

# Armstrong Atlantic State University College of Education



## Cooperating Teacher Handbook Spring 2008



**Office of Field Experiences,  
Clinical Practice and Partnerships**  
Armstrong Atlantic State University  
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January 2, 2008

Dear Cooperating Teacher:

Thank you for agreeing to mentor an AASU College of Education intern during the spring 2008 school year. You have agreed to undertake the most important phase in the training of a future teacher. Remember that your schedule is the intern's schedule. He/she should follow your school calendar except for days that they are required to return to campus.

Please give frequent and specific feedback to the intern each time a lesson is taught. Taking time to complete the lesson reflection (Appendix C) together would assist you and your intern in the reflection process. Please take the time to identify strengths as well as areas for improvement.

You are required to complete a minimum of two evaluations (one formative and one summative) as well as a disposition statement during the course of your intern's experience. In Appendix D you will also find a Professional Improvement Plan, which should be used whenever the need arises to address specific growth areas. Every lesson taught should have a pre-approved lesson plan. In conjunction with the university supervisor, you and your intern should agree on a format.

Once again, thank you for taking the responsibility of working with one of our interns. Please contact my office directly if you have any concerns or questions. You may contact me at 912.921.5537 or via e-mail at [laura.caputo@armstrong.edu](mailto:laura.caputo@armstrong.edu).

Sincerely,

*Laura W. Caputo*

Laura W. Caputo, Director  
Office of Field Experiences, Clinical Practice and Partnerships

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## **I. Philosophy and Objectives of Internship II/Graduate Internship**

Internship II/Graduate Internship is an experience designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for trying one's self in the role of a teacher. The self-knowledge and technical skills which one acquires during the clinical practice should provide the prologue for a career-long process of professional development.

The internship program should provide teachers-in-training with an experience that will accomplish the following objectives:

1. Develop in the intern a sensitivity to the school as a functioning social body. The intern should become aware of formal and informal school customs, the student group and its structure, and the relationship between the school and the community it serves.
2. Provide a context in which to develop, practice, and continually upgrade a personal repertoire of teaching skills in order to develop literacy throughout the curriculum. The intern should formulate, for example, his/her own style of questioning, reinforcing, and correcting in ways which will promote student dignity and self-worth. Techniques, such as brainstorming and cooperative learning, which serve to enhance student responsibility, should be encouraged.
3. Allow the intern the opportunity to determine whether his/her personal attributes, desire to be a life-long learner, professional qualifications, and interest in teaching give the prospect of success as a career teacher.
4. Establish a climate in which the intern is instrumental in encouraging students to become life-long learners, creative problem-solvers, and responsible adults in an ever-changing world while allowing the intern to demonstrate the knowledge, skills, and dispositions of an exceptional future teacher.
5. Provide the intern with first-hand knowledge of professional educational standards, ethics, customs, and organizations.
6. Develop in the intern a familiarity with planning procedures, instructional materials, and types of equipment including technology used in the school.
7. Allow the intern to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.

## II. General Information

### A. *Internship II/Graduate Internship Orientation*

With the support of the cooperating teacher and /or the principal or designee, the intern should assume initial responsibility for orientation to the school. It is recommended that the intern pay visits to the cooperating school prior to the beginning of his/her internship. Preliminary visits should be for the purpose of meeting the principal and other members of the administrative staff, the counselor, and the cooperating teacher, and becoming generally acquainted with the physical setting for the internship. The intern's initial contact in the cooperating school should be with the principal or his/her designee.

As early in the internship experience as possible, the cooperating teacher and/or principal should be involved in introducing the intern to other teachers in the building, assistant-principals, librarians, guidance personnel, health services personnel, food service personnel, clerical staff, and the custodial staff. It is recommended that the intern use his/her planning period during the first week of the internship to establish many of these acquaintances and to note these contacts in a notebook to later use in the Summative Reflection (Appendix H) which will be turned in at the end of Internship II/Graduate Internship. After meeting the personnel responsible for providing special services to the school, the intern should let them know he/she is interested in what they are doing by discussing their contribution to the total school program and by asking for suggestions.

The intern should be oriented to the school facilities and equipment, such as the gymnasium, lunchroom, available technology resources, copy machines, and audio-visual materials. Arrangements should be made for the supplies the intern will be permitted to use in his/her teaching. The intern is expected to use reference materials and library materials in teaching; therefore, it is necessary to be oriented to these materials as well.

Administrative procedures and policies should be defined clearly for the intern, as he/she is expected to adhere to them. The philosophy of education and recommended educational practices of the school should be pointed out explicitly to the intern in order to minimize and possibly eliminate any conflicts between school practices and intern procedures.

The intern should be given a seating chart of the students in order to learn quickly the names of the students with whom he/she will be working. If name tags or school id badges are appropriate for the first few days, these would also be helpful to the intern. The cooperating teacher should provide opportunities for the intern to study background information about the students in his/her classes; the cumulative records are an excellent source.

Many of the day-by-day tasks in the school and the classroom are handled routinely. These routine procedures may go unnoticed by the intern unless they are pointed out to him/her. The intern should be given ample opportunity to observe the cooperating teacher conduct the class as a means of orientation to his/her responsibilities as a teacher.

Although the cooperating teacher uses his/her own discretion in regard to using assessments prepared by interns in evaluating pupil progress, the cooperating teacher should orient the intern to the school's policies on assessment, grading and reporting

pupil progress, and then give the intern the essential experiences in evaluating and reporting pupil progress. The intern, however, should not be responsible for the final grades.

The cooperating teacher should give background information about himself/herself to the intern that will aid in understanding the practices and procedures in the classroom. The intern is expected to reciprocate.

The intern should have general background knowledge of the community in order to better understand school problems, practices, and curriculum. Often the intern needs a better understanding of the people, merchants, public officials, and community resources.

If the planning that the intern must do for classes is to be meaningful, he/she should have an overview of the course planning for the year and should be informed as to the students' progress to date.

One of the major purposes of the internship program is to provide the intern the opportunity to participate in the total program of the class - the extracurricular activities as well as the regular classroom procedures. The extracurricular assignments of the cooperating teacher should be discussed with the intern, so that he/she may become acquainted with the nature of outside-of-class responsibilities.

It is the university's expectation that the intern will assist the cooperating teacher (or another teacher) with an extracurricular assignment, such as sponsoring a community service activity, a class party, dance, or selling tickets for an athletic contest, etc. In like manner, with the permission of the school administrator, the intern should welcome the opportunity to attend faculty meetings, committee meetings, IEP meetings, parent conferences and board of education meetings.

### ***B. Beginning Intern***

There is no prescribed length of time that an intern should be in observation before he/she begins his/her teaching. **An intern, however, should never be given full responsibility in teaching for a long term until he/she has demonstrated a reasonable degree of competency through the part-time activities listed later in this section.** Even the self-confident intern rarely has the poise and competence to carry out planned instruction during the first few days in the class. Conversely, it can be extremely frustrating to an intern to be assigned to the role of observer for an indefinite length of time.

Ideally, the beginning role of the intern is a combination of an observer and a part-time participant. In the role as an observer, the intern is becoming oriented to classroom practices and procedures, such as learning the names of students and becoming acquainted with the standards of discipline employed by the cooperating teacher. As a part-time participant, he/she is becoming accustomed to interacting in a positive and productive manner with the students, building rapport with the students, establishing a leadership role, and demonstrating competence to assume the role of the full-time lead teacher of the class.

Part-time activities should begin in the second or third meeting of the class. The cooperating teacher and the intern should plan cooperatively the activities to be assigned

to the intern. In the intern's role as part-time participant, the cooperating teacher may assign activities such as the following:

Domain 1- Planning and Preparation:

- planning and teaching a particular phase of a day's lesson
- preparing bulletin boards
- preparing teaching materials
- using the internet for research for a particular topic or content
- reviewing and evaluating assessments

Domain 2 - The Classroom Environment/Interactions with Students:

- working with groups of students
- acting as co-supervisor of laboratory work
- giving demonstrations
- helping individual students
- acting as resource person; e.g., giving an assignment or mini-lesson to students to enrich their learning on a particular topic
- reviewing key content and skills with individuals or small groups of students
- observing one particular student for specific skills or behaviors and providing input to the cooperating teacher

Domain 3 - Instruction:

- collecting and returning written work and other assignments
- giving assignments
- keeping records
- providing clerical support
- managing classroom/student transitions

The cooperating teacher is not obligated to provide the intern with experiences in all of the activities listed above. All of the suggested activities are not necessarily essential to the ultimate goal of full-time teaching; however, the intern should have opportunities to be the lead teacher for short periods of time before initiation into full-time teaching.

The role of the intern as an observer is continuous throughout Internship II/Graduate Internship while a part-time participant and also after completing full-time teaching assignments. Giving the intern lead teacher experience for short periods of time and teaching for full class periods spaced over several days enables the intern and cooperating teacher to evaluate progress and to plan for future teaching experiences. Additionally, spacing the intern's introductory teaching experiences enables the intern to observe the cooperating teacher demonstrating the desirable practices and procedures from time to time.

### *C. Suggested Time Schedule for Student Teaching*

**NOTE:** Before planning internship teaching activities, be sure to become familiar with information provided in this handbook.

Suggested time schedules for the semester programs are listed below.

#### **SEMESTER PROGRAM**

Full day for fifteen weeks:

**First Week:** Observation and part-time activities.

**Second Week:** Several twenty minute teaching experiences in one of the classes. Part-time activities in all classes. Specific and timely feedback after the teaching experiences will be most beneficial to the intern.

**Third through Seventh Weeks:** Several full-time teaching periods per week in the classes; part-time activities in all classes.

**Eighth through Twelfth Weeks:** Increased responsibility given to the intern with more full-time teaching periods. Some observations in other classrooms if possible.

**Thirteenth through Fifteenth Weeks:** Full-time teaching in all classes according to progress made during the semester.

### **III. Intern's Responsibilities**

The intern shall know and use good professional ethics, including respect for confidential information given to him/her.

The intern is expected to be present every day the cooperating school is in session. The university supervisor will confirm those dates. Other necessary absences should be arranged in consultation with the cooperating teacher, building principal and university supervisor. The intern shall adhere to the school district calendar.

The intern will respect the cooperating teacher as being experienced, professional, and capable of guiding the internship and will accept suggestions for improvement.

The intern will use materials and methods which are consistent with the philosophy and practices of the cooperating school. The intern should recognize that the cooperating school is acting in the capacity of a host, and that the intern is in the position of a guest in the school. Therefore, the intern should realize that the objective is to gain worthwhile experience in a living laboratory. If the intern is not sure whether what he/she proposes to do is in violation of the school's policies, the matter should first be discussed with the cooperating teacher.

The intern will keep in confidence information which pertains to his/her cooperating school, teachers, and students. Any criticisms or complaints will be made tactfully to the cooperating teacher and/or university supervisor. The intern will refrain from discussing the attitudes and activities of students except on a professional basis.

The intern is to be dressed appropriately, neat in appearance, and well groomed - remembering that certain informalities in dress are the privilege of the regular faculty members. The intern should become familiar with the dress code of the cooperating school and should strictly adhere to it.

The intern should have established a high level of proficiency in his/her major subject field and in professional courses, and is expected to exhibit other professional qualities. **The intern should learn to go through the proper channels in keeping with school policy;** one should, for example, make a request for a field trip to the cooperating teacher first and then, acting upon this advice, go to the department head or principal for approval. The line of authority will vary in different schools.

The intern will accept the various assignments which may be given and be prompt and efficient in carrying them out.

The intern will take advantage of the available opportunities to observe the cooperating teacher conduct a class, especially noting classroom management techniques, promoting student self-worth, and adaptability.

The intern will be available for conferences with the cooperating teacher and/or university supervisor at convenient times.

The intern accepts the premise that the cooperating school is dedicated first and foremost to the well being of the students in attendance.

The intern should keep a notebook of all lesson plans as well as helpful ideas and should accumulate resource materials as they become available during the internship.

The intern will prepare lesson plans for each teaching activity. Lesson plans should be given to the cooperating teacher far enough in advance of their use so that the cooperating teacher can have sufficient time to look them over and make suggestions for improvement. A copy of lesson plans should be made available to the cooperating teacher and university supervisor. Formats for lesson plans may be found in Appendix A and B.

The intern will complete a Summative Reflection (Appendix H), which will be read by the university supervisor and submitted to the Office of Field Experiences, Clinical Practice and Partnerships (FECPP) upon completion of Internship II/Graduate Internship.

Following each formal observation, the intern will complete the Lesson Reflection Sheet (Appendix D), the contents of which will be discussed with the evaluator. Please complete this with your intern.

#### IV. Cooperating Teacher's Responsibilities

It is required that the cooperating teacher will formally evaluate the intern's performance twice during the block/semester. The Performance Outcome Assessment (Appendix A) will be used in evaluating the intern's performance and progress. A disposition must also be completed at the end of the block/semester.

- a. The intern and cooperating teacher should select the most appropriate lessons for evaluation.
- b. The intern will present the cooperating teacher with the "Pre-Observation Worksheet" (Appendix C) and hold a brief pre-observation discussion.
- c. Detailed notes should be taken during the observation period.
- d. Following the observation period, the cooperating teacher will adjourn to a private area to complete the evaluation process.
- e. Sometime during that same day, the cooperating teacher will hold a conference with the intern to discuss the evaluation and make suggestions for improvement, if necessary. At this time, the cooperating teacher will discuss the Lesson Reflection Sheet (Appendix D), which has been completed by the intern.
- f. If needed the cooperating teacher will conduct a conference with the intern and jointly complete a Professional Improvement Plan (Appendix G).
- g. At the conclusion of Internship II, the cooperating teacher and university supervisor will each assess the intern based on the Performance Outcome Assessment (Appendix A).
- h. The university supervisor will conduct a conference with the cooperating teacher to discuss the POA. This is the basis for the final grade for the intern.
- i. The university supervisor will provide copies of the evaluation form to the Office of Field Experiences, Clinical Practice and Partnerships.

It is the intern's responsibility to explain the Armstrong Atlantic State University's Performance Based Assessment (POA) to the cooperating teacher. The university supervisor will visit the school sometime during the first two weeks to answer questions the cooperating teacher might have.

If the school building has a TV, tape and camera, the intern has the option to arrange to have one lesson taped during class. The purpose of this is "self-evaluation" for the intern. The intern may wish to invite others to view the tape; this, however, is optional. These teaching tapes may be made available to the university supervisor upon request. The equipment and tapes should be available in a private viewing area on the days of visitation. It is the responsibility of the intern to secure signatures from all parties taped and/or the guardians of students under the age of 17 in accordance with their cooperating school's policy.

**V. Evaluation Information**  
*Criteria for Performance Based Evaluation (Formative and Summative)*

[See Separate POA Document – Appendix A]

## Appendix B

**PRE-OBSERVATION WORKSHEET**

_____ INTERN		_____ SCHOOL	
_____ SUBJECT	_____ GRADE	_____ PERIOD/TIME	_____ DATE

INTERN COMPLETES THIS FORM AND DISCUSSES CONTENT WITH EVALUATOR PRIOR TO SCHEDULED OBSERVATION.

<p>1. What are the lesson objectives?</p>	<p>2. Which of the steps of the teaching act will take place?</p> <p>_____ Develop anticipatory set          _____ State objectives and why they are needed          _____ Provide input          _____ Model ideal behavior          _____ Check for comprehension          _____ Provide guided practice          _____ Provide independent practice          _____ Achieve closure</p>
<p>3. What teaching/learning activities will take place?</p>	<p>4. How are you going to check student understanding and mastery of the lesson objectives?</p>
<p>5. What particular teaching behaviors do you especially want monitored?</p>	<p>6. How will you meet the special needs of students and diverse populations?</p>

NOTES:

NOTES:

\_\_\_\_\_  
Intern's Signature/Date\_\_\_\_\_  
Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

## Appendix C

**Lesson Reflection Sheet**

The Reflection Sheet could be completed by the intern following each formal observation and taken to the post-observation conference. This form may be used by the supervisor to discuss and document standards/criteria.

Intern \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Did the lesson allow for students to engage in activities and learning situations, which were consistent with the district's curriculum guide? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Did I adjust my goals or my work as I taught the lesson? Why? How?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. If there was one thing from this lesson that I could share with a colleague, what would it be?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix D  
Professional Improvement Plan**

The Professional Improvement Plan is used to assist interns not meeting AASU expectations in one or more criteria. The cooperating teacher/university supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Intern \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/Deadlines	Initial Approval

.....Date.../.../....  
Intern's signature

.....Date.../.../....  
Cooperating Teacher/University Supervisor's Signature

Plan complete \_\_\_ Plan revised \_\_\_ Plan continued \_\_\_

Date plan reviewed

.....Date.../.../....  
Intern's Signature

.....Date.../.../....  
Cooperating Teacher/Supervisor's Signature

Signatures indicate that the above has been reviewed and discussed. Copies to intern, university supervisor, and FECPP.

## Appendix E

**FIVE-DAY REPORT**

**Directions:** This is a compulsory report. The intern must complete two copies by the **fifth day** of the internship. Answer all items in full and send one copy each to: 1) Director of the Office of Field Experiences, Clinical Practice and Partnerships, UH 261, Armstrong Atlantic State University, 11935 Abercorn Street, Savannah, GA 31419, and 2) your University Supervisor.

**Note:** Be sure to check your campus email at least once a week for information from the Office of Field Experiences, Clinical Practice and Partnerships.

**Cooperating Teacher Name:** \_\_\_\_\_

**Cooperating Teacher E-mail Address:** \_\_\_\_\_

Intern Name: \_\_\_\_\_ AASU ID Number: 907-\_\_\_\_\_

Local Address of Intern: \_\_\_\_\_

Preferred Telephone #: \_\_\_\_\_ School Telephone #: \_\_\_\_\_

Location of internship assignment: \_\_\_\_\_

1. Make certain all information is completed in full.
2. If you have a conference period, write the word "conference" in the space provided under "Name of Class."
3. If your assignment is other than a traditional schedule, please explain on an additional sheet.
4. List the days school is not in session.

**INTERN'S SCHEDULE**

<b>Periods</b>	<b>Starting Time</b>	<b>Name of Class</b>	<b>Grade Level</b>	<b>Room Location</b>	<b>Cooperating Teacher(s)</b>
<b>First</b>					
<b>Second</b>					
<b>Third</b>					
<b>Fourth</b>					
<b>Fifth</b>					
<b>Sixth</b>					
<b>Seventh</b>					

Intern's Signature \_\_\_\_\_ Cooperating Teacher's Signature \_\_\_\_\_

## Appendix F

**Disposition Assessment Procedures – Initial Program Candidates**

**Armstrong Atlantic State University  
Professional Education Unit  
Disposition Assessment Procedures  
Initial Program Candidates**

**Dispositions to be assessed (from the Conceptual Framework)**

Candidates will demonstrate a:

1. commitment to professionalism and ethical standards,
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices,
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field,
4. belief in having high expectations for all learners,
5. respect for cultural and individual differences by providing equitable learning opportunities for all,
6. desire to communicate with family and community members to make them partners in the education process, and
7. commitment to collaboration with other professionals to improve the overall learning of students

<b>Procedures for Disposition Assessment</b>
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1. Initial program candidates will be introduced to the desired dispositions and provided instruction about how those dispositions will be assessed at the earliest possible opportunity in classes (lower level education courses EDUC 2110, EDUC 2120, or EDUC 2130/ MAT courses EDUC 6000, etc.), during initial first meeting with the departmental or education advisor, or at a time specified by a department or the College of Education. Initial program candidates will be provided with a copy of the “Initial Candidate Disposition Assessment Timeline,” the “Initial Candidate Assessment of Dispositions” and if applicable, specific departmental dispositions assessment forms.
2. Dispositions will be assessed and discussed with the initial program candidate at the time of admission to the College of Education (**Decision Point 1 – Phase I**), at the time of admission to Internship II (**Decision Point 2**), and throughout the Internship II experience. All data on initial program candidate dispositions will be reviewed at program completion (**Decision Point 3**), prior to recommendation for licensure. Initial program candidates will be provided a copy of all completed disposition forms. Concerns and exemplary actions will be considered as applicable at each decision point.

3. Anytime concerns or exemplary actions as related to disposition assessment occur, the concern or exemplary action will be documented in the initial program candidate's department files on a form provided by the College or one used by the department after discussion with the initial program candidate. Initial program candidates will be provided a copy of completed forms.
4. If satisfactory progress toward meeting the dispositions outcomes is not demonstrated, an initial program candidate may not be allowed to move to the next step in the sequence of initial program decision points. If needed, the department will develop an initial program candidate **plan for improvement**. The initial program candidate may file an appeal if admission is denied at any point to the College of Education Appeal Committee.
5. A final assessment of initial program candidate dispositions is submitted at program completion and is required prior to recommendation for licensure.

## Disposition Assessment Timeline Guidelines – Initial Program Candidates

### Armstrong Atlantic State University Professional Education Unit

#### Dispositions Assessment Timeline Guidelines

#### Initial Candidate

Component	When?	How?	By Whom?
Introduction/Review of Disposition Assessment	<p>Entry level education courses</p> <p>First meeting with department advisor</p> <p>Specified time by the major department or College</p>	<p>Introduction/Review of Disposition Assessment Procedures and signature of candidate</p> <p>Department and/or College of Education Standard Disposition Rubric will be shared with candidate</p>	<p>Lower level education course instructor</p> <p>Department advisor</p> <p>Department Head</p>
Addition of evidence reflective of initial program candidate disposition levels	<p>Any time concerns or exemplary actions are identified</p> <p>As required by department</p>	<p>Using Departmental and/or Professional Education Unit form</p> <p>Information discussed with initial program candidate</p> <p>Copies of evidence supplied to initial program candidates</p>	<p>PEU faculty, administrators, P-12 practitioners, or associated community stakeholders</p>
Review of evidence	<p>Admission to College of Education (<b>Decision Point 1</b>)</p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>Admission to Internship I prior to Internship II (<b>Decision Point 2</b>)</p>	<p>Using Standard Disposition Rubric</p>	<p>Department Faculty</p>
Review of evidence	<p>End of Internship II &amp; Program Completion (<b>Decision Point 3</b>)</p>	<p>Performance Outcomes Assessment Instrument</p>	<p>Department Faculty, College Supervisor, Cooperating Teacher/Mentor, associated community stakeholders</p>
Review of evidence	<p>Two years after licensure (<b>Decision Point 4</b>)</p>	<p>Follow-up survey</p>	<p>Director of the Office of Educational Research, Assessment and Evaluation</p>

## Initial Program Candidate Notification Policy

### Armstrong Atlantic State University Professional Education Unit

#### Initial Program Candidate Notification Policy

1. The initial program candidate will be given a copy of the policy “Initial Candidate Assessment of Dispositions,” the “Initial Candidate Disposition Assessment Timeline,” and if applicable, specific department disposition assessment forms. Initial program candidates must sign this statement as evidence that they understand the policy as written.
  - a. Copies of the policy will be available in the major department offices, College of Education Admissions and Certification office, and the Office of Field Experiences, as well as posted on the College of Education website for all incoming and transfer students intending to pursue teacher licensure.
  - b. Initial program candidates will be provided a copy of the policy during the entry level education courses (EDUC 2110, EDUC 2120, or EDUC 2130 or MAT courses such as EDUC 6000) and reviewed at the first meeting with the department or education advisor, or at a time specified by a department or the College of Education.
  - c. Initial program candidates will be informed that they must meet all criteria listed on the “Initial Program Assessment of Dispositions” form.
2. Signed statements will be kept on file in the candidate’s permanent and departmental file.

#### Appeals Process

The initial program candidate may appeal admission decisions for successive program steps to the Department Head. Appeals follow the Professional Education Unit Academic Appeal Process.

\_\_\_\_\_  
Candidate’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor’s Signature

\_\_\_\_\_  
Date

#### Initial Program Candidate Assessment of Disposition Form

### Armstrong Atlantic State University Professional Education Unit

#### Initial Program Candidate Assessment of Disposition Form

Candidate \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

**The initial program candidate must meet or exceed disposition expectations on all items by the time they are recommended for licensure.** Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating, and make comments in the blank space under the disposition. A rating of Proficient would require that all indicators can be answered with “Yes”. A rating of Basic would be assigned if 2/3rds of the indicators are answered “Yes”.

<b>The initial program candidate demonstrates:</b>	<b>Not Observed</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>
<b>I. Commitment to Professionalism and Ethical Standards</b>	0	1	2	3
1. is punctual and regularly attends classes 2. maintains positive attitudes during and outside of class 3. is honest and trustworthy in communications and interactions with others 4. demonstrates ethical behavior and maintains confidentiality 5. has professional appearance Comments:				
<b>II. Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice</b>	0	1	2	3
6. is accepting of constructive feedback from others 7. is curious and willing to experiment with new ideas and techniques 8. seeks opportunities to learn about self 9. recognizes personal limitations and seeks to compensate/overcome them 10. recognizes personal strength and seeks ways to enhance them 11. conducts self assessment through reflection Comments:				
<b>III. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field</b>	0	1	2	3
12. is an independent learner 13. is familiar with research and efforts of professional organizations in their field 14. demonstrates awareness of new ideas Comments:				
<b>IV. Belief in Having High Expectations for All Learners</b>	0	1	2	3
15. demonstrates belief that all students can learn at their potential 16. provides encouraging feedback to all students 17. responds to the needs of all learners Comments:				
<b>V. Respect for Cultural and Individual differences by Providing Equitable Learning Opportunities for All</b>	0	1	2	3
18. is tolerant of, and responsive to, ideas and views of others 19. is respectful of and responsive to individual differences 20. provides equitable learning opportunities for all 21. considers backgrounds, interests, and attitudes of all students when planning Comments:				
<b>VI. Desire to Communicate with Family &amp; Community Members to Make Them Partners in Education</b>	0	1	2	3
22. is sensitive to students and families from different cultures and with special needs 23. includes parent or guardian in planning for students' success 24. considers community factors when planning Comments:				
<b>VII. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students</b>	0	1	2	3
25. relates well to peers, faculty, staff, and other professionals 26. is willing to share information and ideas with others 27. works well with others to develop opportunities for peer and student learning Comments:				