields will be required to complete additional clinical practices.

The clinical practice is a period of guided or supervised teaching during which the college student takes increasing responsibility for a given group of learners over a period of consecutive weeks. The Alabama State Department of Education defines the clinical practice or student teaching experience as an in-school experience lasting a full semester in which the teacher candidate gradually progresses to assume the responsibilities of the teacher for at least 20 days including 10 consecutive days. The candidate may exercise full-teaching responsibilities on the eleventh day with any single excused absence during the 10 consecutive day period. See the attendance policy below for guidelines regarding excused absences.

Judson College defines the teacher candidate as an education student enrolled in Clinical Practice (EDU 404, EDU 407, or EDU 409) for academic credit. The teacher candidate must meet all eligibility requirements before being admitted. Course syllabi are on file and available for review with the certification officer. (See the appropriate course syllabi for course objectives, content, requirements, and evaluation.)

The clinical practice experience shall be approved by relevant local superintendents and the State Superintendent of Education. Judson College has formal agreements with area school superintendents, allowing Judson students to participate in clinical practice. The agreement requires students to adhere to both local school and Judson policies.

In addition, Judson College negotiates an agreement each term with teachers who are willing to serve as cooperating teachers. The cooperating teacher is a public school teacher with a master's degree, with a minimum of at least three years of successful teaching experience, and with a positive principal recommendation—to whom a teacher candidate is assigned for daily supervision. Only in extenuating circumstances, baccalaureate level teachers may be approved by the employing school superintendent and the Chair of Department of Education. The *Cooperating Teacher Information and Agreement Form* provides verification of teacher credentials and should be completed and returned to Judson College Department of Education before the clinical practice officially begins.

A clinical practice supervisor from Judson's Department of Education is assigned to work in conjunction with the cooperating teacher to supervise one or more teacher candidates. The college supervisor is the official representative of Judson College and is responsible for assigning the teacher candidate's final grade.

Role of the Teacher Candidate

Placement

Teacher candidates are placed in clinical experiences according to Alabama State Department of Education regulations. After reviewing all field-based and clinical experiences, the certification officer makes request to the host system for clinical practiced placement. The Department and its school partners shall jointly determine the specific placements for appropriate learning experiences.

Placements vary according to the teacher candidate's teaching field(s), level, the feasibility of providing college supervision, and the need to maintain diversity of placement. Primary placements will be located within a forty-mile radius of Judson College's campus and often include the following school systems: Perry County, Bibb County, Dallas County, Selma City, Hale County. No teacher candidate is guaranteed a requested placement in terms of location or grade level; however, the Department does consider specific requests. Teacher candidates requesting placement outside of the standard forty-mile radius, may be required to pay for supervisor travel expenses beyond the standard forty miles.

The teacher candidate is responsible for making application for the clinical practice placement to the Department to ensure appropriate placement in schools. The placement process begins when the teacher candidate completes the Clinical Practice Application Form. The final date for submission of the application is March 15th for a fall placement and October 15th for a spring placement.

Distance learners are responsible for securing placements for clinical practice that adhere to the Alabama State Department of Education guidelines following the details outlined in the General Requirements of Clinical Practice outlined in this handbook. The certification officer will forward all forms to be signed and returned to the Department. The director of clinical practice will contact the cooperating teacher.

Clinical Practice Application Form. A review of the teacher candidate's file is made for completion of all prerequisites. The necessary prerequisites include the following:

- Teacher candidate must have verification of acceptance into the Teacher Education Program.
- Teacher candidate must have completed all of the semester hours required for completion of the education program by the end of the semester or academic year in which the teacher candidateship application is submitted. Hours will vary according to the program.
- Teacher candidate must maintain a 2.5 overall GPA on a 4.0 scale in professional studies and in the teaching field.
- Teacher candidate must earn a grade of "C" or better in all professional studies and teaching field courses.
- Teacher candidate must have demonstrated evidence of satisfactory competence during the field experience assignments and have completed a minimum of 201 hours of field experience in compliance with the Alabama State Department of Education.

- Teacher candidate must have passed the Praxis II exam in their specific teaching field.
- Teacher candidate must have passed all current testing requirements to satisfy Alabama Educator Certification Testing Program expectations related to their entry-date into the program.
- Teacher candidate must have completed a criminal history background check with Alabama Bureau of Investigations and the Federal Bureau of Investigations.
- Teacher candidate must provide proof of liability insurance.
- Teacher candidate must have signed the Assumption of Risk, Release, Hold Harmless and Indemnity Agreement.

Notification of Placement

Following the review of the teacher candidate's file to ensure fulfillment of all prerequisites, the certification officer notifies the teacher candidate and college supervisor in writing of the clinical practice placement. This letter of notification includes the school placement, the cooperating teacher contact information, the grade level(s), the date of the orientation seminar, and the length of the placement.

Following approval and placement in clinical practice, the teacher candidate will register for the appropriate clinical practice course: EDU 404 (Elementary Student Teacher candidateship), EDU 407 (P-12 Student Teacher candidateship – for Music Education Majors), or EDU 409 (Secondary Teaching Teacher candidateship). The following placement schedule will be followed dependent upon the teacher candidate's degree program:

- Elementary Education Major – The Elementary Education Major will complete two placements. One assignment will be in grades K, 1, 2, or 3 (primary-grade assignment), and the second assignment will be in grades 4, 5, or 6 (intermediate-grade assignment).
- Secondary Education Major – The Secondary Education Major will complete either one or two placements, depending on the range of previous field experience opportunities. Ideally, the Secondary Education Major will be placed in two settings, one in grades 6-8 and another in grades 9-12 in the area of specialization to satisfy the major.
- Music Education Major – The Music Education Major will complete two placements. One placement will be in grades P-6 and the other will be in grades 7-12 unless otherwise specified by the Chair of the Department of Education.

Schedule of Participation

All teacher candidates enrolled in clinical practice are required to complete at least 20 days of full-time teaching, including ten consecutive days. The Alabama State Department of Education Administrative Code limits the number of days out of the clinical practice to no more than five, with a partial day counting as an entire day.

Typical Schedule. Clinical practice is divided into three periods: orientation/observation, participation, and full-time teaching. The cooperating teacher and teacher candidate will determine when and how these periods will be divided. Teaching responsibilities should gradually be increased, as the teacher candidate becomes more secure in teaching abilities and successfully is able to engage the entire class in learning experiences. The teacher candidate

should display initiative and demonstrate ability to satisfy the Alabama Quality Teaching Standards and Educate Alabama indicators in teaching. A suggested schedule for assimilation into full-time teaching in each placement is outlined below.

Week One: Observe and learn student names. Tour school facilities and study school policies and procedures. Participate in classroom activities on a limited basis, e.g., checking attendance, grading papers, creating visual aids, reading aloud, reading one-on-one with students, supporting the teacher in all stages of the lesson by being actively engaged in each lesson, and so on.

Week Two: Accept responsibility for one class/lesson per day using the cooperating teacher's plans and under direct supervision. Continue Week One activities.

Weeks Three and Four: Accept additional teaching responsibilities (perhaps two classes/lessons) using lesson plans that are developed with input from the cooperating teacher.

Weeks Five and Beyond: Assume full responsibility of the teacher including full responsibility for planning. Ten consecutive days of full-time teaching must be completed.

During the last week of each placement, teacher candidates should observe, conference, and reflect with the focused assistance of the cooperating teacher. The teacher candidate should complete departmental assignments and begin to return teaching responsibilities to the cooperating teacher. If possible, teacher candidates should be allowed to teach as much as possible even beyond the minimum requirement.

Attendance

The teacher candidate is expected to follow the same schedule as the cooperating teacher. Should a teacher candidate have an unexpected absence, it is absolutely mandatory that the candidate notify both the cooperating teacher and the college supervisor by 7 a.m. In addition, the teacher candidate must notify the certification officer as early as possible. Failure to comply with these guidelines will result in an unexcused absence and possible removal from the clinical practice.

The teacher candidate is expected to report to the school by 7:30 a.m. (or at least 30 minutes before the start of the school day) and remain until 3:30 p.m. (or at least 30 minutes after student dismissal) each day. Any violation of this policy without the college supervisor's knowledge and approval will be treated as an unexcused absence.

To emphasize the importance of the clinical practice, there is a no-absence policy for all clinical practices. However, any excused absence must be reported and discussed with the director of clinical practice. A determination will be made and any make-up days could delay completion of the clinical practice, graduation and/or certification. If for valid reasons a teacher candidate is absent for five or more days, the candidate must obtain permission from the Chair of the Department of Education to continue the clinical practice. If permission is granted, the teacher candidate will be required to make up the absence(s). If permission is not granted, the entire clinical practice must be repeated.

Excused absences might include medically verified personal illness, medically verified illness of teacher candidate's child or immediate family member, emergencies of a serious nature and previously arranged college activities approved by the Chair of the Department of Education. Non-emergency medical appointments should be scheduled after school hours.

Any unexcused absence from a seminar or from the school assignment will generally result in a letter grade reduction for the clinical practice. A second unexcused absence will usually result in removal from the clinical practice and the clinical practice will have to be repeated in its entirety providing it is the first attempt.

Teacher candidates and cooperating teachers will be notified at the beginning of the semester or as soon as possible of seminar dates. Seminar dates may include holidays when public schools are not in session. It is the teacher candidate's responsibility to make note of dates and attend all seminars and to be on time. Teacher candidates are also expected to attend faculty meetings, PTO/PTA meetings, professional development meetings, and club meetings that are sponsored by the cooperating teacher and/or placement school.

Since it is impossible to list all reasons a teacher candidate might be absent, please call the certification officer or the college supervisor if you have any questions regarding absences.

Interruption of Clinical Practice

Generally, clinical practice must be completed in its entirety within one semester, unless the Judson College incomplete policy applies. No waivers for interruption will be granted for employment, travel opportunities, illness, pregnancy or other health or personal reasons. Any absences in excess of five days will require medical documentation and may result in withdrawal from the clinical practice. Permission to remain in the clinical practice may be granted *only* by the Chair of the Department of Education.

Employed Teacher Candidates

Occasionally candidates are employed by local superintendents by way of provisional licensure granted upon her/his request by the Alabama State Department of Education. It has been the policy of the Department of Education to cooperate with superintendents and candidates in this way; however, any candidate who has begun the clinical practice and is offered a teaching position will be required to complete the placement or withdraw from the clinical practice. Placement will not be changed to accommodate employment opportunities.

Professional Seminars

Teacher candidates will be required to attend professional seminars throughout the clinical practice semester (not to exceed five days), called at the discretion of the college supervisor or planned by the Judson College Department of Education. Attendance at seminars is equally as important as reporting to school assignments and is governed by the same attendance policy. Unexcused tardies or absences from a professional seminar will generally result in a loss of a letter grade per incident for the clinical practice. Please be aware that seminars may be planned for any day during the semester, including public school holidays.

Additional Responsibilities of the Distance Learning Teacher Candidate

In addition to the responsibilities of the teacher candidate outlined above, distance learning students and on-campus learners completing clinical practice as distance learners (but not technically through the distance learning program) will communicate with the college supervisor through email, phone, Skype, and/or other means of communication. The distance learning teacher candidate will be responsible for mailing a minimum of two video-recorded lessons for the college supervisor to evaluate. The cooperating teacher working with a teacher candidate enrolled in the distance learning program will have the sole responsibility for daily interaction and on-site review of the teacher candidate's classroom work. The college supervisor will contact the cooperating teacher by email and/or phone to review the Teacher Education Handbook for Clinical Practice, to maintain contact throughout the placement, and to complete the final documentation of the placement. The college supervisor will maintain weekly contact with the teacher candidate through Moodle, email, and/or phone conversation and will view at least two video-recorded lessons (per placement) and discuss them with the distance learning teacher candidate through a phone conversation. The teacher candidate and/or cooperating teacher may contact the college supervisor at any time during the placement to discuss concerns, issues, or questions.

Withdrawals

If it becomes necessary for a teacher candidate to withdraw from the clinical practice, it is the responsibility of the teacher candidate to resign by letter to the cooperating teacher, the college supervisor, and the certification officer, who will in turn, notify the Chair of the Department of Education. Standard college procedures for withdrawal should also be followed.

When actions require the removal of a teacher candidate, the chair of the department, the director of clinical practice, the cooperating teaching, and the teacher candidate will determine appropriate actions. Depending upon the circumstances, the teacher candidate will be placed in a new clinical practice setting for the remainder of the semester or in the following semester and/or the actions may be of such serious nature that removal from the program is necessary. If removal from the program is necessary, the Academic Dean of the College will be contact the teacher candidate. If a second attempt is approved by the Chair of the Department of Education, it is the teacher candidate's responsibility to complete a new application within one week of the removal or withdrawal.

Time Management

The teacher candidate must maintain the same schedule as the cooperating teacher. The candidate will conform to school policies governing arrival and departure from school and follow the school district (rather than the Judson College) calendar. It is of utmost importance that the schedule be discussed by the teacher candidate and cooperating teacher to clarify expectations. Teacher candidates will attend faculty meetings, club meetings, PTO meetings, in-service meetings, and other functions that are important to socialization into the profession.

Taking other classes and/or holding other employment during the clinical practice is

discouraged. If a teacher candidate participates in either of these activities and classroom performance is affected adversely as a result, the cooperating teacher and college supervisor will advise the teacher candidate regarding available options. No student is allowed to take more than one class during the clinical practice and it cannot interfere with the time reserved for the clinical practice. Under no circumstance should the teacher candidate arrive late or leave early from the school assignment without the knowledge and approval of the college supervisor.

Planning

Teacher candidates will be expected to demonstrate skill in daily, weekly, and long-range planning. These plans will be developed with the ongoing approval of the cooperating teacher and will be made available to other appropriate school officials and the college supervisor. By the time teacher candidates assume full responsibility for teaching, they should be planning independently, but they should continue to seek the cooperating teacher's approval of all plans and submit the plans for as required by the college supervisor and cooperating teacher.

Daily lesson plans will conform to the school policy and/or the format required by the college supervisor. The teacher candidate should consult with the cooperating teacher concerning how far in advance plans should be submitted, but a minimum of one week is suggested.

Weekly plans are to be abbreviated versions of the daily plans for a given week. Plans should be electronically provided to the college supervisor and both electronic and hard-copy versions should be provided to the cooperating teacher no later than Wednesday afternoon of the week preceding the teaching dates of the plans.

In addition to daily and weekly lesson plans, the teacher candidate must create a unit of study during each placement of their full-time teaching. Each unit of study will be prepared with the permission of the cooperating teacher in accordance with the Alabama Course of Study. The unit plans should follow the Judson Lesson Plan Format and a Judson Unit Plan should accompany the plans. All plans should be submitted for approval to both the cooperating teacher and the college supervisor at least one week in advance of the first teaching date. Any necessary changes to the plans should be submitted prior to the first day of the unit. Neglecting these date requirements will result in the loss of a letter grade for the clinical practice.

The cooperating teacher and the college supervisor may require the plans earlier than the timeframe outlined here. Plans may also be required by the school principal, in which case a copy should be provided following the school policy for deadlines and formatting. These plans should represent only those classes/lessons for which the teacher candidate is responsible.

A lesson plan should always be presented to the college supervisor or the cooperating teacher at the beginning of a classroom observation. Teacher candidates who attempt to teach without a written plan will be sent home, and the day will be assessed as an unexcused absence resulting in the loss of a letter grade for the clinical practice.

Professional Dress and Grooming

Teacher candidates must conform to local school policies governing professional dress and

grooming. Beyond local school norms, college supervisors will clarify Judson College Department of Education expectations in this area.

College Meal Plans

On-campus teacher candidates may see cafeteria personnel to request "sack" lunches during clinical practice.

Evaluation/Grading

Students will be evaluated based on developing knowledge, abilities and dispositions as outlined in the Alabama Quality Teaching Standards. Cooperating teachers are expected to give ongoing feedback regarding teacher candidate performance. This feedback may be written or unwritten, formal or informal, and should be the subject of regular consultation.

Teacher candidates will be visited regularly by the college supervisor, completing a minimum of four classroom observations during the clinical practice period (unless instructed otherwise by the Chair of the Department of Education). Two of the visits should occur prior to the mid-term conference and the remaining two after mid-term but prior to the final conference. Two of the observations will be unannounced. Observations are documented using the Teacher Candidate Performance Observation Form.

Teacher candidates enrolled in clinical practice will receive two overall evaluation reports, one at the end of each placement. If a secondary candidate completes only one placement, then the candidate will receive only one evaluation report. While both the cooperating teacher and the college supervisor will evaluate the teacher candidate's performance at the completion of the placement, the final grade assignment for the clinical practice rests with the college supervisor. The mid-term evaluation provides direction for growth; however, the grade assigned for the clinical practice course will be based on both placement evaluations. Each evaluation session should include a three-way conference between the teacher candidate, college supervisor, and cooperating teacher. The following documents will be completed at the end of each placement:

- Alabama Quality Teaching Standards Documentation Forms
- Teacher Candidate Performance Evaluation Forms
- Professional Dispositions Rating Form
- Unit Plan Grading Form
- Evaluation of College Supervisor by Cooperating Teacher
- Evaluation of College Supervisor by Teacher Candidate
- Evaluation of Cooperating Teacher by Teacher Candidate

The grading scale for the clinical practice is:

A - Teacher candidate demonstrates exceptional performance.

B - Teacher candidate demonstrates competent performance.

C - Teacher candidate demonstrates minimally competent performance.

D - Teacher candidate demonstrates less than minimally competent performance and will not be recommended for certification.

F -Teacher candidate demonstrates unacceptable performance and will not be recommended for certification.

Clinical Practice Competencies

Teacher candidates are encouraged to study the observation and evaluation forms included in this handbook for familiarization with those competencies important to successful performance as a teacher candidate.

Classroom Management and Discipline

Teacher candidates are accountable during responsible teaching periods for the physical appearance of their classrooms. This includes appropriate bulletin boards (motivational, informational, and/or interactive), visual aids, displays of student work, etc. Teacher candidates will be expected to maintain an orderly and well-disciplined classroom. School policies regarding such should be studied closely. The cooperating teacher should be made aware of all problems. Under no circumstance will the teacher candidate administer, or serve as a witness for, corporal punishment.

Preparing for College Supervisor Visits

It is important that the college supervisor be provided a designated seat that is unobtrusive and pivotal for observing classroom activity. Also, teacher candidates should at the outset of the visit present to the supervisor the period's lesson plan, other materials relevant to the lesson being observed, and any documentation requested by the supervisor such as additional lesson plan documents, clinical practice journal, cooperating teacher or self-evaluation forms, and/or unit plans.

Final Presentation Evaluation

Teacher candidates are required, for certification, to earn a passing score on a comprehensive exit exam/e-portfolio document and presentation. Teacher candidates will be required to present the e-portfolio in an open forum to faculty, fellow students, and other college guests. The Teacher Education Committee will evaluate the presentation.

The presentation should showcase the clinical practice experience and demonstrate the teacher candidate's growing ability to perform the Alabama Quality Teaching Standards. The presentation is judged based on the candidate's poise, confidence, knowledge, and the information presented. The following sections should be included in the e-portfolio:

Teacher Candidate Limitations and Issues of the Law

Teacher candidates need to be familiar with laws that affect teachers and teacher candidates. Teacher rights, responsibilities, and liabilities are addressed in constitutional, statutory, and/or case law, as well as in local school board policies. While working under the local school jurisdiction during the clinical practice semester, the teacher candidate remains governed by law and/or Judson College Department of Education policy in the following areas:

- **Substitute Teaching** - Teacher candidates will not serve as substitute teachers. If the cooperating teacher is absent from the teaching assignment or is engaged in some other professional activity, the teacher candidate may conduct the class activities, but a duly hired substitute teacher must be present for the purposes of assigning responsibility and liability. If an emergency arises, a teacher candidate may be requested to cover until the administrator has time to arrange for proper supervision. If the emergency is in another classroom, the duly certified teacher should be sent to that classroom and the teacher candidate should be entitled to remain in a situation of familiarity and experience. If teacher candidates are placed in a classroom without cooperating teacher supervision the teacher candidate should immediately report the incident to the Chair of the Department of Education.
- **Corporal Punishment** - Teacher candidates may not participate in administering corporal punishment to students, nor may they serve as witnesses while school staff members administer corporal punishment.
- **Grades** - Teacher candidates are not legal employees of a school system and should not assign student grades. Work samples assigned and graded by teacher candidates may be used by the cooperating teacher to determine a student's grade; however, the teacher candidate should not be solely responsible for assigning any student grades.
- **Individualized Education Plan** – Teacher candidates should not be assigned primary responsibility for IEP development; however, teacher candidates are encouraged to participate in IEP meetings and implementation of IEP guidelines under the supervision of the cooperating teacher or other certified personnel.
- **Communication with Parents/Guardians** - Teacher candidates should communicate with parents/guardians only with the approval of the cooperating teacher. A copy of all written correspondence must be provided to and approved by the cooperating teacher.
- **Confidentiality** – As a professional educator, teacher candidates are expected to display characteristics of ethical and moral behavior. Professionalism requires mature judgment concerning confidential matters. Student records and information relating to parents, school staff, and administrative personnel are professional concerns. The teacher candidate should not discuss confidential matters, teacher or pupil behavior, or school activities with persons outside of the school-defined “need to know” category. As a guest of the school, it is not appropriate or professional to judge and criticize school personnel and activities.
- **Illegal Substances** - Teacher candidates are prohibited from having illegal substances on school premises or off school premises during extracurricular activities (e.g., drugs, alcohol, and tobacco). Teacher candidates are not allowed to leave the campus during the school day to smoke. Students who violate this policy will be removed from the clinical practice immediately and will be counted as a first attempt.
- **Social Media** – All social media interactions should adhere to the guidelines outlined in the teacher candidate confidentiality policy, Alabama Educator Code of Ethics, and Judson College Department of Education Professional Dispositions.
- **First Amendment** - Teachers must refrain from promoting religious activities in school. For the teacher candidate, this primarily means activities such as audible praying, Bible reading, and discussing your religious beliefs are inappropriate and illegal in the school. The school should have policies, consistent with the Equal Access Act, regarding the rights of students to participate in non-school sponsored religious oriented activities at

school. Another aspect of the First Amendment is the freedom of speech that includes symbolic speech and dress codes. Teachers and teacher candidates should familiarize themselves with the school system policies. Any type speech that disrupts the educational process is not protected by the First Amendment.

- Fourth Amendment - This amendment addresses the right of an individual's freedom from unreasonable searches and seizures. Schools are given fairly wide latitude in conducting searches in order to provide a safe and drug-free environment. If a teacher candidate has a reasonable suspicion that a student possesses something illegal, the teacher candidate should discuss the matter with the Cooperating Teacher. If a search is warranted, a school official should conduct the search. A related matter concerns students bringing to school items that distract their attention or the attention of others. You have a right to remove the items from the student, but you must return the items to the students at the end of the period or day. If at all possible, always consult the Cooperating Teacher before taking any action.
- Reporting Child Abuse - Teachers are legally required to report suspected child abuse or neglect. In Alabama, failure to report is a misdemeanor punishable by a fine of up to \$500 and six months in jail. Teacher candidates are not held to the same standard, but if a teacher candidate suspects abuse or neglect, she/he should discuss it with the Cooperating Teacher.
- Negligence - Teachers and teacher candidates should take all precautions to avoid injury to a student. Most lawsuits filed against teachers are those in which the standard of supervision is questioned in regard to an injury. Did the teacher exercise the appropriate degree of supervision under the circumstances? Teachers and teacher candidates should be careful that equipment is safe, that any dangerous materials or equipment are removed, that procedures for student use of any equipment are clearly explained, that electrical cords are undamaged and do not interfere with the flow of traffic, and especially that students are supervised at all times during any activity in which the likelihood of injury exists.
- Copyright Laws: Teachers frequently find the need for using copyrighted materials in their instruction. A copy of the Copyright Law will be distributed at one of the professional seminars. The teacher candidate should keep in mind that the copyright law also covers plays, sheet music, television programs, videos, recorded music, and computer programs and materials.
- First Aid and Medication - The teacher candidate should become familiar with the school's policy for administering first aid and medication. A school official should be notified immediately of any injury. Only identified school personnel should administer medication and that should be done in compliance with school board policies and procedures. Do not treat an injury or administer medication.
- Sexual Harassment - This is an area in which litigation is increasing. While complaints are commonly thought of as being related to employment matters (e.g., hiring, promotion, etc.), more and more complaints and suits are being filed in relation to "hostile environment." Remarks made by teachers to students or co-workers and lack of action on student reports of harassment by other students are two area to which the educator should be sensitive.

Role of the Cooperating Teacher

Qualifications

The cooperating teacher plays a critical role in preparing teacher candidates for classroom teaching. Judson College extends sincere thanks for the professionalism of the cooperating teacher for accepting the role of guiding teacher candidates into the work of facilitating student learning and well-being. To be a cooperating teacher for clinical practice, the cooperating teacher must meet the following criteria:

1. Hold, at minimum, a Class A certificate with an endorsement in the teaching field(s) of the teacher candidate;
2. Have a minimum of three years of successful teaching experience;
3. Have the approval of building principal; and
4. Be willing to provide regular and continuing support for a teacher candidate through such processes as observation, conferencing, group discussion, email and other means;
5. The chair of the department may document and grant an exception for a cooperating teacher with a Class B Professional Educator Certificate who meets the other criteria as listed in the Administrative Code 290-3-3-.02(7)(s).

Responsibilities

The role of the cooperating teacher is one of a guide for the teacher candidate's entry into the teaching profession. The cooperating teacher should make efforts to scaffold the teacher candidate's gradual assumption of the full responsibilities of classroom teaching. The cooperating teacher is responsible for demonstrating how to implement the principles of teaching, learned by the teacher candidate in a college-classroom setting, into daily practice. It is the cooperating teacher who initiates the teacher candidate into the world of teaching, introducing the teacher candidate to all the details of classroom work from opening attendance and lunch count through bus duty and after-school professional development meetings. Through observations and conferencing, the cooperating teacher provides the teacher candidate with timely and critical information and feedback to prepare the best new teacher possible.

At the outset, the cooperating teacher should help the teacher candidate feel comfortable in the classrooms—with the cooperating teacher, the students, the management system, and the materials/resources available to the teacher candidate. The cooperating teacher should not hesitate to expect from the teacher candidate high levels of energy and dedication to teaching. The teacher candidate should be encouraged to be accountable for student learning and should be made to feel like an integral member of the classroom community.

The cooperating teacher should carefully review the daily and weekly classroom and school plans and guide the teacher candidate in responsibilities for these plans. The cooperating teacher should expect the teacher candidate's complete preparation for every class, every day. Teacher candidates should be assured of the cooperating teacher's assistance in sharing classroom resources and materials, and of informing the teacher candidate of curricular and school expectations for which to prepare.

Specific techniques the cooperating teacher may use to introduce teacher candidates to the school include the following:

1. Introduce the teacher candidates to the students and school staff as a teaching professional—a teacher candidate, but a professional.
2. Provide a desk and/or area where the teacher candidate may keep supplies.
3. Discuss school policies (perhaps with faculty and/or student handbooks) concerning disciplinary rules and procedures, accidents, teacher duties, fire and tornado drills, etc.
4. Explain attendance requirements for the daily schedule (ex. arrive by 7:30 and remain until 3:30), PTO/PTA meetings, faculty meetings, planning meetings, or other professional meetings.
5. Orient the teacher candidate to the media center/library and to procedures for procuring supplies and materials.
6. Provide the necessary teacher manuals, textbooks, pupil names, seating arrangements, etc.
7. Inform students' parents of the teacher candidate's arrival.
8. Provide a daily classroom schedule.
9. Review school policies regarding cell phone usage during the school day.
10. Meet with the teacher candidate and the college supervisor to review the Teacher Education Handbook for Clinical Practice.

The cooperating teacher may guide the teacher candidate's growing teaching confidence by following the guidelines listed below:

1. Discuss the daily and long-term curriculum with the teacher candidate. Map out a schedule for gradual-increase of the teacher candidate's responsibility for teaching, outlining specific expectations for teaching during each week of the placement.
2. Begin the placement by jointly planning alongside the teacher candidate to scaffold effective and efficient planning for best practice teaching.
3. By the end of the first week of the placement, identify a unit of study the teacher candidate will prepare and teach during the 10 days of full teaching responsibility.
4. Communicate daily with the teacher candidate about all aspects of effective teaching and work in schools.
5. Include the teacher candidate in team meeting and planning sessions.
6. When possible, include the teacher candidate in IEP and other department, school, district, and state meetings.
7. Formally evaluate at least one lesson plan each week. Complete a Teacher Candidate Performance Observation Form for each formal evaluation. Meet with the teacher candidate to discuss areas of strength and weakness and suggestions for improvement.
8. Communicate openly and frequently with the college supervisor to ensure successful completion of the clinical practice.
9. Plan with the principal for the teacher candidate to visit other classes at the school after full time teaching responsibilities are complete.

Forms Completed by the Cooperating Teacher

The cooperating teacher will mentor and monitor the teacher candidate's performance and work to support a successful clinical practice experience. Each week, the cooperating teacher should complete a Teacher Candidate Performance Observation Form and meet with the teacher candidate to discuss the observation and to utilize the experience to plan for growth. In addition

to the weekly observation document, the cooperating teacher will meet with the college supervisor and teacher candidate at the conclusion of the placement to cooperatively complete the final evaluation documents. Copies of the weekly observation will be provided to the cooperating teacher, teacher candidate, and college supervisor. The cooperating teacher will independently complete a professional dispositions assessment of the teacher candidate and a college supervisor evaluation form. Copies of these forms are included in this handbook and communication regarding the completion will come from the college supervisor.

Additional Responsibilities of the Cooperating Teacher for a Teacher Candidate Enrolled in the Distance Learning Program

In addition to the responsibilities of the cooperating teacher outlined above, cooperating teachers working with teacher candidates enrolled in the distance learning program will have the sole responsibility for daily interaction and on-site review of the teacher candidate's classroom work. The college supervisor will contact the cooperating teacher by email and/or phone to review the Teacher Education Handbook for Clinical Practice, to maintain contact throughout the placement, and to complete the final documentation of the placement. Observations will be completed by the college supervisor through video-recorded lessons sent to Judson College Department of Education. The college supervisor will maintain weekly contact with the teacher candidate through Moodle, email, and/or phone conversation and will view at least two video-recorded lessons and discuss them with the distance learning teacher candidate through a phone conversation. The cooperating teacher may contact the college supervisor at any time during the placement to discuss concerns, issues, or questions.

Procedure for the Cooperating Teacher if Concerns Arise

It is always best to attempt to resolve any difficulties directly with the person involved. If this is not successful, contact the college supervisor. For professional reasons, do not discuss the problem with others in the school. If necessary, contact the director of clinical practice and/or the Chair of the Department of Education who will schedule, if appropriate, a conference with the cooperating teaching, teacher candidate and/or the school principal.

When actions require the removal of a teacher candidate, the chair of the department, the director of clinical practice, the cooperating teaching, and the teacher candidate will determine appropriate actions. Depending upon the circumstances, the teacher candidate will be placed in a new clinical practice setting for the remainder of the semester or in the following semester and/or the actions may be of such serious nature that removal from the program is necessary. If removal from the program is necessary, the Academic Dean of the College will contact the teacher candidate. If a second attempt is approved by the Chair of the Department of Education, it is the teacher candidate's responsibility to complete a new application within one week of the removal or withdrawal.

Role of the College Supervisor

The college supervisor serves as the liaison among the Judson College Department of Education, the cooperating teacher and her school, and the teacher candidate. The principle responsibility of the college supervisor is to assist the teacher candidate in developing competent teaching. The college supervisor is to determine the proficiency of the teacher candidate and use the knowledge, skills, teaching techniques, and resources available to support the teacher candidate's growth as a practitioner. It is imperative that the college supervisor work closely with the cooperating teacher to ensure the teacher candidate's optimal clinical practice experience.

Visitation/Observation of Teacher Candidates

The college supervisor will visit with the cooperating teacher and teacher candidate at least four times during each placement as indicated by the following schedule: initial visit to provide the cooperating teacher with an overview of the Teacher Education Handbook for Clinical Practice, a second visit to observe the teacher candidate, a third visit to observe the teacher candidate, and a fourth visit during the final week of the placement to complete all documents.

The college supervisor will notify the Cooperating Teacher of announced observations. Visits should be arranged so that the teacher candidate may be observed in a variety of teaching situations.

Observation of Distance Learning Teacher Candidates

Communication between the college supervisor, teacher candidates enrolled in the distance learning program, and their cooperating teachers will be conducted through Moodle, email and phone conversations. Distance learning teacher candidates enrolled in clinical practice will be observed by the cooperating teacher and through video-recorded lessons mailed to the college supervisor. After viewing of video-recorded lessons, the college supervisor will hold a phone conference with the teacher candidate to discuss the observation. Following the phone conference, the college supervisor will scan and email the observation form for the teacher candidate to sign and return to the college supervisor. Teacher candidates enrolled in the distance learning program will record and mail at least two lessons for college supervisor observation. Due to the nature of the distance learning environment, additional lessons may need to be recorded, viewed, and discussed.

Just as outlined above for on-campus teacher candidates, the college supervisor will talk with the cooperating teacher at the onset and end of the placement to review the Teacher Education Handbook for Clinical Practice and to complete the final documentation forms. Additional email and phone conversations with the cooperating teacher will be scheduled as needed throughout the teacher candidate's placement. The college supervisor will maintain weekly communication with the teacher candidate enrolled in the distance learning program via Moodle, email, and/or phone conversations.

Reimbursement for Supervisory Travel Expenses

Supervisors are reimbursed for mileage at the current state rate for supervising teacher

candidates. Care should be taken that all dates and distances submitted are accurate. If supervisory travel can be more efficient by using a residence as the base of travel, permission can be obtained from the Chair of the Department of Education. The completed travel reimbursement form should be submitted to the Certification Officer.

Role of the Principal

With the approval of the local superintendent of education, Judson Department of Education contacts local schools for the placement of teacher candidates. A list of prospective placements with requested grade level and/or subject matter is submitted to the principal. The principal must agree to accept a student in order for a placement to be made. Principals are asked to recommend specific teachers to serve as cooperating teachers. Communication with the cooperating teacher is initiated by the college supervisor after approval is granted by the principal. Reliance is placed on the professional judgment of the principal for the selection of exemplary cooperating teachers in accordance with ALSDE specific guidelines.

Supporting the Teacher Candidate

The school principal can be a support and guide to the teacher candidate. The following procedures can help make certain the clinical practice experience is exemplary:

1. Screen potential cooperating teachers to select excellent mentors for teacher candidates.
2. Provide the teacher candidate with materials on school policy, philosophy, curriculum, activities, and other helpful data.
3. Indicate staff meetings, professional meetings and committee meetings that will be open to teacher candidates.
4. Facilitate the acceptance of teacher candidates by the faculty of the school in which they are working.
5. If possible, observe the teacher candidate teaching one lesson and provide feedback for growth.
6. Support the cooperating teacher in identifying additional classrooms and grade levels for the teacher candidate to observe.

Clinical Practice Documentation and Assessment Forms

The following documents will be used for documentation and evaluation purposes during the clinical practice:

- **Clinical Practice Application Form**
- **Permission to Record Child on Film or Video Form**
- **Cooperating Teacher Documentation Form**
- **Teacher Candidate Performance Evaluation Form**
- **Teacher Candidate Performance Summary**
- **Professional Disposition Rating Form**
- **Alabama Quality Teaching Standards Documentation Form - All Majors**
- **Alabama Quality Teaching Standards Documentation Form - Elementary Education Majors**
- **Alabama Quality Teaching Standards Documentation Form - Music Education Majors (Choral Only)**
- **Alabama Quality Teaching Standards Documentation Form - Secondary English/Language Arts Majors**
- **Alabama Quality Teaching Standards Documentation Form - Secondary Mathematics Education Majors**
- **Alabama Quality Teaching Standards Documentation Form - Secondary Science Education Majors**
- **Alabama Quality Teaching Standards Documentation Form - Secondary Social Science Education Majors**
- **Clinical Practice Documentation Form**
- **Daily Attendance Documentation Form**
- **Judson College Lesson Plan Format**
- **Unit Plan Grading Rubric**
- **Evaluation of College Supervisor by Cooperating Teacher**
- **Evaluation of College Supervisor by Teacher Candidate**
- **Evaluation of Cooperating Teacher by Teacher Candidate**



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Clinical Practice Application Form

Due Date - March 15 for fall placement, October 15 for spring placement

Teacher Candidate:	Advisor:
Cell Phone Number:	College Mailbox Number:
First School Preference:	Second School Preference:
Third School Preference:	Fourth School Preference:
Teacher Candidate Signature and Date:	

To Be Completed by Certification Officer

Date Admitted to Teacher Education Program: _____
Date English Proficiency Exam Passed: _____
Date Praxis II Passed: _____
Overall GPA: _____
Transcript Review – All course work finished (except student internship): _____
Date Approved For Internship: _____



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Permission to Record Child on Film or Video Form

Dear Parents,

As part of our educational program we may record (on film or video) lessons being taught, student performances and skits, and/or group work by the students. In order for your child to participate, we need your permission. He or she may or may not actually be on the film or video. The recordings are used for student intern evaluations and for training purposes only.

Thank you for your participation and response. Please return the form below.

I, _____, being the parent/legal guardian of the below named student do hereby authorize Judson College, its successors, and assigns, and its teacher candidates and employees in the course of their employment, to record and use my child's name, voice or performance. Recordings will be used for evaluation of teacher candidates and training purposes only.

(Child's Name)

(Parent's Signature)

(Date)



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Cooperating Teacher Documentation Form

Teacher Candidate:	Semester:
First Placement School:	Grade Level:
Second Placement School:	Grade Level:

First Placement

_____ Handbook received and reviewed with cooperating teacher by college supervisor

_____ Discussed with college supervisor the expectations of clinical practice, roles, and initial questions

Cooperating Teacher Signature and Date_____

College Supervisor Signature and Date_____

Second Placement

_____ Handbook received and reviewed with cooperating teacher by college supervisor

_____ Discussed with college supervisor the expectations of clinical practice, roles, and initial questions

Cooperating Teacher Signature and Date_____

College Supervisor Signature and Date_____



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Teacher Candidate Performance Evaluation Form

Teacher Candidate:	Observer:
Major:	Semester:
School:	Grade Level:
Course Number:	Performance Evaluation: ☐ Field Experience ☐ Clinical Practice
Candidate's Signature & Date: <i>My signature of this document indicates that I have received summative feedback from my observer.</i>	Observer's Signature & Date:

Brief Description of Lesson Observed

Scoring Indicators:

E = Exceeds Expectations, **M** = Meets Expectations, **C** = Area of Concern, **N/O** = Not Observed

Score	Indicators	Comments (& Date)
AQTS I: Content Knowledge & Curriculum Planning		
	1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills	
	1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals	
	1.3 Connects the curriculum to other content areas and real-life settings to promote retention and relevance	
	1.4 Designs instructional activities based on state content standards	

Score	Indicators	Comments (& Date)
	1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	
AQTS 2: Teaching & Learning		
	2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and –research-based strategies for promoting positive behavior	
	2.2 Creates a positive climate that promotes respect and responsibility	
	2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners	
	2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development	
	2.5 Engages learners in developing and monitoring goals for their own learning and behavior	
	2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	
	2.7 Creates learning activities that optimize each individual’s growth and achievement within a supportive environment	
	2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction	
	2.9 Uses summative assessments to measure learner attainment of specific learning targets	
	2.10 Maintains evidence and records of learning performance to communicate progress	
	2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes	
AQTS 3: Literacy		
	3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies	
	3.2 Fosters and responds to effective verbal and nonverbal communications during instruction	
	3.3 Uses age-appropriate instructional strategies to improve learners’ skills in critical literacy components.	

	3.4 Integrates narrative and expository reading strategies across the Curriculum	
	3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions	
	3.6 Communicates mathematical concepts, processes, and symbols within the content taught	
	3.7 Identifies and integrates available emerging technologies into the teaching of all content areas	
	3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency	
AQTS 4: Diversity		
	4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status	
	4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation	
	4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning	
	4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background	
	4.5 Guides second-language acquisition and utilizes English Language Proficiency (ELP)	
	4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning	
	4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention	
	4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities	
	4.9 Helps students assess their own learning styles and build upon identified strengths	
	4.10 Designs learning experiences that engage all learning styles and multiple intelligences	

In the conference before or after the observation, the teacher candidate and the observer will reflect on the AQTS 5: Professionalism Indicators.

Description of recent professional activities (i.e. involvement with other professionals, communication with education stakeholders, participation in professional development opportunities, etc.)

Additional Comments:



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Professional Disposition Rating Form

(Adheres to the Alabama Continuum for Teacher Development Standard 5: Professionalism along with the Alabama Educator Code of Ethics and federal, state, and local laws and policies)

Teacher Candidate:	Evaluator's Name & Title:
Semester:	Class/Block/Phase:
Candidate's Signature & Date: <i>The candidate's signature indicates that all parties have reviewed the dispositions assessment and discussed commendations and/or recommendations.</i>	Observer's Signature & Date:

Rating Scale: 4 = Exceptional; area of significant strength 3 = Proficient; on target
 2 = Basic and/or Inconsistent; needs improvement 1 = Unacceptable

4	3	2	1	N/A	Professional Dispositions
I. Students and Their Families					
☐	☐	☐	☐	☐	1. Sensitivity to Diversity Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning.
☐	☐	☐	☐	☐	2. Commitment to Student Motivation Students' motivation is enriched by addressing inherent and academic needs in a positive classroom.
☐	☐	☐	☐	☐	3. Commitment to Student Success A commitment to student success includes embracing uniqueness of all learners by providing opportunities for all students to be successful, encompassing all learning styles.
☐	☐	☐	☐	☐	4. Commitment to Safety and Well Being For the safety and well being of students and other personnel, one should have a thorough knowledge of school policies and procedures.

4	3	2	1	N/A	Professional Dispositions
☐	☐	☐	☐	☐	5. Commitment to Effective Communication Provide proactive and effective communication with students, parents, administrators, as well as other education stakeholders in both spoken and written form.
II. Colleagues/Professional Community					
☐	☐	☐	☐	☐	6. Commitment to Collaboration A commitment to collaboration includes being willing to cooperate with teachers at all grade levels; to share and accept ideas; to work with all education stakeholders; and to seek answers to things you don't know.
☐	☐	☐	☐	☐	7. Professional Conduct Professional conduct includes dressing professionally, arriving/departing on time, arriving prepared for assignments, being honest, and possessing an open attitude toward constructive criticism.
☐	☐	☐	☐	☐	8. Commitment to Improving Teaching A commitment to improving teaching begins with active participation in a professional learning community that is site-based and instructionally focused. Included in this is a willingness to improve the quality of teaching through workshops, in-service, peer modeling, continuing education, and openness to research-based ideas and trends.
☐	☐	☐	☐	☐	9. Legal and Ethical Conduct Legal and ethical conduct mandates a familiarity with local and state laws, school board policies, and an adherence to the law and these policies.
☐	☐	☐	☐	☐	10. Acceptance of Feedback Acceptance of feedback is the willingness to accept constructive criticism from administration and colleagues that improves student learning.
☐	☐	☐	☐	☐	11. Commitment to the Profession A commitment to the education profession is evidenced by a willingness to continue to learn; to work beyond school hours to plan, collaborate, and organize materials; and an understanding that learning extends beyond the walls of the school building.
Additional Comments					



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Alabama Quality Teaching Standards Evaluation Form - All Majors

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date: <i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	Cooperating Teacher's Signature & Date: College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	(1)(c)1.(iii)	Ability to use students' prior knowledge and experiences to introduce new subject-area related content.
☐	☐	☐	☐	☐	(1)(c)1.(iv)	Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
☐	☐	☐	☐	☐	1)(c)1.(v)	Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.
☐	☐	☐	☐	☐	(1)(c)2.(ii)	Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	(1)(c)2.(iii)	Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.
☐	☐	☐	☐	☐	(2)(c)1.(v)	Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
☐	☐	☐	☐	☐	(2)(c)1.(vi)	Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.
☐	☐	☐	☐	☐	2)(c)1.(vii)	Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences
☐	☐	☐	☐	☐	(2)(c)2.(v)	Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
☐	☐	☐	☐	☐	(2)(c)2.(vi)	Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
☐	☐	☐	☐	☐	(2)(c)2.(vii)	Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.
☐	☐	☐	☐	☐	(2)(c)2.(viii)	Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction
☐	☐	☐	☐	☐	(2)(c)3.(iii)	Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
☐	☐	☐	☐	☐	(2)(c)3.(iv)	Ability to communicate with parents and/or families to support students' understanding of appropriate behavior
☐	☐	☐	☐	☐	(2)(c)3.(v)	Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.
☐	☐	☐	☐	☐	(2)(c)3.(vi)	Ability to use individual behavioral support plans to proactively respond to the needs of all students
☐	☐	☐	☐	☐	(2)(c)3.(vii)	Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.
☐	☐	☐	☐	☐	(2)(c)3.(viii)	Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	(2)(c)4.(v)	Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
☐	☐	☐	☐	☐	(2)(c)4.(vi)	Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.
☐	☐	☐	☐	☐	(2)(c)4.(vii)	Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
☐	☐	☐	☐	☐	(2)(c)4.(viii)	Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
☐	☐	☐	☐	☐	(2)(c)4.(ix)	Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving.
☐	☐	☐	☐	☐	(2)(c)4.(x)	Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.
☐	☐	☐	☐	☐	(2)(c)5.(v)	Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
☐	☐	☐	☐	☐	(2)(c)5.(vi)	Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction
☐	☐	☐	☐	☐	(2)(c)5.(viii)	Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
☐	☐	☐	☐	☐	(2)(c)5.(ix)	Ability to develop rubrics and to teach students how to use them to assess their own performance.
☐	☐	☐	☐	☐	(2)(c)5.(x)	Ability to develop and select appropriate performance assessment
☐	☐	☐	☐	☐	(2)(c)5.(xi)	Ability to engage all students in assessing and understanding their own learning and behavior
☐	☐	☐	☐	☐	(2)(c)5.(xii)	Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.
☐	☐	☐	☐	☐	(3)(c)1.(iv)	Ability to model appropriate oral and written communications

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	(3)(c)1.(v)	Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.
☐	☐	☐	☐	☐	(3)(c)1.(vi)	Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.
☐	☐	☐	☐	☐	(3)(c)1.(vii)	Ability to integrate skill development in oral and written communications into all content areas that one teaches.
☐	☐	☐	☐	☐	(3)(c)1.(viii)	Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.
☐	☐	☐	☐	☐	(3)(c)2.(iii)	Ability to integrate reading instruction into all content areas that one teaches.
☐	☐	☐	☐	☐	(3)(c)2.(iv)	Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.
☐	☐	☐	☐	☐	(3)(c)3.(v)	Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.
☐	☐	☐	☐	☐	(3)(c)3.(vi)	Ability to communicate with others about mathematical concepts, processes, and symbols.
☐	☐	☐	☐	☐	(3)(c)4.(iii)	Ability to integrate technology into the teaching of all content areas.
☐	☐	☐	☐	☐	(3)(c)4.(iv)	Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
☐	☐	☐	☐	☐	(3)(c)4.(vi)	Ability to evaluate students' technology proficiency and students' technology-based products within content areas.
☐	☐	☐	☐	☐	(4)(c)1.(iv)	Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
☐	☐	☐	☐	☐	(4)(c)1.(v)	Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.
☐	☐	☐	☐	☐	(4)(c)2.(ii)	Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	(4)(c)3.(iii)	Ability to identify and refer students for diagnosis for special services.
☐	☐	☐	☐	☐	(4)(c)3.(iv)	Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.
☐	☐	☐	☐	☐	(4)(c)4.(iii)	Ability to help students assess their own learning styles and to build upon identified strengths.
☐	☐	☐	☐	☐	(4)(c)4.(iv)	Ability to design learning experiences that engage all learning styles.
☐	☐	☐	☐	☐	(4)(c)5.(iii)	Ability to create a learning community in which individual differences are respected.
☐	☐	☐	☐	☐	(4)(c)5.(iv)	Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.
☐	☐	☐	☐	☐	(5)(c)1.(v)	Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.
☐	☐	☐	☐	☐	(5)(c)1.(viii)	Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
☐	☐	☐	☐	☐	(5)(c)1.(ix)	Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant personnel who are included and valued equally as partners.
☐	☐	☐	☐	☐	(5)(c)1.(x)	Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.
☐	☐	☐	☐	☐	(5)(c)2.(iv)	Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.
☐	☐	☐	☐	☐	(5)(c)2.(v)	Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
☐	☐	☐	☐	☐	(5)(c)3.(iii)	Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.
☐	☐	☐	☐	☐	(5)(c)3.(iv)	Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.
☐	☐	☐	☐	☐	(5)(c)5.(iii)	Ability to use and maintain confidential student information in an ethical and professional manner.
4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard

☐	☐	☐	☐	☐	(5)(c)5.(iv)	Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.
☐	☐	☐	☐	☐	(5)(c)6.(ii)	Ability to access school, community, state, and other resources and referral services.
☐	☐	☐	☐	☐	(5)(c)6.(iii)	Ability to access resources to gain information about federal , state, district, and school policies and procedures.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Alabama Quality Teaching Standards Evaluation Form - Elementary Education Majors

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date: <i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	Cooperating Teacher's Signature & Date: College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.06 (1)(b)1.	Use manipulative materials and play as instruments for enhancing development and learning.
☐	☐	☐	☐	☐	290-3-3-.06 (1)(b)2.	Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.
☐	☐	☐	☐	☐	290-3-3-.06 (1)(b)3.	Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.
☐	☐	☐	☐	☐	290-3-3-.06 (1)(b)4.	Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.
☐	☐	☐	☐	☐	290-3-3-.06 (1)(b)5.	Respond to children at the appropriate developmental level.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)6.	Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)7.	Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time.
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)8.	Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative.
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)9.	Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)10.	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
☐	☐	☐	☐	☐	290-3-3-.06(1)(b)11.	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Alabama Quality Teaching Standards Evaluation Form - Music Education Majors (Choral Only)

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:
<i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)i	Ability to perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)ii	Ability to play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)iii	Ability to play pitched and non-pitched classroom instruments.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)iv	Ability to utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)v	Ability to compose and arrange music and adapt music from a variety of sources.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)vi	Ability to interpret representative works of the past and present and evaluate the quality of musical works and performances.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)vii	Ability to coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives.
☐	☐	☐	☐	☐	290-3-3-.32(1)(a)(2)viii	Ability to teach students to play both rhythmic and melodic classroom instruments.
☐	☐	☐	☐	☐	290-3-3-.32(1)(b)(2)i	Ability to use the voice effectively in demonstrations
☐	☐	☐	☐	☐	290-3-3-.32(1)(b)(2)ii	Ability to perform as a soloist (choral)
☐	☐	☐	☐	☐	290-3-3-.32(1)(b)(2)iii	Ability to use woodwind, brass, percussion, and string instruments as teaching tools
☐	☐	☐	☐	☐	290-3-3-.32(1)(b)(2)iv	Ability to conduct ensembles
☐	☐	☐	☐	☐	290-3-3-.32(1)(c)(2)i	Ability to play woodwind, brass, percussion, and string instruments with sufficient skill to teach
☐	☐	☐	☐	☐	290-3-3-.32(1)(c)(2)ii	Ability to perform as a soloist (instrumental)
☐	☐	☐	☐	☐	290-3-3-.32(1)(c)(2)iii	Ability to use the singing voice as a teaching tool
☐	☐	☐	☐	☐	290-3-3-.32(1)(c)(2)iv	Ability to conduct choral as well as instrumental ensembles
☐	☐	☐	☐	☐	290-3-3-.32(1)(c)(2)v	Ability to teach instrumental music to individual students and groups



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

**Alabama Quality Teaching Standards Evaluation Form - Secondary English/Language
 Arts Education Majors**

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:
<i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(1)	Ability to promote language acquisition and development
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(2)	Ability to direct a variety of speech and theatre activities
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(3)	Ability to teach journalism including how to produce magazine and paper layout; develop copy and/or story board for radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(4)	Ability to teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(5)	Ability to include a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(6)	Ability to select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(7)	Ability to interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(8)	Ability to use group interaction for collaborative learning in the language arts (e.g. discussion, debate, creative problem-solving, composition, drama, reading, and improvisation).
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(9)	Ability to teach students to explore and relate personal experiences and develop interpretations.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(10)	Ability to teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(11)	Ability to teach students to structure and expand ideas into coherent writing.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(12)	Ability to teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(13)	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(14)	Ability to teach students to apply discipline-specific reading and writing strategies in all content areas.
☐	☐	☐	☐	☐	290-3-3-.10(1)(b)(15)	Ability to select appropriate research-based strategies and materials to meet the needs of struggling readers.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

**Alabama Quality Teaching Standards Evaluation Form - Secondary Mathematics
 Education Majors**

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:
<i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)1	Ability to use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)2	Ability to construct logical arguments for mathematical statements that are consistent within an axiomatic framework.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)3	Ability to use language and symbols of mathematics accurately in communications.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)4	Ability to use a variety of manipulative and visual materials to help students explore and develop mathematical concepts.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)5	Ability to conduct and lead students in inquiry math activities.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)6	Ability to use estimation and approximation skills and assess the reasonableness of solutions to problems.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)7	Ability to use technology in problem solving and in exploring mathematical concepts.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)8	Ability to present and interpret data in graphical form.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)9	Ability to develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)10	Ability to use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts.
☐	☐	☐	☐	☐	290-3-3-.13(1)(b)11	Ability to integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

**Alabama Quality Teaching Standards Evaluation Form - Secondary Science Education
Majors**

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:
<i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 1	Ability to investigate scientific phenomena, interpret findings, and communicate them to others.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 2	Ability to address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 3	Ability to organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 4	Ability to set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 5	Ability to conduct and lead students in inquiry target science activities.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 6	Ability to inform students about career opportunities in science and technology.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 7	Ability to apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of target science.
☐	☐	☐	☐	☐	290-3-3-.14(1)(b) 8	Ability to use media and appropriate instructional technologies.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

**Alabama Quality Teaching Standards Evaluation Form - Secondary Social Science
 Education Majors**

Teacher Candidate:	Cooperating Teacher:
Major:	Date:
School:	Grade Level:
Course Number:	College Supervisor:
Candidate's Signature & Date: <i>My signature of this document indicates that I have reviewed the standards and received feedback on the scores.</i>	Cooperating Teacher's Signature & Date: College Supervisor's Signature & Date:

Scoring Indicators:

1- Unacceptable 2- Basic 3- Proficient 4- Exceptional N/A- Not Applicable

4	3	2	1	N/A	Rule	Alabama Quality Teaching Standard
					290-3-3-.04	
☐	☐	☐	☐	☐	290-3-3-.19(1)(b)	Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Clinical Practice Documentation Form

Teacher Candidate:	1 st Placement School/Grade Level/Cooperating Teacher :
Term/Year:	2 nd Placement School/Grade Level/Cooperating Teacher:

1st Placement: - Attach copy of Teacher Candidate Observation Evaluation Form - Attach copy of Professional Disposition Rating Form - Attach copy of Alabama Quality Teaching Standards Evaluation Form	(Teacher candidate's signature & date) (Cooperating teacher's signature & date) (College supervisor's signature & date)
2nd Placement: - Attach copy of Teacher Candidate Observation Evaluation Form - Attach copy of Professional Disposition Rating Form - Attach copy of Alabama Quality Teaching Standards Evaluation Form	(Teacher candidate's signature & date) (Cooperating teacher's signature & date) (College supervisor's signature & date)



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Daily Attendance Documentation Form

Teacher Candidate:	Clinical Practice Placement School:
Grade Level:	Semester:
Candidate's Signature & Date:	Cooperating Teacher's Signature & Date:

Date	Time In	Time Out



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Judson College Lesson Plan Format

Teacher Candidate:	Placement School:
Grade Level:	Semester and Teaching Date:
Course:	Subject:

Lesson Overview (1.1)

What is the content/topic of the unit of instruction of which this lesson is a part?

What is the context of the lesson? What has been previously taught? What will be taught following this lesson?

State Standard(s) Provide COS number and description **(1.4; 5.5)**

National Standard(s)

Theory to Practice (Cite theorist(s) relevant to objectives and procedures of lesson.) **(1.1)**

Objective(s) Objectives must be measurable. (2.4)

Instructional Plan (2.6; 3.4; 3.7; 3.8)

Teacher Candidate Resources and Preparation

Research:

Materials:

Diversity (1.5; 4.1; 4.8; 4.10)

What learner differences exist in this classroom? (ELL, Special Needs, Gifted, SES. Etc)

Procedures: Include accommodations, modifications, and adaptations will be made to meet the needs of individual learners. (1.1; 1.2; 1.3; 1.5; 2.1; 2.2; 2.3; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 4.9)

Engage

Explore

Explain

Extend

Evaluate (2.5; 2.8; 2.9; 2.10)

Evaluation is a continual process within the lesson plan design. Be certain to highlight a minimum of two formative assessment measures and, if there is a summative measure at the end of the lesson, record it as well.

Reflection on student work (Must include examples of student work) (2.10; 5.1)

What specific feedback was provided to students?

How did the assessment measure learner attainment of specified objectives?

Reflection on teaching practice (4.9; 5.1; 5.2)

How was assessment used to provide feedback and adjust instruction?

How were learning experiences designed to engage various learning styles and multiple intelligences?

Updated January 2013



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Unit Plan Grading Rubric

Teacher Candidate:	Clinical Practice Placement School:
Grade Level:	Semester:
Unit Title:	Unit Score:

CRITERIA FOR GRADING	Meets requirements	Partially meets requirements	Does not meet requirements
Completeness 25 points	Unit is comprised of carefully designed lessons, reflecting attention to thoroughness, grammar and usage rules, and includes all the components necessary for a Judson unit. Technology is incorporated seamlessly as an integral part of the unit. All materials are listed and copies of student sheets are included. 25 points	Unit is either complete but not thoroughly written or is thoroughly written but incomplete. 15 points	Unit does not include all required components and/or writing does not adhere to grammar and usage rules. 0-10 points (depending on missing portions/errors)
Inquiry Based 25 points	Each lesson provides opportunities for student engagement tied directly to learning objectives and curriculum standards. 25 points	Some of the lessons in the unit provide opportunities for student engagement tied directly to learning objectives and curriculum standards. 15 points	All of the lessons are teacher-centered or provide activities that do not reflect the learning objectives and/or curriculum standards. 5 points

CRITERIA FOR GRADING	Meets requirements	Partially meets requirements	Does not meet requirements
Engaging Activities 25 points	Lessons vary in instructional methods and materials. Students' identified needs are an integral part of the unit design and accommodations are noted throughout the lesson plans. Activities are designed for differentiated learning experiences which meet the range of needs of diverse learners. 25 points	Some of the unit meets the goals of engaging activities linked to the learners' needs and differentiated activities are designed. 15 points	All of the lessons are similar and do not reflect a range of activities to meet the needs of diverse learners. 5 points
Evaluation 25 points	Backward design is evident with attention throughout the plan to student mastery of learning goals. Formative as well as summative assessment is included in the scope of the plan. 25 points	Backward design is evident but little attention is paid to the use of formative assessment to drive instruction. Materials needed for assessment (rubrics, checklists, written tests) do not clearly reflect the learning objectives or are poorly constructed. 15 points	Lessons display no evidence of backward design and materials for assessment are not present. 5 points



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

End of Program Evaluation Form

Teacher Candidate:	Presentation Date:
Evaluator's Signature and Title:	

Scoring Indicators: 1- Unacceptable 2- Basic 3- Proficient 4- Exceptional

4	3	2	1	Oral Presentation Standards
☐	☐	☐	☐	Presenter identified herself and provided general information about the clinical practice assignment.
☐	☐	☐	☐	Presenter succinctly explained main tenets of teaching philosophy with at least one example of a relevant classroom application.
☐	☐	☐	☐	Presenter briefly described one of the teaching unit(s) developed and taught during the clinical practice experience and shared assessment outcomes.
☐	☐	☐	☐	Presenter described at least one particularly successful activity which she led during clinical practice.
☐	☐	☐	☐	Presenter paced presentation to stay within time-frame appointed and spoke comfortably and professionally, pacing the presentation in a logical, sequential order.
☐	☐	☐	☐	Presenter responded confidently and professionally to questions from the audience.

4	3	2	1	E-Portfolio Components
☐	☐	☐	☐	Includes current resume suitable for use when seeking a teaching position
☐	☐	☐	☐	Includes a succinct, polished statement of five belief statements founded in professional preparation and in professional practical experiences.
☐	☐	☐	☐	Includes evidence (lesson plans, photographs, activities, etc.) highlighting best professional practice
☐	☐	☐	☐	Includes evidence of cooperating teacher, college supervisor, and self-evaluations on the Teacher Candidate Performance Evaluation Form
☐	☐	☐	☐	Includes evidence of lesson planning providing specific interventions for RTI Tier II learners
☐	☐	☐	☐	Includes evidence of professional development completed during the teacher candidacy
☐	☐	☐	☐	Includes evidence of parental interaction



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Evaluation of College Supervisor by Cooperating Teacher

Teacher Candidate:	Clinical Practice Placement School:
Grade Level:	Date:
Cooperating Teacher Signature:	

The following instrument is designed to obtain feedback about the college supervisor's support of the clinical practice experience. Please respond to each of the following prompts and return to Dr. Gwen McCorquodale 302 Bibb Street, Marion, AL 36756.

Describe how you were prepared by Judson College to host a teacher candidate for clinical practice?
During the clinical practice how did Judson College Department of Education meet your needs for supporting the teacher candidate?
What do you perceive as the strengths and weaknesses of the Judson College Department of Education Clinical Practice Program?
What key words would you use to describe the Judson College Department of Education Clinical Practice Program?



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Evaluation of College Supervisor by Teacher Candidate

Teacher Candidate's Signature:	Clinical Practice Placement School and Semester:
College Supervisor's Name:	Date:

Directions: Indicate your perception of the Judson College Supervisor by responding to each item and return to Dr. Gwen McCorquodale 302 Bibb Street, Marion, AL 36756.

Use the following indicators. A=Agree D=Disagree

=====

During the clinical practice, my College Supervisor:

- ____1. Was accessible to me (through observations, conferencing, group discussions, email, and other technologies).

Comments: _____

- ____2. Provided constructive feedback when conferring with me about teaching.

Comments: _____

- ____3. Outlined clear objectives for the improvement of my performance.

Comments: _____

- ____4. Facilitated and participated in a midterm and final evaluation session with my Cooperating Teacher and me.

Comments: _____

List three ways the College Supervisor supported you during your clinical practice internship.

How many observations did your College Supervisor complete during your clinical practice internship? Describe the nature of the feedback provided.



Judson College Department of Education
Teachers Who Are Prepared for Life and Learning

Evaluation of Cooperating Teacher by Teacher Candidate

Teacher Candidate:	Clinical Practice Placement School/Teacher's Name:
Grade Level:	Date:

Directions: Indicate your perception of the Cooperating Teacher assigned to you this semester by responding to each item and return to Dr. Gwen McCorquodale 302 Bibb Street, Marion, AL 36756. Use the following scale: A=Agree D=Disagree

=====

During the clinical practice, my Cooperating Teacher:

- ____ 1. Attempted to make me feel at ease in the classroom.
Comments: _____

- ____ 2. Was available when I needed assistance.
Comments: _____

- ____ 3. Used constructive criticism, noting my strengths and weaknesses, when conferring with me about my teaching.
Comments: _____

- ____ 4. Responded promptly and thoroughly to my questions and problems.
Comments: _____

- ____ 6. Communicated realistic expectations of me as a teacher candidate.
Comments: _____

- ____ 7. Collected sufficient information to adequately evaluate my performance.
Comments: _____

- ____ 8. Allowed me to experiment with a variety of methods.
Comments: _____

- ____ 9. Supported my efforts to manage/discipline students appropriately.
Comments: _____

- ____ 10. Assisted me in planning my lessons.
Comments: _____

Certification Guidelines

Individuals who have completed a baccalaureate or higher degree with a regionally accredited senior institution may be eligible for Alabama certification. Applications for certification are mailed by the certification officer approximately one week after completion of all coursework required. Applications are available in the Office of the Teacher Certification Officer. (Jewett 209).

Students should return the completed application and provide either a cashier check or money order for the appropriate amount [currently \$30 for each certification] to the Teacher Certification Officer (Jewett 209). Students should apply for certification within five years of graduation. It is your responsibility to be aware of ALSDE certification renewal requirements.

Alabama has certificate reciprocity agreements with the following states:

Arizona	Hawaii	Michigan	Ohio	Vermont
Arkansas	Idaho	Mississippi	Oklahoma	Virginia
Colorado	Illinois	Montana	Oregon	Washington
California	Indiana	Nevada	Pennsylvania	Washington, D.C.
Connecticut	Kentucky	New Hampshire	Rhode Island	West Virginia
Delaware	Louisiana	New Jersey	South Carolina	Wyoming
Florida	Maine	New Mexico	Tennessee	
Georgia	Maryland	New York	Texas	
Guam	Massachusetts	North Carolina	Utah	