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Introduction

The internship is the culminating experience for students within the University of Montevallo's teacher education program. This handbook addresses the various facets of the internship experience. It is intended to serve as a resource for the principal participants-the interns, Cooperating Teachers, University Supervisors and School Leaders- by providing all members of this professional team with the materials, policies, and procedures necessary to help facilitate professional growth for the intern.

The internship is one of the most challenging and rewarding experiences of the teacher preparation program. It will offer opportunities that will enable you-the intern, to make a difference in the lives of students. The internship journey will lead you down paths of both great joy and anxiety. In the process, you will be supported and mentored by an experienced classroom teacher and a university supervisor, all of whom are here to help guide and encourage your professional growth as a teacher.

Please make yourself familiar with the information included within this Handbook as well as the appendix that provides information regarding teacher ethics and evaluations.

Best wishes for a successful and rewarding internship experience.

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Interns

Internship Placement

All certification programs require the successful completion of a full-time internship for 16 weeks, an entire semester. Internship for all areas will include two placements. These interns will teach a minimum of 20 full days including, ten of those at each placement, with at least five consecutive days in each setting.

Teaching Level	Placement	Placement
Early Childhood	K-3 (first placement)	Pre-K (second placement)
Elementary	K-3 (first or second placement)	4-6 (first or second placement)
Elementary/Collaborative	K-6 (first placement)	SpEd (second placement)
Secondary & P12 (Art, EDHH, Music)	Middle School (first or second placement)	High School (first or second placement)

Internship placements are determined through collaboration among CEHD faculty, school partners and Teacher Education Services. Interns are not usually placed in schools in which they have a family member.

No intern is guaranteed a requested placement in terms of location or grade level.

Beginning in Spring 2026, all internship requirements, including all Praxis and Foundation of Reading tests, must be completed by the Friday of final exam week during the Fall for Spring interns and by the Friday of final exam week during the Summer for Fall interns. Failure to complete these requirements by the deadline may result in forfeiture of your placement. If these requirements are met before the beginning of the internship semester, you may appeal to the Dean in writing.

Attendance

Absences

Interns are expected to follow the same schedule as their Cooperating Teachers. Should interns have an unexpected absence, it is **absolutely mandatory** that they notify the Cooperating Teacher, University Supervisor, and Field Coordinator by 7 a.m. on the morning of the absence, if possible. Failure to comply with these guidelines will result in an unauthorized absence and possible removal from the internship.

Due to the importance of the internship semester, the university allows interns **three authorized absences** during the semester. Authorized absences may include medically verified personal illness, medically verified illness of an intern's child or immediate family member, emergencies of a serious nature and previously arranged university activities approved by the Coordinator of Field and Clinical Experiences. **Students should not go to placements if they have a fever.** Medical appointments not of emergency status should be scheduled after school hours. Interns should call the Coordinator of Field and Clinical

Experiences if there are questions.

Any authorized absence in excess of three days must be made up. If, for valid reason, interns are absent for five or more days, permission must be obtained from the Coordinator of Field and Clinical Experiences to continue the internship and make up the absence(s). If permission is not granted, the entire internship must be repeated. If the intern disagrees with the decision, an appeal may be made first to the Field Coordinator, then the Director of Teacher Education Services, then to the Department Chair, and finally to the Dean of the College of Education and Human Development.

Any unauthorized absence from a required university event, seminar, or from the school placement will generally result in a letter grade reduction for the internship. A second unauthorized absence will usually result in removal from the internship; the internship will have to be repeated in its entirety, providing it is the first attempt.

A half-day at school is considered 7:30 - 11:30 am or 11:30 am - 3:30 pm. Any half-day missed beyond the three authorized days would need to be made-up.

Please keep in mind that arriving to school on time each day is important for success throughout the internship. Three late arrivals will result in a half-day absence from school.

The intern is responsible for transportation and childcare during his or her internship.

Interns may bank days by reporting to their placement before their internship semester begins. These days may be used for emergencies such as illness or family emergencies. They may not be used for vacations or other unexcused absences.

Internship Hours

Interns are expected to report to their school at a time determined by their Cooperating Teacher, but no later than 7:30 am. Interns are also expected to stay until at least 3:30 pm or until released by their Cooperative Teacher. Any violation of this policy without the University Supervisor's knowledge and approval will be treated as an unauthorized absence.'

Student interns are also expected to attend faculty meetings, PTO/PTA meetings, professional development meetings that occur during or after school, and club meetings that are sponsored by the Cooperating Teacher.

Interruption of Internship

Generally, internships must be completed in their entirety within one semester, unless the university incomplete policy applies. If it becomes necessary for an intern to withdraw from internship, standard university procedures for withdrawal should also be followed. *A drop or withdrawal from internship after the second week of the semester counts as one of the two attempts to complete internship, unless the withdrawal is approved by the CEHD Dean such as doctor-verified illness, medical emergency or other extenuating circumstance.*

Internship Orientation

All interns are required to attend Internship Orientation at the beginning of the semester. Unexcused absences from an Internship Orientation will generally result in a loss of a letter grade per incident for the internship.

Time Management

Due to the stringent requirements of internship, holding employment is discouraged. In addition, the only course interns are allowed to take with internship is EDI 499/599. Any other coursework taken during internship must be Dean approved and not interfere with internship.

Professional Dress

Appearance is important. Look more like a teacher than a student! Interns must conform to local school policies governing professional dress and grooming. Beyond local school norms, University Supervisors will clarify UM expectations in this area.

Planning

There is no substitute for thorough planning. Interns 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 University Supervisor.

The intern should consult with the Cooperating Teacher concerning how far in advance plans should be submitted. The plans should always be presented to the University Supervisor at the beginning of a classroom observation and be uploaded in Canvas by the stated syllabus due date. Format for lesson plans will be outlined within the course syllabus. Students may not teach without a written plan.

Internship Requirements

The requirements for internship vary by program area. Please reference your program's internship syllabus for a comprehensive listing of the various requirements.

Evaluation

Interns will be evaluated based on developing essential knowledge, skills, and critical dispositions outlined in the InTASC and Alabama Core Teaching Standards using the Teaching Observation Form and the Assessment of Professional Practices in conjunction with the CPAST evaluation at midterm and end of term. The University Supervisor will visit interns regularly. The Supervisor will complete a minimum of four written observations during the internship period. Typically, two of the visits will occur prior to the mid-term conference and the remaining two after mid-term, but prior to the final conference.

Cooperating Teachers are expected to give ongoing feedback regarding intern performance. This feedback may be written or unwritten, formal or informal, and will be the subject of regular consultation. The Cooperating Teacher will also complete two formal observations using an evaluation instrument provided by the Supervisor.

Elementary, Early Childhood, P-12, and Secondary Interns will receive two CPAST evaluation reports at a midterm and final conference. Elementary/Collaborative interns will have a total of four conferences, a midterm and final conference in each placement. While both the Cooperating Teacher and the University Supervisor will evaluate the intern's performance at midterm and at the end of the term, the final grade assignment for the internship rests with the University Supervisor. The midterm evaluation provides direction for growth. The midterm and final evaluation will include a conference that includes the intern, University Supervisor, and Cooperating Teacher. The evaluation form will indicate a midterm and final letter grade at the time of the conference and should be signed and dated by all parties during the conference. Professional dispositions and practices will be evaluated by the University Supervisor and Cooperating Teacher prior to the conference (using the Professional Dispositions Assessment). A final, signed copy of all forms documenting all observations, final grade, and final dispositions will be submitted to the office of Teacher Education Services at the conclusion of the candidate internship.

Employed interns will adhere to the same evaluation requirements as all other non-employed interns. They will be assigned a local mentor as well as a UM supervisor.

Preparing for University Supervisor Visits

It is important that the University Supervisor have a designated seat that is unobtrusive and pivotal for observing classroom activity. Upon arrival, interns should provide the Supervisor with a copy of the daily lesson plan, other materials relevant to the lesson being observed, and any documentation requested by the Supervisor.

Classroom Management

Interns 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. Interns are expected to maintain an orderly and positive learning environment utilizing current research regarding best practices of positive behavior management and organization. School policies regarding such should be studied closely and the Cooperating Teacher should be made aware of all problems.

When Problems Occur

In addition to communicating daily with Cooperating Teachers, interns are encouraged to contact their University Supervisors when they feel it is necessary. It is of critical importance that Supervisors be promptly and thoroughly informed of classroom concerns

and problems. Interns may also contact the Coordinator of Field and Clinical Experiences if necessary.

Limitations of the Intern

The intern is governed by law and/or CEHD policy in the following areas:

<p>Substitute Teaching: Interns will not serve as substitute teachers. This policy protects the Cooperating Teacher, the local school, the university, and the intern. Interns must immediately contact their University Supervisor should they be left in charge of a classroom without a substitute teacher on school campus.</p>	<p>Grades: Interns should only assign grades with the approval of the Cooperating Teacher. They must also construct, administer, and grade examinations with the Cooperating Teacher's approval.</p>
<p>Communication with Parents: Interns should communicate with parents or guardians only with the approval of the Cooperating Teacher. All written correspondence must be co-signed by the Cooperating Teacher.</p>	<p>Corporal Punishment: Interns may not participate in administering corporal punishment to students, nor may they serve as witnesses while school staff members administer corporal punishment.</p>
<p>Illegal Substances: Interns are prohibited from having illegal substances on school premises or off school premises during extracurricular activities (e.g. drugs, alcohol, vapes, and tobacco). Interns are not allowed to leave the campus during the school day to smoke. Students who violate this policy will be removed from the internship immediately.</p>	<p>Ethical Infractions: Ethical infractions are serious and will be dealt with severely. Infractions include, but are not limited to the following: physical or emotional endangerment of a child or individuals in field placement; amorous relationship with a candidate, other school personnel, or both; vandalism of school property or any other criminal activity during a field placement.</p>

The Law and the Intern

Interns need to be familiar with laws that affect teachers and interns. Teacher rights, responsibilities, and liabilities are addressed in constitutional, statutory, and/or case law, as well as in local school board policies.

First Amendment: Teachers must refrain from promoting religious activities in school. For the intern, this primarily means activities such as audible praying, Bible reading, and discussing your religious beliefs is 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 interns should familiarize themselves with the school system policies. Any speech that disrupts the educational process is not protected by the First Amendment.

Fourth Amendment: This amendment addresses the right of an individual 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 an intern has a reasonable suspicion that a student possesses something illegal, the intern should discuss the matter with the Cooperating Teacher.

If a search is warranted, a school official should conduct the search. Some related matters concern 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. Interns are not held to the same standard, but if an intern suspects abuse or neglect, she/he **must** discuss it with the Cooperating Teacher.

Negligence: Teachers and interns 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 about an injury. If an injury were to occur, the teacher/intern should be prepared to answer the following question-*Did the teacher exercise the appropriate degree of supervision under the circumstances?* Teachers and interns 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. The intern 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 intern should become familiar with the school 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 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 areas to which the educator should be sensitive.

Confidentiality: Student confidentiality is an area in which litigation is becoming increasingly common. All information regarding students and any other school related information learned during the internship must remain confidential. As such, it must not be disclosed through social media or other forms of communication. Situations that may be harmful to any individual must be reported to the proper parties.

Tips for a Successful Internship

Cooperating Teacher-Intern Relationship

Establishing a good working relationship with your Cooperating Teacher will make the experience much more satisfying and less stressful. The Cooperating Teacher has ultimate responsibility for the class and it is important that the intern recognize and respect this. Observe how the Cooperating Teacher handles various procedures. Ask questions being careful that questions are asked in a manner that facilitates learning and does not put the teacher on the defensive.

The intern's relationship with the Cooperating Teacher will be influenced by his/her attitude toward accepting responsibility. If the intern is willing to do only the minimum required by the university, a good impression will not be made. Take every opportunity to get as much and as many experiences as possible. Be responsive to requests for assistance. Volunteer to assist instead of waiting to be asked! Be punctual. Observe all school rules.

Attendance Records

The attendance record system at any school serves as a legal document and a very important school procedure. School funding is based on attendance and records are sometimes used in court cases to verify student attendance. Careful attention must be paid to accurately recording the required information. Become familiar with this procedure ASAP.

It is important to remember that all information regarding students is confidential and should not be discussed with anyone other than those who have a right to know.

Withdrawals

If it becomes necessary for an intern to withdraw from the internship, standard university procedures for withdrawal should also be followed. A drop or withdrawal from internship after the second week of the semester counts as one of the two attempts to complete internship, unless the withdrawal is approved by the CEHD Dean such as a doctor-verified illness, medical emergency or other extenuating circumstance.

If the intern's progress is unsatisfactory, as determined by the Cooperating Teacher and/or the University Supervisor, the intern may be withdrawn from the internship by the Coordinator of Field and Clinical Experiences. Prior to withdrawal, a Professional Improvement Plan will be written to address concerns and provide intervention. The Professional Improvement Plan may be written either by the University Supervisor or the Coordinator of Field and Clinical Experiences. A copy of the Plan should be provided to both parties. If the intern progresses satisfactorily, the internship may continue. If the intern progress is unsatisfactory, the internship may be discontinued. In extreme circumstances, and/or if the removal of an intern is requested by the school, no Professional Improvement Plan is required. The intern will be removed by the Coordinator of Field and Clinical Experiences in consultation with the University Supervisor, the Director of Teacher Education Services, and the Dean of the College of Education and Human Development. The student may or may not be allowed to repeat the internship, depending on the circumstances surrounding the removal/withdrawal. If a second

attempt is approved, it is the intern's responsibility to complete a new application within one week of the removal or withdrawal to be placed the following semester. Additional hours of observation may be required before a second placement is given.

In all, students are allowed two Professional Improvement Plans. If a third Professional Improvement Plan is written, the student will be removed from TEP.

If a student disagrees with this decision, an appeal must be made within 24 hours first to the University Supervisor and Field Coordinator, then to the Department Chair, and finally to the Dean of the College of Education and Human Development. During the appeal process, the student may not attend internship. If the student is reinstated, days missed must be made up.

Student National Education Association

Interns may be interested in affiliating with the SNEA/SAEA group on campus. Along with professional membership, liability insurance, publications, and future discounts on membership are provided for interns. Interested students should see the advisor for this group.

Employed Interns

Occasionally, Alternative Master's degree students are employed by local superintendents by way of provisional licensure or alternative certification granted upon her/his request by the Alabama State Department of Education. It has been the policy of the College of Education and Human Development to cooperate with superintendents and candidates in these situations. However, to ensure that eligibility for UM program completion and recommendation for certification are not compromised, students should closely review the following guidelines prior to accepting employment.

Guidelines for Employment:

- P-12, Secondary, Elementary, and Education of the Deaf and Hard of Hearing students must be employed full-time on an Interim Employment Certificate (IEC) in their Teaching Field.
- Students must be employed at a SACS (Southern Association of Colleges and Schools) accredited school and be employed full-time at the grade level(s) and teaching field area for which certification/program completion is sought.
- P-12 or K-12 students must be employed at the middle grades (grades 6, 7, and 8). P-12 or K-12 students whose employment is limited to one level (example-elementary) are required to complete a three-semester hour practicum (90 hours) to meet UM and ALSDE requirements at the other level (example- secondary) for program completion and certification.
- Even when employed on an IEC, students must meet all UM and state department internship requirements prior to the internship semester.

In addition, the following information is needed to complete the internship application:

- Principal/HR documentation on form *Teaching Assignment and Verification for Employed Interns* verifying employment, teaching area, and assignment of a mentor. The mentor must hold a Class A certificate in your teaching field and have at least three years of teaching experience in your teaching field.

Additional questions or concerns should be directed to Teacher Education Services.

Post-Internship Employment

Candidates may find that verification of their credentials is required by a prospective employer or graduate program. Verification of Certification forms will be issued when final grades are posted and the certification application is processed and sent to the State Department of Education. If a letter of completion is required before graduation, the letter must be requested by the principal, HR department, or institution directly by emailing Mary Howard at mhoward2@montevallo.edu.

Procedure for Internship Accommodation Requests

Students who would like to pursue disability support services may follow the procedures outlined below.

1. The student provides the Disability Support Services Office with disability documentation and an application for services specifying the request for accommodation (unless one or both are already on file).
2. DSS staff will review documentation and the accommodation request.
3. The determination of reasonable accommodations for internship/practicum will involve an interactive process between student, DSS and appropriate faculty or staff person of academic department. The interactive process will review professional standards and essential elements of the internship/practicum, and will typically require feedback/discussion with the school partner. Accommodations that fundamentally alter or interfere with essential elements or professional standards, or that impact the health/safety of others will be considered unreasonable.
4. Recommendations for reasonable accommodation(s) arising from this process will be provided to the student in writing.
5. If a student agrees with recommendations for accommodation, then an accommodation agreement will be prepared by DSS and emailed to student, academic department, and school partner as appropriate. The student should immediately notify DSS if accommodations are not appropriately implemented.
6. If a student disagrees with recommendations for accommodations, then the student may appeal to the appropriate Chair/Dean (as appropriate) for review. The Chair/Dean will continue the interactive process with all parties.

7. If no resolution, the discussion will be forwarded to VPAA/Provost, who may review the request, supporting documentation, and meet with involved parties as necessary.
8. VPAA/Provost makes a decision, and notifies all parties in writing. The decision of the VPAA/Provost is final.

Disability Support Services
Main Hall, rear lower level
205-665-6250
DSS@montevallo.edu

Summary Checklist for Interns

- Study the Internship Handbook.
- Visit as often as possible with the Cooperating Teacher for planning and observation before the internship actually begins. Be sure visits are scheduled.
- The intern should plan his/her personal schedule to accommodate edTPA deadlines.
- Attend Internship Orientation. This is required of all interns, including employed interns.
- Meet with the Cooperating Teacher to complete the [Intern Expectations Form](#).
- Submit all required lesson plans on time and to those who are designated to receive them.
- Follow guidelines as outlined by the program syllabus.
- Facilitate the completion of midterm and final CPAST self-evaluations.
- Complete required observations and meetings.
- Obtain and complete an application for teacher certification in addition to attending to other graduation matters.
- Seek out references (as needed).
- Register and post your teaching application online at [Teach in Alabama](#).
- Find a simple, yet meaningful way to show your appreciation to your Cooperating Teacher for allowing you to work in his/her classroom.

Cooperating Teachers

Appointment as a Cooperating Teacher is recognition of a teacher's competence and skill. A teacher's interest and dedication to the development of future educators is critical to the journey of professional growth. Studies have shown that the internship experiences consistently rank as one of the most influential aspects of the entire teacher education program. This is due to the quality and dedication that the cooperating teacher provides for future educators.

Cooperating Teacher Qualifications

Cooperating Teachers are accomplished school professionals with a Class A certificate for their present assignment, at least three years of successful teaching experience in their area of specialization, be currently teaching classes in the intern's area(s) of specialization, and have a positive principal recommendation. If a recommendation is made by the school administrator, then the CEHD Dean may document and grant an exception for a cooperating teacher who meets the other criteria, but holds a valid Class B Professional Educator Certificate, rather than a Class A Professional Educator Certificate in the intern's area of specialization.

Expectations of the Cooperating Teacher

The Intern Expects:

- An opportunity to learn from observation
- An opportunity to collaborate with lesson planning
- Regular evaluation sessions where constructive suggestions are offered
- Recognition of demonstrated improvement
- Gradual induction into teaching responsibilities
- An opportunity to observe other classes once full-time teaching responsibilities are complete

The University Supervisor Expects:

- A willing attitude and dedication to the professional growth of the student intern
- A commitment to adhere to the university's guidelines for the internship experience
- Regular evaluation and reporting of the student's progress
- Support to ensure the intern's teaching responsibilities are achieved in a timely manner
- Open and honest communication regarding the student's progress
- Notification regarding any problems or concerns related to the student intern, such as absences, late arrivals, and lack of proper planning or preparation
- Participation in midterm and end of the term conferences (other conferences may be scheduled as needed)

Responsibilities of the Cooperating Teacher

1. Planning and preparing for the student intern
 - Provide a desk or table for the intern
 - Provide a copy of a textbook or other resource used within the classroom
 - Arrangements for parking or lunchroom access
 - Copies of school handbook, policies, procedures, etc.
2. Introduction of intern to students as a fellow professional
3. Introduction of intern to faculty and staff
4. Tour of school building and orientation of school procedures
5. Discussion of school policies concerning disciplinary rules and procedures, accidents, teacher duties, and fire/tornado drills.
6. Explanation of attendance requirements for PTO, faculty meetings, planning meetings, or other professional meetings
7. Completion of two formal intern observations using the evaluation instrument provided by the Supervisor. Additionally, two CPAST evaluations will need to be completed at the midterm and end of term.
8. Completion of internship components as outlined within this handbook, checklist, and as communicated by the University Supervisor.
9. Avoid intervention when the intern is teaching unless:
 - A potentially dangerous disciplinary situation has developed
 - The intern has lost self-control
 - The intern seeks your support
 - Inaccurate information has been conveyed and extensive re-teaching would be necessary
 - The intern has departed too far from the approved lesson plan

Orientation for Cooperating Teachers

The College of Education and Human Development provides orientations for Cooperating Teachers each semester to help them understand their role and responsibilities. University Supervisors will schedule the orientation with the Cooperating Teacher during the first two weeks of the internship. An evaluation of the orientation will be completed by the Cooperating Teacher at the conclusion of the orientation.

Reporting Problems

If a problem should occur involving the intern, it is best to attempt to resolve any difficulties with the intern directly. If this is not successful, or if the issue is serious in nature, please do not hesitate to contact the University Supervisor immediately. In cases when the University Supervisor is not available and additional support is justified, feel free to contact the Coordinator of Field and Clinical Experiences at 205-665-6347. For professional reasons, it is asked that you not discuss the issue with others in the school, with the exception of the principal if you feel that is appropriate. If necessary, a conference may be scheduled with the principal, Cooperating Teacher, University Supervisor, and intern to further address concerns.

Cooperating Teacher Forms

The Cooperating Teacher has a responsibility to work with the University Supervisor in completing the following forms:

- Professional Dispositions Assessment at the midterm and at the conclusion of the term
- Two Performance Evaluations
- CPAST evaluation at the midterm and conclusion of the term

The Cooperating Teacher is also responsible for completing:

- an evaluation of the University Supervisor
- an evaluation of the internship program

Copies of all evaluation forms may be found at the [TES website](#). Communication regarding their completion will come from the University Supervisor or the Coordinator of Field and Clinical Experiences.

Summary Checklist for Cooperating Teachers

- Review the [Internship Handbook](#).
- Work with the intern to plan an observation/participation schedule.
- Provide an appropriate workspace and materials for the intern.
- Introduce the intern in a professional manner.
- Furnish the intern with copies of the faculty and student handbooks.
- Discuss and complete with the intern the [Intern Expectations Form](#).
- Provide a tour of the building.
- Introduce the intern to the principal, assistant principals, department heads, and other faculty staff members.
- Explain attendance and emergency procedures and policies.
- Explain school and classroom grading policies and the format for keeping school and classroom records.
- Explain school day schedules including lunch, assemblies, and special classes.
- Explain school-wide and classroom discipline policies including procedures for being out of the room (e.g., restroom, hall pass)
- Work as a team in planning at first, and then expect the intern to select objectives of the lessons and relevant teacher behaviors.
- Observe intern teaching daily. Leave the room for short periods of time early in his/her teaching and then for longer periods of time as he/she gains more experience and confidence.
- Completion of two formal observations. Offer constructive criticism and suggestions for improvement following formal and informal observations.
- Complete midterm and final CPAST evaluations and Professional Dispositions Assessment form along with final evaluation reports.
- Conference with University Supervisor and intern regarding performance of intern.

University Supervisors

The Role of the University Supervisor

University Supervisors serve as a liaison between the university and the local school. They are responsible for coordinating the internship program for student interns under his/her supervision. Supervisors serve both the student intern and the cooperating teacher and must be available to communicate, conference, or problem solve when needed. This section reviews the roles and responsibilities of the University Supervisor.

University Supervisor Qualifications

University Supervisors have a master's degree, recent educational experience in their chosen field, a clear criminal history background, and a valid professional or leadership certificate. In addition, Supervisors also have qualifications and expertise that allow them to instruct, supervise, and assess candidates during internship. The Dean and/or Department Chair may grant qualification waivers at their discretion.

Orientation for University Supervisors

Faculty and adjunct supervisors who are assigned field-based supervision of students participate in a training session conducted by TES personnel. The orientation is conducted each semester and attendance is required.

The purpose of the orientation is to ensure that faculty who supervise field-based experiences agree on the goals and objectives of these experiences, employ sound and consistent principles of supervision, understand the policies and protocol for working with the schools and are familiar with the timelines and procedures for all paperwork.

Expectations of the University Supervisor

Student Interns Expect:

- Periodic observations
- Constructive and timely feedback and suggestions as related to the observations. Copies of performance evaluations and feedback related to observations should be provided within three days of each observation.
- Identification of weaknesses early in the term to allow for improvement and growth during the internship
- Recognition of improvement and success
- Support and concern if problems should arise

Cooperating Teachers Expect:

- Clear, open, and honest communication
- Information regarding the program provided in a timely manner
- Timely response when problems arise

- Professional courtesy and support

Responsibilities of the University Supervisor

1. Attend the Supervisor Orientation and edTPA training.
2. Meet with interns following the Internship Orientation Seminar.
3. Visit and observe each intern at least 4 times each term. The length of the observations will vary. The Supervisor must remember upon each visit to a school to observe protocol and/or regulations regarding public school visitors. Please check in and out of the building according to the required procedures. In accordance with established policy and procedure, the University Supervisor will notify the Cooperating Teacher of announced visits. Appointments should be kept. Visits should be arranged so that the intern may be observed in a variety of teaching situations. To help avoid conflict and potential misunderstanding, the University Supervisor should work closely with the Cooperating Teacher when making suggestions that could possibly affect the operation and/or effectiveness of the Cooperating Teacher's classroom.

During each observation, Supervisors are expected to evaluate the intern's performance using the appropriate evaluation form. Intern dispositions are to be assessed at mid-term and at the end of the term using the Professional Dispositions Assessment form.

4. CPAST evaluations. Prior to the midterm and end of term, the Supervisor will need to collect the CPAST Score Sheet from the intern and Cooperating Teacher. Data from the Score Sheets will be transferred to the CPAST Consensus Form for discussion at the midterm and final conference. During the conferences, the parties involved will establish at least one goal for the intern to focus on. All CPAST data from the midterm and end of term should be sent to the TES office for accreditation purposes.
5. Review edTPA portfolios in a timely manner following intern submission. Provide "guiding question" feedback as needed for each edTPA task.
6. Complete all necessary forms at the end of the internship semester. See the [TES website](#) for a listing of required forms.

Reimbursement

Each semester, a blanket travel authorization form will be prepared by the Office of Teacher Education Services and made available for each Supervisor to sign at the Supervisor Orientation. Supervisors are reimbursed for mileage expenses incurred while supervising interns at the current state rate. A completed in-state travel reimbursement form that documents school visit dates and mileage for the given month should be submitted to the Office of Teacher Education Services by each Supervisor monthly. The Office of Teacher Education Services will email the travel reimbursement forms to intern supervisors each term. Care should be taken that all dates and distances submitted are accurate. For

economical purposes and when calculating mileage for school visits please use your residence or University of Montevallo (whichever is closer to your destination) as a starting point. Forms submitted after sixty days will be considered income and will be subject to withholding tax. Please contact the TES Administrative Assistant at 205-665-6352 for more information.

Summary Checklist for University Supervisors

- Visit schools to meet with Cooperating Teachers once interns are assigned. Complete the orientation for Cooperating Teachers and collect evaluations.
- Review Internship Handbook.
- Meet with interns to discuss policies and to respond to questions.
- Collect lesson plans weekly and complete at least two observations before midterm. Complete the appropriate performance evaluation during each observation. Provide a copy to the intern following observation.
- Complete Internship Grade Form at midterm along with the midterm Professional Dispositions Assessment form and CPAST midterm evaluation. Conference with intern and Cooperating Teacher. Set performance goals as needed.
- Complete at least two more observations before the completion of the internship. Complete the performance evaluation during each observation. Provide a copy to the intern following observation.
- Assist interns with growth toward performance goals.
- Complete final Internship Grade form, final Assessment of Professional Dispositions Assessment form, and final CPAST Evaluation. Conference with a Cooperating Teacher.
- Complete an evaluation form for each Cooperating Teacher with whom you worked.
- Collect all evaluation reports before the final seminar.
- Submit all observations and evaluation reports to the Teacher Education Services office by the end of the semester.

Principals

The Role of the Principal

With the approval of the local superintendents of education, the Coordinator of Field and Clinical Experiences contacts local schools for the placement of interns. 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 for a placement to be made. Principals are asked to recommend specific teachers to serve as Cooperating Teachers. The Coordinator of Field Experiences does not contact the teacher directly. Communication is initiated with the Cooperating Teacher *only after* approval is granted by the principal. Reliance is placed on the *professional* judgment of the principal for the selection of appropriate Cooperating Teachers, in accordance with specific guidelines.

Primary Contact at the University of Montevallo

The Coordinator of Field and Clinical Experiences will serve as the initial contact from the University of Montevallo. After placement approval has been granted, a University Supervisor should be the contact person for the local school principal. If communication is not satisfactory at that point, the principal should contact the Coordinator of Field and Clinical Experience at 205-665-6347.

Principal Expectations

- Provide the intern with materials on school policy, philosophy, curriculum, activities and the like as may be helpful.
- Make available to the interns' information and materials that will enable them to understand the children or youth with whom they work, pointing out that such materials are to be treated in a confidential and professional manner.
- Indicate staff meetings, professional meetings and committee meetings that will be open to interns.
- Facilitate the acceptance of interns by the faculty of the school in which they are working.
- Keep informed about the progress of interns in the school.
- Screen potential cooperating teachers.

Certification Information

Applications for certification must be processed through the Teacher Education Services office since the University is the recommending institution. Applications must be received by the designated deadline for each semester. It is preferred that applications be hand-delivered to the Teacher Education Services (TES) office to verify certification information. The TES office is in Wills Hall 207. However, if necessary, the mailing address is:

Teacher Education Services
University of Montevallo
Station 6352
Montevallo, Alabama 35115

Important Information to Note:

1. Students who are employed on an Interim Employment Certificate (IEC) must still apply for certification.
2. Applications for certification must be submitted within 60 months (five years) of program completion. Current Alabama State Department of Education and University of Montevallo requirements apply at the time of certification application/recommendation.
3. All certificates are valid for five years and all continuation/renewal requirements must be met prior to expiration.
4. The State Department of Education may refuse to issue or may suspend, recall or revoke a teaching certificate for just cause. This includes, but is not limited to, the following:
 - a. If the applicant or certificate holder is proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or in any other state or nation.
 - b. If the applicant or certificate holder is proven guilty of a felony.
 - c. If the applicant or certificate holder alters the certificate or provides fraudulent information.
 - d. An applicant whose certificate has been revoked or suspended in another state must have that certificate reinstated by the originating state before any actions will be taken on an application for Alabama certification.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

Additional certification information is available on the [Teacher Education Services website](#).

Student Responsibilities

Students are responsible for being familiar with the requirements of the University as outlined in this Handbook, the *Bulletin*, and on the University's website and should maintain copies of their personal degree plan so information regarding progress toward a degree is readily available. The University reserves the right to modify degree requirements, programs of study, and curricula as it deems necessary or appropriate.

Changing one's major or concentration area(s) after the internship application deadline may result in a delayed internship of at least one semester unless prior approval has been received from the student's advisor, Department Chair, and Dean.

The academic advising process is crucial to the success of a student's university career. In planning a program of study, students should coordinate their personal goals with their academic and professional goals and should discuss long-range goals and career opportunities available in a particular major with their advisers. Students must obtain approval from their advisor to register or pre-register for courses. A student should meet with the advisor during the pre-registration advising period and should consult the adviser prior to any change in classes, prior to a change in major or minor, immediately following any report of unsatisfactory progress, and when considering withdrawal from Montevallo.

While the university provides an academic advisor to assist students with meeting academic requirements and planning their curriculum and courses, it is ultimately the students' primary responsibility to know the requirements for their degree, acquire current information about their academic status, and choose their curriculum and individual courses accordingly. By registering for classes, students certify that they have independently determined that the courses chosen are appropriate to meet their academic goals.

Students may also wish to complete the requirements for licenses, certifications, or similar credentials (e.g. teaching certificates, etc.) issued by the government or other organizations and agencies ("credentials") through coursework completed at the university. The requirements for these types of credentials change frequently, and students are responsible for monitoring those requirements for any changes, planning their course work accordingly, and making proper application for the credential. While the university endeavors to provide courses that qualify students to receive credentials and to keep students informed of any changes in requirements for credentials, it is ultimately the students' responsibility to monitor the requirements to ensure that their academic program meets the applicable criteria. The university has no control over the criteria for credentials issued by outside organizations and cannot guarantee that a student will receive a credential based upon coursework completed at the university.

Appendix

TEACHER QUALITY ASSURANCE PROGRAM Beginning Teacher Quality Assurance Program

Summary Statement

Since 1991, graduates of the College of Education teacher education program at the University of Montevallo who are recommended for certification have been covered by the **Beginning Teacher Quality Assurance Program** during their first and second years of teaching. The program is an affirmation of the College's confidence in the quality of its graduates--their preparation and their potential.

The College of Education and Human Development faculty is confident that its graduates are ready to begin regular classroom teaching and will stand behind their performance during the first and second years of teaching. Any school system in Alabama who hires one of these graduates and subsequently identifies a lack of professional or academic competence will be able to request that the CEHD provide assistance for remedying the problem. The CEHD or his designee will visit the school to verify the need for and to plan appropriate assistance.

The College **Beginning Teacher Quality Assurance Program** serves as evidence of the College faculty diligence in screening, instruction, and assessment designed to identify and prepare the best prospective teachers for the children of Alabama and as a confirmation of these graduates. It also contributes to the larger purpose of improving the relationships between the CEHD and the public schools of Alabama.

Please see the information sheet on the **Beginning Teacher Quality Assurance Program** for further information.

The University of Montevallo **Beginning Teacher Quality Assurance Program** is an expression of confidence in graduates of the CEHD teacher education programs, and an offer of cooperation with colleagues in Alabama public school systems.

To CEHD graduates, the **Beginning Teacher Quality Assurance Program** represents our pride in their accomplishments, our acknowledgement that a strong support system is important in their first and second years of teaching, and our desire to be a part of their continuing professional development.

To the schools' boards in Alabama, the **Beginning Teacher Quality Assurance Program** represents the CEHD faculty diligence in screening, instruction, and assessment designed to prepare the best prospective teachers for our children. We believe that school boards can appoint our graduates with a high degree of confidence that they are ready to begin teaching and that CEHD personnel stand behind them.

BEGINNING TEACHER QUALITY ASSURANCE PROGRAM

If problems arise in the performance of one of our graduates in the first and second years of teaching, and if these problems have resulted from shortcomings in the pre-service teacher preparation program, College of Education and Human Development faculty will help to correct them, free of charge.*

The University of Montevallo shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals whose performance indicates the need for additional support:

- (a) who receive less than the required minimum composite score, as determined by the Alabama State Board of Education, on EDUCATE Alabama, or another State-adopted evaluation instrument.
- (b) within the first two years after the beginning of the valid date of the Professional Educator Certificate, which was issued based on recommendation by the unit. In no case, shall the unit be required to provide remediation for more than the first two years of employment.

Services to School Systems

Beginning Teacher Assistance Information

Ways to assist beginning teachers adjust to new jobs and enhance their professional growth.

Requests for Assistance

Investigation and assistance in addressing verified performance problems for College of Education and Human Development graduates.

Services to Beginning Teachers

Beginning Teacher Clinics

Opportunities for first and second year teachers to share common concerns and problems, as well as to gather sound, practical, and research-based information on topics of concern from experienced and knowledgeable professional educators.

*See the conditions of the warranty and instructions for initiating a request for assistance.

Beginning Teacher Quality Assurance Program
College of Education & Human Development/University of Montevallo

Conditions and Instructions

The Conditions

Any first or second year teacher in Alabama who graduated from and who was recommended for certification by the University of Montevallo after May 1991, and who is judged to be performing unsatisfactorily in the classroom shall be eligible for supervisory assistance and/or remediation from College of Education and Human Development faculty. There shall be no cost either to the teacher or the employing school system in situations where the Dean of the CEHD or his designee has determined that the assurance applies. The assurance does not apply in situations where the teacher has been given an unreasonable number of preparations, an out-of-field teaching assignment, an excessive number of students, complete floating status, or other contextual arrangements which conflict with the idea of minimal and necessary support for beginning teachers. Assistance agreed upon by CEHD representatives, school system personnel, and the teacher will be provided throughout the first year if requested.

Instructions for Initiating Requests

When the first or second year teacher performance has been assessed as unsatisfactory by the school principal and/or by central office supervisory personnel, the school principal should call the Dean of the CEHD (205-665-6360) to initiate the request for assistance. If conditions seem to have been met, the Dean or his designee will visit the school to further verify the conditions of request, to gather information about the nature of the situation, and to gauge the interests of school personnel and the teacher so that a course of action may be determined. The Dean, his designee, and the appropriate department chair will determine the nature and extent of faculty involvement.

For more information about the quality assurance program, please contact the Dean of the College of Education and Human Development at 205-665-6360, or write:

College of Education &
Human Development
University of Montevallo
Station 6360
Montevallo, AL 35115

Alabama Educator Code of Ethics

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. To accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The Code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards. Ethical conduct includes but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder ability to function in his or her employment position or a pattern of behavior that is detrimental to the health welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom. Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.
- Unethical conduct includes, but is not limited to, the following:
- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of

education.

Standard 8: Maintenance of Confidentiality

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

Reporting

Educators are required to report a breach of one or more of the Standards **in** the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards or with the State Department of Education Teacher Certification Section must be filed in writing and must include the original signature of the complainant.

InTASC/ACTS

InTASC/ACTS 1: Learner Development

InTASC/ACTS 2: Learning Differences

InTASC/ACTS 3: Learning Environments

InTASC/ACTS 4: Content Knowledge

InTASC/ACTS 5: Application of Content

InTASC/ACTS 6: Assessment

InTASC/ACTS 7: Planning for Instruction

InTASC/ACTS 8: Instructional Strategies

InTASC/ACTS 9: Professional Learning and Ethical Practice

InTASC/ACTS 10: Leadership & Collaboration

University of Montevallo College of Education

Mission, Vision, and Values

Mission Statement

The mission of the College of Education and Human Development is to prepare highly skilled, knowledgeable, and continually developing undergraduate and graduate candidates who make informed decisions, use current evidence and research based practices, and promote healthy and equitable communities through careers in counseling, exercise and nutrition science, family and consumer sciences, leadership, teaching, and technology.

Vision Statement

The College of Education and Human Development at the University of Montevallo will seek continuous improvement opportunities to build on our solid reputation of educating outstanding students in Counseling, Exercise & Nutrition Science, Family & Consumer Sciences, Leadership, Teaching, and Technology. The College will continue to offer meaningful immersion of a liberal arts education in every strand of the programs. The College will be known as caring, collaborative, and conscientious leaders in the world of education and human development.

Value Statements

At the University of Montevallo, the College of Education and Human Development values the following:

- Academic excellence and commitment to providing meaningful and practical learning experiences with educated, experienced, and committed faculty and staff.
- The commitment to attain and maintain national accreditation to further honor various licensures and certifications in a multitude of professions.
- Engaged professional development, service, and access to research opportunities in rigorous and rich environments.
- Fostering reflective ideas and opportunities related to diversity, equity, inclusivity, and social justice.
- Collaboration and community partnerships to promote multiple perspectives while working toward common goals.

Insurance, Risk, and Related Matters

The Montevallo experience includes academic, extracurricular, and recreational activities and opportunities that extend beyond the traditional classroom setting. While the University of Montevallo does not sponsor or require students to participate in activities that involve unusual risks of personal injury, some activities by their nature (e.g., intramural sports, student games and competitions, outdoor recreation, travel, and field trips) entail more risk of injury than others.

Students and their parents should review their personal health insurance for adequate medical/health coverage. The University of Montevallo does not provide general accident or sickness coverage for students but may offer assistance in identifying private insurers that offer such coverage. The staff in the health-services office can provide more information on student health insurance and health services. Please contact Kim Moon, PA or Lynn Adkins, Office Manager at 205-665-6275 if you have further questions.

Third parties may require UM students to obtain liability or other types of insurance as a condition to their participation in cooperative academic programs, e.g., student teaching. Although students are responsible for obtaining such coverage at their expense, the third party (and perhaps UM) may be able to assist students in identifying insurance programs that provide the required coverage.

Because an enriching collegiate experience involves a wide range of activities likely entailing travel, physical challenges, and acquiring new skills, it is not practical to secure separate approval for each activity. Accordingly, the University of Montevallo deems the student's enrollment to signify authorization from the parent/guardian of the minor student (under the age of 19) or approval from the student himself or herself (if age 19 or older) to participate in any UM sanctioned or sponsored activity or event. Sometimes a student may need emergency medical services for an accident or sickness, and personnel of the University may summon paramedics and ambulance services. In these cases, the expenses of such medical care are the responsibility of the student. The University of Montevallo applies a rule of reason when communicating about student participation in activities that may present special learning opportunities (e.g., international travel) having some elevated risk.

Of course, students themselves are expected to exercise prudence and good judgment in their choice of activities, and should inform the appropriate University of Montevallo faculty or staff member of any circumstance, health condition, or impairment that would limit their participation in particular programs or require special accommodations for their participation. If you have further questions or concerns, please contact the Office of Risk Management at (205)665-6194 or riskmanagement@montevallo.edu

edTPA Requirements

Students need to be enrolled in the Internship course and in the Internship and Certification Preparation course (EDI 499/599) during the same semester. Internship and Certification Preparation will guide the student through the edTPA process. The following is the Department of Teaching, Leadership, and Technology's policies concerning edTPA:

1. The student must obtain the cutoff score on edTPA as determined by ALSDE in order for the College of Education and Human Development to recommend certification.
2. The University will pay for the first submission of edTPA and only the first submission. This is a privilege not routinely offered at other state institutions.
3. If the student fails to meet deadlines in the edTPA Certification Preparation course, the University has the right to deny payment for the first submission.
4. If the student's edTPA portfolio is incomplete or the student does not follow edTPA guidelines, the University has the right to deny payment for the first submission.
5. After the first submission, it will be the student's responsibility to pay for any subsequent submissions of edTPA.
6. If the student does not attain the cutoff score as determined by Alabama State Department of Education (ALSDE) after the first submission, the student will resubmit during the same semester. The student will be responsible for the payment of the second submission and any subsequent submissions.
7. If the student does not attain the cutoff score as determined by the ALSDE after the second submission, the student will receive an Incomplete in EDI 499/599. In the upcoming semester, the student will be required to enroll in one of the following courses determined by the number of tasks the student is required to resubmit:

Undergraduate Students

One Task Required to Resubmit	Enroll in ED 496 (1 credit hour)
Two Tasks Required to Resubmit	Enroll in ED 497 (2 credit hours)
Three or More Tasks Required to Resubmit	Enroll in ED 498 (3 credit hours)

Graduate Students

One Task Required to Resubmit	Enroll in ED 596 (1 credit hour)
Two Tasks Required to Resubmit	Enroll in ED 597 (2 credit hours)
Three or More Tasks Required to Resubmit	Enroll in ED 598 (3 credit hours)

The student will be given two opportunities to submit needed edTPA tasks during the semester. Failure to submit the required edTPA task(s) will result in an F in the course, and in

an F replacing the Incomplete in EDI 499/599. The student will be responsible for the payment of the resubmission(s).

If the student does not attain the cutoff score on edTPA as determined by the ALSDE after having taken ED 496/595, ED 497/597, or ED 498/598, the student will be removed from the Teacher Education Program, and will not be allowed to return to the Teacher Education Program at the University of Montevallo. The Teacher Education Program will not recommend certification.

If the student meets all the graduation requirements set forth by the CEHD and the University of Montevallo, the student will graduate without certification.



Pregnancy Adjustments and Accommodations for CEHD Students during Internship

Title IX

The University of Montevallo is committed to creating an accessible and inclusive environmental for pregnant and parenting students.

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities.

Alabama Code Requirements for Internship

SUPP.NO.18-3 290-3-3-.02(6)€1.(v)

2. Internships in Class B and Alternative Class A programs.

(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

Teacher Education Program Requirements for Internship

The internship placement will be made by the Coordinator of Field and Clinical Experiences and will be full-time in a SACS (Southern Association of Colleges and Schools) accredited P-12 school* for a full semester in the teaching field, at the grade level(s) for which certification is sought, and may include more than one classroom or grade level. The experience should progress to full responsibilities of the teacher for a minimum of 20 full days, including at least 10 consecutive days. The internship demands complete attention and candidates should plan to spend full days in their school assignment for 16 weeks (@600 hours). Employment, campus involvement, and/or other activities that interfere with the responsibilities of a regularly employed teacher, should be curtailed. Interns are only allowed to take EDI 499/599 with internship. Any other coursework taken with internship must be Dean approved and not interfere with internship.

Additional internship information is located in the *Internship Handbook* located at www.montevallo.edu/tes.

Absences

Student absences due to pregnancy or parenting issues are permitted provided the student is able to complete the @600 clock hours mandated through the Educator Preparation

Chapter of the *Alabama Administrative Code*. Failure to complete the @600 clock hours prior to the end of the academic term will result in an incomplete grade.

Reasonable Accommodations

Schedule permitting, pregnant or parenting interns may be placed in the internship classroom prior to start of the corresponding academic term to provide additional time to complete the @600 clock hours and the edTPA. They may also be permitted to complete hours after the end of the academic term, provided the last day of attendance occurs during the last 15 calendar days of the academic term in accordance with the incomplete grade policy.

Incomplete Grade Policy

Grades of I (Incomplete) may be given when students, because of circumstances beyond their control, are unable to complete coursework that is assigned and/or due during the last 15 calendar days (including weekends) of long semesters and/or during the last 5 calendar days (including weekends) of the May and Summer terms. It is the student's responsibility to make arrangements to complete remaining requirements.

All incomplete work must be finished by a date determined by the instructor and not later than the conclusion of the next long semester (i.e., for Fall semester incompletes, no later than the last day of the following Spring semester; for Spring semester, May term, and Summer term incompletes, no later than the last day of the following Fall semester). Otherwise, an I grade automatically becomes an F.

Withdrawal for Extenuating Circumstances

In the case of prolonged illness, debilitating accident, family emergency, or comparably serious personal situations that occur after the withdrawal deadline and that are beyond a student's control, the student may request a withdrawal for extenuating circumstances. A student seeking a withdrawal for extenuating circumstances must withdraw from all courses for that term; a partial withdrawal for extenuating circumstances will typically not be approved. If a withdrawal for extenuating circumstances is granted, the student will receive a W for any course in which he/she is enrolled with a special notation on the transcript denoting extenuating circumstances.

Process

The student must complete the Withdrawal for Extenuating Circumstances form located on the [Registrar's web page](#), indicating last date of class attendance, and submit the form, along with an explanation of how the situation prevents completion of the term and documentation of the circumstances (medical documentation for student or immediate family member for whom the student is responsible, death certificate of family member, etc.). All required paperwork should be submitted to the [Registrar's Office](#) in Palmer Hall as soon as possible but no later than 30 days following the end of the term for which the student is seeking a withdrawal for extenuating circumstances.

Academic and Financial Considerations

If a student receives a Withdrawal for Extenuating Circumstances, a grade of W will be assigned for each course in which the student is enrolled.

Financial considerations and academic standing should be taken into account prior to requesting a withdrawal for extenuating circumstances. Withdrawal from college may affect a student's eligibility for health insurance coverage under a parent's policy. Students should be aware that they must demonstrate Satisfactory Academic Progress (SAP) in order to avoid academic suspension and to continue to be eligible to receive financial aid. Low grades or excessive withdrawals may affect a student's continued enrollment at UM or the student's ability to receive financial aid in the future. See [Satisfactory Academic Progress](#).

CEHD Pregnancy Adjustment Request for Interns

The University of Montevallo is committed to creating an accessible and inclusive environment for pregnant and parenting students. Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. The purpose of this form is to assist the University in determining whether, or to what extent, a pregnancy adjustment can be granted.

NAME	
M#	
Academic Program	
Phone	
Email	

1. Identify the specific adjustment(s) you are requesting:

2. Please indicate the date the adjustment(s) will become medically necessary and the length of the adjustment, if known:

3. Please provide a brief explanation of the medical condition and the need for the reasonable adjustment:

Signature

Date

Student Name: _____

Advisor: _____

Internship Term: _____ Placement: _____

Approved Reasonable Adjustments

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

I, _____, have read the Pregnancy Adjustments and Accommodations for CEHD Students during Internship policy and approved reasonable adjustments. I agree that these adjustments are reasonable and supportive. I understand

that these adjustments may not be subject to change once placed in my school setting and that other University policies may be necessary.

Student: _____ Date: _____

Director of Teacher Education Services: _____ Date: _____

CEHD Dean: _____ Date: _____