

**MUTUAL AGREEMENT FOR CLINICAL PLACEMENTS**  
**The University of West Alabama**  
**Julia S. Tutwiler College of Education**

This agreement is made and entered into between The University of West Alabama Julia S. Tutwiler College of Education and \_ School Board of Clay County, Florida\_ to provide clinical sites for field experiences, internships, and/or practicums.

**I. DEFINITIONS**

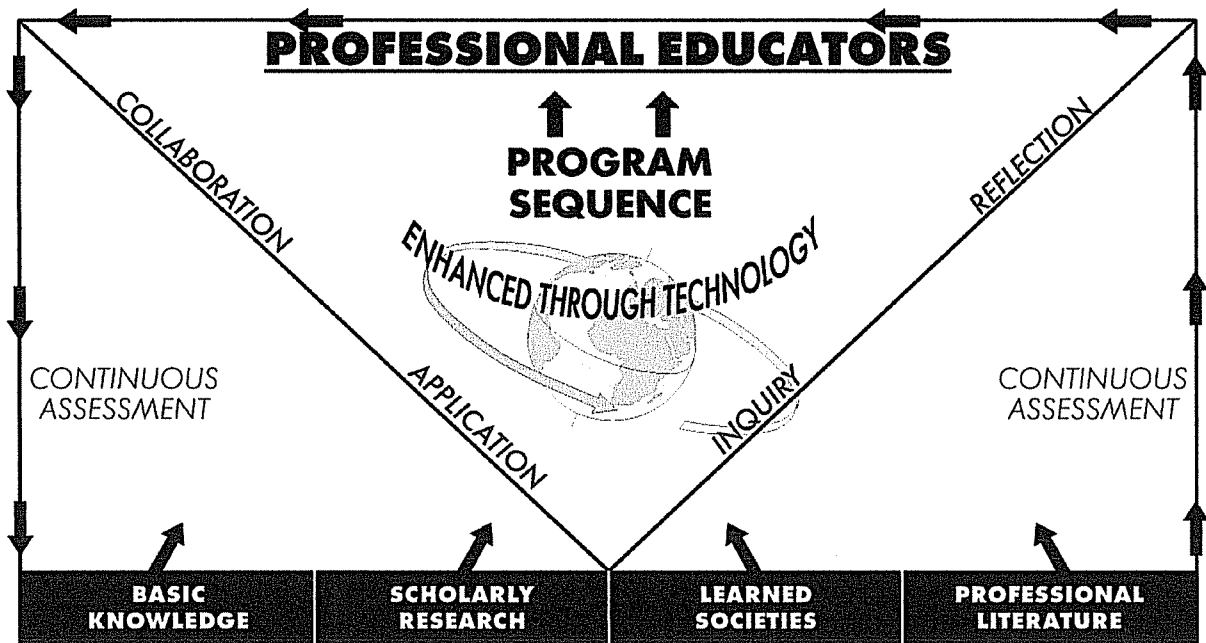
1. "Field Experience Student," "Intern," or "Candidate"— Pre-service or in service persons enrolled in higher education for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for professional development purposes.
2. "Cooperating Teacher" or "Supervising Teacher" - accomplished school professionals who are properly certificated at the master's level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization.
3. "Site Supervisor" – a non-teaching professional properly credentialed for his/her profession responsible for on-site supervision of a field experience student or intern/practicum student in a placement.
4. "University Supervisor" - A person assigned by the college or university to supervise students enrolled in field experiences or internships.
5. "Field Experiences" - Prior to the internship, a variety of early and ongoing field based contacts in P-12 schools or other clinical settings which are provided as a part of the instructional program in order to provide students an opportunity to observe, study, assist, and understand the professional setting.
6. "Internship" or "Practicum" – For certification programs, P-12 experiences in regionally accredited institutions culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing. The experience is supervised by personnel from a regionally accredited institution and the University of West Alabama. For non-certification programs, the term may also be used for a full semester experience in a clinical setting such as counseling centers, public libraries, or other appropriate setting for the professional field.

**II. NON-DISCRIMINATION**

1. The University of West Alabama is an equal opportunity institution that does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

**III. DISPOSITIONS**

1. Dispositions are correlated with the University of West Alabama, College of Education Conceptual Framework.



**Practical experience teachers engage in the following process skills:**

- **Collaboration** to maximize learning potential for their students and to promote their own professional development;
- **Application** of knowledge in all teaching areas as they progress toward effectively promoting academic achievement among P-12 students;
- **Inquiry** in response to teaching/learning situations as they make their own discoveries and develop the ability to pose questions and think critically when planning and making other decisions;
- **Reflection** to analyze teaching/learning situations, develop deeper understandings of these situations, and generate alternatives.

At each level of their program teacher education candidates display the dispositions to:

1. **collaborate** with peers, supervisors, parents, students, and others;
2. **apply** knowledge and pedagogy, including technology, in all teaching areas to promote achievement among P – 12 students;
3. demonstrate **inquiry** by posing questions and thinking critically when planning and making other decisions;
4. **reflect** thoughtfully by examining conditions, attitudes, and educational practices which may enhance or impede student achievement;
5. *respond* to the needs of all learners by respecting the individuality of each student when planning instructional activities to maximize student achievement;
6. *exhibit professionalism* which embodies a strong commitment to on-going professional development, ethical conduct, and student advocacy;
7. *demonstrate reliability* by completing assignments, duties and tasks on time;
8. *communicate* with confidence and clarity;

9. *demonstrate confidence* in the student's abilities to succeed and routinely communicate high expectations;
10. *exhibit* enthusiasm and compassion; and
11. be *technologically proficient*.

#### IV. CRITERIA

##### CRITERIA FOR SELECTING STUDENT INTERN CENTERS

All internship placements will be recorded and managed by the Director of Field Experiences and approved by the Dean of the College of Education. Placement sites will be selected in such a manner as to assure the quality of the internship experience and supervision provided by the cooperating teacher. Sites for field experiences and internships are further selected to provide opportunities for candidates to relate principles and theories from the conceptual framework of the Practical Experience Teacher Education Model to actual practice in classroom, schools, and other professional settings. It is during the internship that students have the greatest opportunity to put into practice the four process skills of **collaboration, application, inquiry, and reflection**.

##### CRITERIA FOR SELECTING COOPERATING TEACHERS

Cooperating teachers are an integral part of the teacher education faculty. Cooperating teachers are approved by the appropriate public school personnel and by the dean of education from the teacher education institution or his/her agent. In accordance with standards established by State Departments of Education and Accrediting Agencies, only professional personnel who meet the minimum criteria listed below shall supervise interns. A cooperating teacher must:

1. Be highly qualified and properly certified by their respective State Accrediting Agency
2. Hold at least a master's degree
3. Have at least three years of experience in his or her field of specialization
4. Be currently working in the intern's area(s) of specialization
5. Model good professional practice
6. Model the dispositions required for the intern

##### CRITERIA FOR SELECTING SITE SUPERVISORS

1. Be properly certified by their respective State Accrediting Agency
2. Hold at least a master's degree in their professional field
3. Have at least three years of experience in his or her field of specialization
4. Be currently working in the intern's area(s) of specialization
5. Model good professional practice
6. Model the dispositions required for the intern

## CRITERIA FOR COLLEGE SUPERVISORS

Professional education faculty from The Julia Tutwiler College of Education supervise interns. College supervisors of interns are required to have had education experiences in professional settings. Higher education faculty are expected to integrate the use of computers and technology in their teaching and to take advantage of e-mail and other forms of electronic communication to communicate with interns.

### V. ROLES AND RESPONSIBILITIES

#### ROLES AND RESPONSIBILITIES OF THE DIRECTOR OF FIELD EXPERIENCES

1. Plans with service area school personnel in making internship assignments.
2. Keeps records of intern assignments, cooperating teachers, and cooperating schools.
3. Plans with college supervisors concerning the internship program.
4. Makes formal and informal assessments of the entire internship program and recommends adjustments based on the results of the evaluations.
5. Plans and implements orientation sessions each year as required by the State Department of Education.

#### ROLES AND RESPONSIBILITIES OF THE INTERN

Interns are scheduled at assigned schools or clinical settings as directed by the Director of Field Experiences. During this time, the intern functions as a member of the staff of the assigned school/clinical setting and should behave in a professional manner at all times. The intern should adhere to the following guidelines:

1. Arrive at school/clinical setting no later than the designated time each day. Remain at the school/clinical site until the end of the scheduled time. Under no circumstances should you remain on the premises after the cooperating teacher, site supervisor and/or office personnel leave.
2. Notify the cooperating teacher or site supervisor, the administrator, and the college supervisor as early as possible in the event of an unavoidable absence. Absences are permitted only in case of an emergency or with prior approval of the college supervisor. Interns may be required to make up absences.
3. Dress in a professional manner at all times.
4. Accept responsibility under the guidance of the cooperating teacher or site supervisor for carrying out the routine business of the school/clinical as assigned by the administrator, cooperating teacher, or site supervisor.
5. Participate in after hours programs sanctioned by the school/clinical setting. For certification programs, these may include: faculty meetings, in-service programs, assemblies, parent-teacher conferences, PTA meetings, student performances, athletic events, student clubs/organizations, and others. For non-certification programs, these may include workshops, special events, or presentations.

6. Complete all assignments and requirements associated with the particular course enrolled.
7. Offer ideas in a professional manner.
8. Become familiar with the policies of the clinical setting or school system, the school, the administrator, the site supervisor, and the cooperating teacher.
9. For certification programs, plan carefully for all lessons, using the appropriate course of study and other current materials as a guide. Apply knowledge gained in the college classroom to the practical task of helping students learn. Interns in a non-certification setting should plan for their daily routines and special events as instructed by their site supervisor and/or university supervisor.
10. Collaborate with the cooperating teacher or site supervisor in making long range plans.
11. Use initiative but know and respect the limits of your duties.
12. Maintain an internship portfolio.

#### ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Conduct an orientation of the intern that includes a tour of the facilities; introduction to students, other faculty and staff; information about use of equipment, parking space assignment, students, bell schedule, daily class routines and rules, assemblies and other special events.
2. During the first week of the semester, review with the student any policy manuals and codes of conduct developed by the school system.
3. Provide the intern with working space and materials to foster the teaching candidate's becoming a member of the professional team.
4. Review the requirements and purpose of the internship program and the responsibilities of the intern.
5. Schedule a gradual increase of the intern's responsibility and teaching time. There should be a gradual increase in responsibilities leading up to full-time teaching.
6. Provide the intern with continuous feedback on progress and skills developed. Schedule a conference at least weekly or more frequently if needed.
7. Complete evaluations, hold conferences with the intern, and share impressions with the college supervisor.
8. The cooperating teacher retains legal responsibility; therefore, should be the one to determine whether or not to leave the student intern alone with the students in the classroom.
9. Provide experience in working with parents, keeping records and gradebooks, completing required reports, documenting problems, etc.
10. Complete an evaluation of the intern's dispositions.

## ROLES AND RESPONSIBILITIES OF THE SITE SUPERVISOR

1. Conduct an orientation of the intern that includes a tour of the facilities; introduction to staff; information about use of equipment, parking space assignment, daily routines and rules, and special events.
2. During the first week of the semester, review with the student any policy manuals and codes of conduct developed by your clinical site.
3. Provide the intern with working space and materials as a member of the professional team.
4. Review the requirements and purpose of the internship program and the responsibilities of the intern.
5. Schedule a gradual increase of the intern's responsibilities. There should be a gradual increase in responsibilities over the course of the semester.
6. Provide the intern with continuous feedback on progress and skills developed. Schedule a conference at least weekly or more frequently if needed.
7. Complete evaluations, hold conferences with the intern, and share impressions with the university supervisor.
8. Complete an evaluation of the intern's dispositions.

## ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Give the intern a preview of the experience to expect during the internship and review responsibilities of the intern from the course syllabus.
2. Contact the administrator and cooperating teacher at the assigned school to discuss the requirements of the internship program.
3. Serve as a liaison between the assigned school and The University of West Alabama to keep the Director of Field Experiences informed of progress and problems related to the internship.
4. Make contact with the school throughout the internship. These should be spaced throughout the semester so that proper supervision can be provided.
5. Provide immediate feedback to the student and the cooperating teacher. Conferences should be constructive and lead the intern to become a self-evaluating, reflective professional.
6. Develop a comprehensive evaluation file which includes copies of observation and evaluation forms by the cooperating teacher, work samples completed by the intern, evidence of attendance and full time teaching, as well as, the rating form for teacher dispositions.
7. Serve as the instructor for the intern, assign the final grade, and report the grade on the standard grade sheet provided by the college.

8. Forward the cooperating teacher's final evaluation form to the Director of Field Experiences.
9. Forward your own final evaluation form to the Director of Field Experiences.

#### **ROLES AND RESPONSIBILITIES OF THE ADMINISTRATOR**

1. Selects the cooperating teacher with the approval of the local superintendent, University personnel, and the teacher, using the Alabama State Board of Education criteria for the selection of cooperating teachers.
2. Prior to or on the first day of the internship, orients the intern with respect to policies and traditions of the school and community.
3. Develops packets of information in the school office for student interns that include bell schedules, school calendar, policies, etc., similar to those given to teachers at the beginning of school.
4. Works as a team member with the college supervisor and the cooperating teacher to insure that a successful internship experience occurs.
5. Assists the cooperating teacher in providing an open and well-balanced learning and teaching situation for the student intern.
6. Arranges with members of the faculty a schedule of intern visits to other classrooms during the internship period. This is usually done in the last weeks of the assignment.

#### **ROLES AND RESPONSIBILITIES OF THE SCHOOL BOARD**

1. Completes a partnership agreement with The University of West Alabama as needed but at least once during each five-year period.
2. Gives general direction and leadership to the internship program in the school system.

#### **VI. TERMINATION OR CHANGES DURING FIELD PLACEMENTS**

Either the school system, clinical site, or the University of West Alabama may, at any time, change or terminate the assignment of any field experience student, intern, or teacher candidate. However, before either change or termination, all parties shall make reasonable efforts to consult with each other.

#### **VII. BACKGROUND CHECKS**

All interns shall undergo and pass a fingerprint-based Level II background check prior to entering upon the grounds of any school where students are present or having direct contact with students. The cost of said background check shall be paid by the intern.

## MUTUAL AGREEMENT

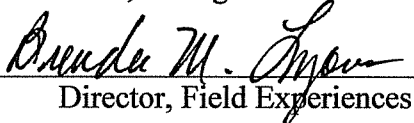
This agreement is made and entered into between The University of West Alabama and School Board of Clay County, Florida school system/clinical site to provide placements for field experiences, practicums, and internships. The terms of the agreement are listed below:

1. For certification programs, all placements will be in classrooms approved by the superintendent or building administrator with the consent of the classroom teacher. For non-certification programs, the placement will be approved by the site supervisor and the University of West Alabama Director of Field Experiences.
2. For certification programs, all cooperating teachers are selected cooperatively by The University of West Alabama the placement site with the permission of the superintendent or administrator. For non-certification programs, site supervisors are selected by the Director of Field Experience based on the criteria for the position.
3. For certification programs, all cooperating teachers must be approved in writing by the local superintendent or administrator and the Dean of the College of Education. For non-certification programs, the site supervisor must be approved by the Director of Field Experiences and the Dean of the College of Education.
4. For certification programs, cooperating teachers must meet minimum criteria established by the Alabama State Department of Education and must be willing to provide the appropriate guidance, supervision, and experiences as outlined in individual course syllabi or the *Internship Handbook*. For non-certification programs, the site supervisor must meet the minimum criteria established in this document.
5. The university supervisor will give guidance to the intern and will serve as a resource person to the intern, cooperating teacher or site supervisor, and the building administrator.

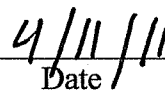
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Chairman, School Board of Clay County, Florida



\_\_\_\_\_  
Dean, College of Education

  
Director, Field Experiences

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Date

  
Date

  
Date