



Education Department

Educator Preparation Clinical Practice Handbook

**Judson College Department of Education
302 Bibb Street
Marion, AL 36756
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<http://www.judson.edu/education>**

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

(Effective August 2020)

Notice of Nondiscriminatory Policy as to Students and Employees

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

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

Accreditation 290-3-3.02

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

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

The College's music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248).

If the institution loses regional accreditation at one or more levels, the Unit must notify candidates individually and in writing.

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Overview of Judson College

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

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

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

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

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

Overview of the Department of Education

The Department of Education is part of the Professional Studies Division of the College. All full-time education professors hold terminal degrees in their respective teaching areas. The faculty is responsible for teaching courses, advising students, and supervising field experiences and clinical practice.

Judson College offers educator preparation programs leading to the State of Alabama initial certification at the Class B level (undergraduate degree level). Programs in elementary education do not require an academic major (**ALSDE Rule 290-3-3-.02(4)**).

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

Motto: Teachers Who Are Prepared for Life and Learning

The mission of the department of education is to develop quality teacher candidates into teachers who possess a high level of content and pedagogical knowledge by engaging them in rigorous academic instruction and broad, deep, and enduring clinical partnerships. Through programs aligned with the Alabama State Department of Education standards, we aspire to prepare teachers who positively impact K-12 student learning and continue throughout their careers to develop professionally. We encourage teacher candidates to nurture develop relationships with local cultures by participating in individual and community activities that promote Christian principles consistent with the mission of Judson College. (Mission statement aligns with Alabama Administrative Code 290-3-3-.02) The department's primary mission functions within the context of the larger mission of the Institution, which is as follows:

Judson College, a private, undergraduate institution committed to academic excellence in the arts, sciences and professional studies, offers distinguished student-centered academic programs in a residential, single gender setting and through distance education to both genders. As a caring collegiate community related to the Alabama Baptist Convention, Judson College is dedicated to maturing its students into well-adjusted and productive citizens through the transmission of knowledge, refinement of intellect, the nurturing of faith, the promotion of service, and the development of character. Resulting from these efforts, Judson graduates will: Be knowledgeable in their academic area and be informed and contributing members of their communities; Think critically and communicate effectively; Be persons of enduring faith and character who are eager to serve and to lead. Introduction

The *Educator Preparation Clinical Practice Handbook* is intended to assist teacher candidates, cooperating teachers, college supervisors, and school leaders in understanding the responsibilities, policies, and procedures governing the clinical practice experience. It does not, however, replace the personal contact and continuing dialogue which are essential to a successful clinical practice. Participants are encouraged to ask questions, to offer suggestions, and to confer with the Department of Education Faculty and Staff on any matter concerning the clinical practice experience. For ease of use, the handbook is divided into five major sections:

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

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Introduction to Clinical Practice for the Teacher Candidate

The Purpose of the Clinical Practice Experience

The purpose of the clinical practice experience is to offer the teacher candidate intensive and extensive classroom teaching opportunities under the direction of an accomplished educator. Judson College's clinical practice follows Alabama State Department of Education (ALSDE) guidelines and supports the teacher candidate's fulfillment of educator certification requirements.

Application to Clinical Practice

Teacher candidates who have fulfilled all the requirements to enroll in clinical practice may submit an application by March 15 for fall placements or by October 15 for spring placements. Applications are available in the Certification Office.

Eligibility Requirements to Enroll in Clinical Practice

The successful completion of a full semester, full-time internship is required for certification. Criteria to enroll in clinical practice include the following:

- Progression through all the prior admission and retention requirements
- Completion of all the degree program's required courses, apart from clinical practice
- Minimum institutional GPA of 3.0
- Minimum GPA of 3.0 in all teaching field courses
- Minimum GPA of 3.0 in all professional studies courses -- All professional studies courses must be completed with a minimum grade of C and may be repeated only at Judson
- Successful completion of a minimum of 150 field experience hours
- Successful completion of all program key assessments, including professional dispositions assessments
- Written application
- Signature of the Assumption of Risk, Release, Hold Harmless and Indemnity Agreement
- Passing score on required Praxis II examinations of the Alabama Educator Certification Assessment Program (AECAP)

Elementary Education	Music Education	Secondary Education (all fields)
Praxis Elementary Multiple Subjects – Pass all three portions of the 5901 test	Praxis content area test	Praxis content area test
Praxis Teaching Reading - 5205		

Praxis II Content Knowledge Test

The Praxis II content area test is a precondition for teacher certification in the State of Alabama. Judson College requires that teacher candidates achieve the minimum passing score on the Praxis II in their content field prior to being admitted to clinical practice. To register for the Praxis II, go to www.ets.org/praxis. Scores must be reported electronically to Judson College and the ALSDE. For fall clinical practice, passing scores must be received no later than July 1. For spring clinical practice, passing scores must be received no later than one month before the final day of the fall semester classes.

Praxis II Teaching Reading

All elementary education majors are required to take the Praxis II Teaching Reading examination prior to being admitted to clinical practice. This test is a precondition for teacher certification in the State of Alabama. To register for the Praxis II, go to www.ets.org/praxis. Teacher candidates must be prepared to pay the prescribed fee when registering for this test. Scores must be reported electronically to Judson College and the ALSDE. For fall clinical practice, passing scores must be received no later than July 1. For spring clinical practice, passing scores must be received no later than one month before the final day of the fall semester classes.

Registration for Clinical Practice

Teacher candidates must enroll in the appropriate clinical practice course for their degree and pay the clinical practice fee and register for edTPA.

Placement

A number of factors affect the placement decision, such as the following list:

- Variety of field experience placements – To fully prepare the teacher candidate, she needs to work in a variety of schools and with a range of grade levels.
- Approved districts – The school superintendent and/or school board must formally approve a partnership agreement with Judson College Education Department prior to making placements in the district.
- Approved schools – Placements are only made in Alabama accredited schools.
- Approved cooperating teachers – The ALSDE defines the approved cooperating teacher as one who (1) is an accomplished school professional, (2) holds a master's degree or National Board for Professional Teaching Standards certification appropriate to the teaching assignment, (3) has at least three complete years of educational experience in the field of specialization, (4) is currently teaching classes in the teacher candidate's area of specialization

Every effort will be made to allow the teacher candidate to complete clinical practice in the Alabama school system of her choice; however, placement determinations will depend on the number of enrolled candidates, availability of cooperating teachers that meet ALSDE requirements, or other concerns. Teacher candidates will be notified of their placement in writing.

Placement Requirements by Certification Area

Elementary Candidates - Clinical practice will be divided between two placements: one in the lower-elementary grades (K, 1, 2, 3) and one in the upper-elementary grades (4, 5, 6) unless substantial field experiences were completed at both levels.

Secondary Candidates - Clinical practice will be in one secondary grade level or divided between two secondary classrooms/grade levels.

Music Candidates - Clinical practice will be divided between two placements: one in the elementary grades (P-6) and another in the secondary grades (6-12).

Candidates who are seeking certification in two or more distinct teaching fields will be required to complete additional clinical practice. For candidates who are seeking certification in two related fields, the clinical practice may be divided between the two teaching fields.

Employment during Clinical Practice

Clinical practice is considered a full-time job. Teacher candidates cannot participate in College-sponsored

athletics or other extracurricular opportunities during clinical practice. Employment outside of clinical practice is strongly discouraged. If evening or weekend part-time employment is absolutely necessary, it must be approved by the director of clinical practice and certification officer and cannot interfere with meeting requirements.

In rare cases, school districts will need the student teacher to also be employed as the teacher of record. Teacher candidates may not work as classroom teachers during clinical practice without permission from the Head of the Department, given in consultation with district administration and ALSDE guidance. If hired, the candidate must complete the clinical practice with a cooperating teacher and College supervisor and adhere to all assignments and expectations of the course.

Interruption of Clinical Practice

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

Withdrawals

If it becomes necessary for a teacher candidate to withdraw from the clinical practice, it is the responsibility of the teacher candidate to resign by letter to the cooperating teacher, the college supervisor, and the Head of the Education Department. Standard college procedures for withdrawal should also be followed.

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

Attendance

The teacher candidate is expected to follow the same attendance schedule as the cooperating teacher, reporting to the school at least 30 minutes before the start of the school day and remaining until at least 30 minutes after student dismissal each day. It is mandatory that the teacher candidate attend all before or after-school events that the cooperating teacher is expected to attend (e.g., bus duty, faculty meetings, professional development opportunities, PTO/PTA meetings, school club meetings, etc.).

To emphasize the importance of the clinical practice, there is a no-absence policy for clinical practice. However, if an absence is unavoidable, the following guidelines apply.

- Should a teacher candidate have an unexpected absence, it is absolutely mandatory that the candidate notify the cooperating teacher, the director of clinical practice, and the certification

officer by 7:00 a.m. Failure to comply with these guidelines will result in an unexcused absence and possible removal from the clinical practice.

- If the teacher candidate's absence is during a time when she is expected to teach, then she must supply the cooperating teacher with the materials and plan for the lesson(s) she will miss.
- Any absence must be reported and discussed with the college supervisor. Missed days must be made up and make-up days could delay completion of clinical practice, graduation, and/or certification.
- If for valid reasons a teacher candidate is absent for five or more days, the candidate must obtain permission from the Director of Clinical Practice to continue the clinical practice. If permission is granted, the teacher candidate will be required to make up the absence(s). If permission is not granted, the entire clinical practice must be repeated, including reenrollment and payment of tuition and fees. Valid reasons might include medically verified personal illness, medically verified illness of the teacher candidate's child or immediate family member, emergencies of a serious nature, and previously arranged college activities approved by the Head of the Education Department.
- Non-emergency appointments should be scheduled after school hours. Any unexcused absence from a seminar or school assignment will generally result in a letter-grade reduction for the clinical practice. A second unexcused absence may result in removal from the clinical practice and the clinical practice will have to be repeated in its entirety, providing it is the first attempt.

Schedule

Clinical practice is a full-time, semester-length teaching placement in a school with the candidate in the role of a teacher. The ALSDE defines the clinical practice or student teaching internship experience as an in-school experience lasting a full semester in which the teacher candidate gradually progresses to assume the responsibilities of the teacher for at least 5 consecutive full days.

Clinical practice is divided into three periods: orientation, participation, and full-time teaching. The cooperating teacher and teacher candidate will determine when and how these periods will be divided. Teaching responsibilities should gradually be increased over time. The teacher candidate should assume full planning and teaching responsibilities when deemed ready by the cooperating teacher and College supervisor. The teacher candidate should display initiative and demonstrate ability to satisfy or exceed the Alabama Core Teaching Standards and the expectations of the state and district evaluation policies.

Planning

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

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

letter grade for the clinical practice.

Teacher candidates are responsible for all materials necessary for effectively teaching. If photocopies of student materials are needed, then the teacher candidate should seek the cooperating teacher's approval to make copies. All library books, posters, internet links, etc., should be prepared and available before school on the day of the lesson requiring such materials.

Planning for edTPA: In addition to daily lesson plans, the teacher candidate must create a learning segment adhering to edTPA testing criteria. The plans should follow the Judson Lesson Plan Format. All plans should be submitted for approval to both the cooperating teacher and the college supervisor at least two weeks in advance of the first teaching date. Any necessary changes to the plans should be submitted prior to the first day of teaching. Neglecting these date requirements will result in the loss of a letter grade for the clinical practice.

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

Preparing for College Supervisor Visits

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

Classroom Management and Discipline

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

Evaluation/Grading

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

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

candidate, college supervisor, and cooperating teacher.

Professional Conduct and Dress

Teacher candidates must remain professional at all times, as they represent Judson College and the placement school. Candidates must also adhere to the Alabama Educator Code of Ethics, the Judson College Professional Dispositions, the district, and the school/faculty guidelines. Honor confidentiality, and do not discuss students outside of conversations with the cooperating teacher or other appropriate school personnel (i.e., principal, counselor, or special education teacher).

Refrain from interacting on social media, other than any tools sponsored by the placement school, with students, parents, or faculty members. Restrict cell phone use unless otherwise directed by the cooperating teacher. Transporting students is prohibited.

Teacher candidates must adhere to the student/faculty dress code of the district and school. If the teacher candidate's appearance disrupts the flow of the learning environment, she may be dismissed from school grounds (i.e., tattoos, piercings, hair color, adornments). All rules about professional dress during field experience placements apply during clinical practice.

Regulations and Ethical Behavior

Teacher candidates must know and adhere to the school regulations affecting students. They should act impartially in dealing with students and follow the disciplinary measures of the cooperating teacher. Teacher candidates are mandatory reporters; report any suspicions of abuse to the cooperating teacher, the College supervisor, and to the appropriate law enforcement agency.

Teacher Candidate Limitations and Issues of the Law

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

- Substitute Teaching - Teacher candidates will not serve as substitute teachers (in their own placement classroom or in any other classrooms). A duly hired substitute teacher must be present for the purposes of assigning responsibility and liability.
- Corporal Punishment - Teacher candidates may not participate in administering corporal punishment to students, nor may they serve as witnesses while school staff members administer corporal punishment.
- Grades - Teacher candidates are not legal employees of a school system and should not assign student grades. Work samples assigned and graded by teacher candidates may be used by the cooperating teacher to determine a student's grade; however, the teacher candidate should not be solely responsible for assigning any student grades.
- Individualized Education Program – Teacher candidates should not be assigned primary responsibility for IEP development; however, teacher candidates are encouraged to participate in IEP meetings and the implementation of IEP guidelines under the supervision of the cooperating teacher or other certified personnel.
- Communication with Parents/Guardians - Teacher candidates should communicate with parents/guardians only with the approval of the cooperating teacher. A copy of all written correspondence must be provided to and approved by the cooperating

teacher.

- Confidentiality – As professional educators, teacher candidates are expected to display characteristics of ethical and moral behavior. Professionalism requires mature judgment concerning confidential matters. Student records and information relating to parents, school staff, and administrative personnel are professional concerns. The teacher candidate should not discuss confidential matters, teacher or pupil behavior, or school activities with persons outside of the school-defined “need to know” category. As a guest of the school, it is not appropriate or professional to judge and criticize school personnel and activities.
- First Amendment - Teachers must refrain from promoting religious activities in school. For the teacher candidate, this primarily means activities such as audible praying, Bible reading, and discussing your religious beliefs are inappropriate and illegal in the school. The school should have policies, consistent with the Equal Access Act, regarding the rights of students to participate in non-school sponsored, religious-oriented activities at school. Another aspect of the First Amendment is the freedom of speech that includes symbolic speech and dress codes. Teachers and teacher candidates should familiarize themselves with the school system policies. Any type of speech that disrupts the educational process is not protected by the First Amendment.

Additional Responsibilities of the Distance Learning Teacher Candidate

In addition to the responsibilities of the teacher candidate outlined above, distance learning students and on-campus learners completing clinical practice at a significant distance from the college will communicate with the college supervisor through email, phone, Zoom, and/or other means of communication. The distance learning teacher candidate will be responsible for scheduling at least two observations with the college supervisor, and these observations may be conducted Zoom or other video communication applications. The cooperating teacher working with a teacher candidate enrolled in the distance learning program will have the sole responsibility for daily interaction and on-site review of the teacher candidate’s classroom work. The college supervisor will contact the cooperating teacher by email and/or phone to review the *Educator Preparation Handbook for Clinical Practice*, to maintain contact throughout the placement, and to complete the final documentation of the placement. The college supervisor will maintain weekly contact with the teacher candidate through Moodle, email, and/or phone conversation and will observe at least two lessons (per placement) and discuss the observation with the distance learning teacher candidate through a phone conversation. The teacher candidate and/or cooperating teacher may contact the college supervisor at any time during the placement to discuss concerns, issues, or questions.

Role of the Cooperating Teacher

Selection of Cooperating Teachers

The cooperating teacher plays a critical role in preparing teacher candidates for classroom teaching. Judson College extends sincere appreciation to the cooperating teacher for accepting the role of guiding teacher candidates into the work of facilitating student learning. The cooperating teacher is a source of guidance, encouragement, and constructive criticism, one who serves as a model whose behaviors and attitudes will be emulated. To be a cooperating teacher for clinical practice, the cooperating teacher must meet the following criteria:

1. Hold, at minimum, a Class A certificate with an endorsement in the teaching field(s) of the teacher candidate or hold National Board for Professional Teaching certification
2. Have a minimum of three years of successful teaching experience in their area of specialization
3. Have the approval of the building principal
4. Be willing to provide regular and continuing support for a teacher candidate through such processes as observation, conferencing, group discussion, email, and other means

Responsibilities

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

At the outset, the cooperating teacher should read all portions of the *Clinical Practice Handbook*. The teacher candidate section includes many details that the cooperating teacher needs to know. Prior to the candidate's arrival, prepare a space for her to comfortably work. Help her to assimilate into the classroom life—with the cooperating teacher, the students, the management system, and the materials/resources. The cooperating teacher should expect the teacher candidate to be engaged, enthusiastic, and dedicated. The teacher candidate should be encouraged to be accountable for student learning and should be made to feel like an integral member of the classroom community.

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

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

1. Introduce the teacher candidate to the students and school staff as a teaching professional—a teacher candidate, but a professional.

2. Provide a desk and/or area where the teacher candidate may keep supplies.
3. Discuss school policies (perhaps with faculty and/or student handbooks) concerning disciplinary rules and procedures, accidents, teacher duties, fire and tornado drills, etc.
4. Explain attendance requirements for the daily schedule (ex. arrive by 7:30 and remain until 3:30), PTO/PTA meetings, faculty meetings, planning meetings, or other professional meetings.
5. Orient the teacher candidate to the media center/library and to procedures for procuring supplies and materials.
6. Provide the necessary teacher manuals, textbooks, pupil names, seating arrangements, etc.
7. Assist the teacher candidate in communicating with the students' parents about the teacher candidate's arrival and work with students.
8. Assist the teacher candidate in gaining parental approval for video recording lessons for the edTPA assessment.
9. Provide a daily classroom schedule.
10. Meet with the teacher candidate and the college supervisor to review the *Educator Preparation Handbook for Clinical Practice*.

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

1. Discuss the daily and long-term curricula with the teacher candidate. Map out a schedule for gradual increase of the teacher candidate's responsibility for teaching, outlining specific expectations for teaching during each week of the placement.
2. Support the teacher candidate in planning for edTPA. Provide "acceptable support" as defined by the edTPA documents.
3. Begin the placement by jointly planning alongside the teacher candidate to scaffold effective and efficient planning for best-practice teaching.
4. By the end of the first week of the placement, identify the dates of the required consecutive 5 full days (minimum) of teaching responsibility.
5. Communicate daily with the teacher candidate about all aspects of effective teaching and work in schools.
6. Include the teacher candidate in team meetings and planning sessions.
7. When possible, include the teacher candidate in IEP and other department, school, district, and state meetings.
8. Formally evaluate at least two lesson plans during the placement. Following each observation, meet with the teacher candidate to discuss areas of strength and weakness and suggestions for improvement.
9. Communicate openly and frequently with the college supervisor to ensure successful completion of the clinical practice.
10. Plan with the principal for the teacher candidate to visit other classes at the school after full-time teaching responsibilities are complete.
11. Meet with the college supervisor and teacher candidate at the conclusion of the placement to cooperatively complete the final evaluation document.
12. Independently complete a professional dispositions assessment of the teacher.

Procedure for the Cooperating Teacher if Concerns Arise

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

When actions require the removal of a teacher candidate, the Head of the Education Department, the college supervisor, the cooperating teaching, and the teacher candidate will determine appropriate actions. Depending upon the circumstances, the teacher candidate will be placed in a new clinical practice setting for the remainder of the semester or in the following semester, and/or the actions may be of such serious nature that removal from the program is necessary.

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

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

Role of the College Supervisor

The college supervisor serves as the liaison among the Judson College Education Department, the cooperating teacher and placement school, and the teacher candidate. The principle responsibilities of the college supervisor are to guide the mentorship experience and evaluate progress of the teacher candidate. The college supervisor is to determine the proficiency of the teacher candidate and use the knowledge, skills, teaching techniques, and resources available to support the teacher candidate's growth as a practitioner. It is imperative that the college supervisor work closely with the cooperating teacher to ensure an optimal clinical practice experience.

Observation of Teacher Candidates

The college supervisor will visit with the cooperating teacher and teacher candidate to complete at least four expectations as indicated by the following schedule: initial visit to provide the cooperating teacher with an overview of the *Handbook* and the edTPA guidelines (may be completed by phone or electronic means when necessary), a second visit to observe the teacher candidate, and a third visit during the final week of the placement to observe the teacher candidate and if possible to complete all documents (a fourth visit may be necessary).

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

Observation of Distance Learning Teacher Candidates

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

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

Grade

The college supervisor is the official representative of Judson College and is responsible for assigning the teacher candidate's final grade.

Reimbursement for Supervisory Travel Expenses

Supervisors are reimbursed for mileage at the current state rate for supervising teacher candidates. Care should be taken that all dates and distances submitted are accurate. If supervisory travel can be more efficient by using a residence as the base of travel, permission may be obtained from the Head of the Education Department. The completed travel reimbursement form should be submitted to the Judson College Business Office.

Role of the Principal

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

Supporting the Teacher Candidate

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

1. Be familiar with edTPA requirements for clinical practice.
2. Provide the teacher candidate with materials on school policy, philosophy, curriculum, activities, and other helpful data.
3. Indicate staff meetings, professional meetings, and committee meetings that will be offered as learning opportunities.
4. Facilitate the acceptance of teacher candidates by the faculty of the school in which they are working.
5. Stay informed about the progress of the teacher candidate.
6. If possible, observe the teacher candidate and provide feedback for growth.
7. Support the cooperating teacher in identifying additional classrooms and grade levels for the teacher candidate to observe.

Teacher Candidate Limitations

Substitute Teaching: Teacher candidates cannot serve as substitute teachers. In an emergency, the principal or another teacher must be readily available for the remainder of the school day. This policy protects the cooperating teacher, the school, Judson College, and the teacher candidate.

Corporal Punishment: Teacher candidates may not participate in or serve as a witness for administering corporal punishment to students.

Field Trips: Teacher candidates can attend school-sponsored field trips with the cooperating teacher. The teacher candidate should, however, complete any student or parent waiver form that the school district requires—a copy of the waiver must be provided to the clinical practice supervisor.

Transporting Students at Placement Sites: Student teachers are not permitted to take students home or transport them on field trips.

Grading: Teacher candidates are not legal employees of a school system and should not be solely responsible for assigning formal grades—the cooperating teacher should supervise and approve all formal and informal grade.