

4.3.i Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

Please see below the excerpted section from Alabama's Teacher Education Code pertaining to field placements and internships. Sections related to policies, procedures, and practices that support candidates working with P-12 students from diverse groups are highlighted.

SUPP. NO. 09-3
290-3-3-.02(6)(a)

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290-3-3-.02(6)(a)7.

(6) Field Experiences and Internships (Class B, Class A, and Class AA Programs).

(a) Basic principles.

1. Collaboration. The unit, its school partners, and other members of the professional community, including faculty in academic disciplines, shall design, implement, and evaluate field experiences and internships, so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(i) The criteria for field experiences and internships designed by the unit and its school partners shall be approved by local superintendents and the State Superintendent of Education.

(ii) In a school system that provides field experience and/or internship sites for more than one educator preparation institution, a combined meeting of the units' representatives and the superintendent is recommended.

(iii) The unit and its school partners shall jointly determine the specific placement of candidates for experiences in P-12 schools.

2. Field experiences and internships shall reflect the unit's conceptual framework(s) and shall help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

3. All candidates shall participate in field experiences or internships that include students with exceptionalities and students from diverse ethnic, racial, gender, linguistic, and socioeconomic groups.

4. Field experiences and internships shall provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn.

5. Field experiences and internships shall require candidates to use information and instructional technology to enhance teaching and learning.

6. Field experiences and internships shall allow time for the candidate's reflection and shall include feedback from peers and supervisors.

7. If possible, field experiences and/or the internship should include both the opening and the closing of a school year.

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290-3-3-.02(6)(c)2.

8. Assessment.

(i) Multiple assessment strategies shall be used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty shall jointly conduct assessments of candidate performance throughout field experiences and internships.

(ii) Assessments used in internships shall be linked to candidate competencies delineated in professional, state, and institutional standards and to the unit's conceptual framework(s).

9. Entry and exit criteria shall be clearly identified for internships.

10. The unit should use its discretion concerning internship semester days designated for final examinations.

11. The unit may require interns to meet on campus for special activities for no more than five days during the internship semester.

(b) Field experiences in Class B and Alternative Class A programs.

1. Field experiences shall facilitate candidates' development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to the internship.

2. Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment. At a minimum, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of at least three hours each. The majority of field experiences must occur in P-12 schools.

3. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field.

(c) Internships in Class B and Alternative Class A programs.

1. The internships in Class B and Alternative Class A programs shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days.

(i) An intern who is absent from her or his 10 consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.

(ii) The intern may plan support activities to be provided by the cooperating teacher.

2. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

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290-3-3-.02(7)(h)

3. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields.

4. For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

5. For early childhood or early childhood special education programs, the internship shall include a pre-school or kindergarten placement and a placement in grades 1, 2, or 3 unless substantial field experiences were completed at both levels.

6. For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(d) Field experience and internships in Class A and AA programs. Class A and Class AA programs require field experiences and may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(5)(c), instructional leadership in Rule 290-3-3-.48(3)(e), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).