

Internship Placement Policy
In conjunction with the
Alabama Educator Preparation Code
Chapter 290-3-3-.02

a. Candidate Eligibility

- i. To be eligible for placement, each candidate must be admitted to the JSU College of Education and Professional Studies (CEPS) Teacher Education Program and be registered for appropriate clinical experience course(s). Internship applications are completed at Internship Application Meetings one semester before internship (i.e., application for fall semester is submitted the previous spring semester; application for spring semester is submitted the previous fall semester). It is the candidate's responsibility to be aware of placement form and application due dates, as well as ensure information is truthful and kept current on file with the Office of Clinical Experiences (OCE).
- ii. Internship applications that are incomplete will not be processed, which will delay placement. Applications that are late will not be given priority.

b. Facilitation of Placement

- i. The JSU OCE facilitates the placement of candidates. Decisions about placements are determined in collaboration with school districts, JSU CEPS faculty, and the Coordinator of Clinical Placements and School Partnerships.
- ii. The CEPS must follow each district's protocol for identifying a placement school and cooperating teachers. Due to the nature of the placement process and requirements by districts, candidates are not to contact the cooperating professional, principal, or district personnel, and should not to make any arrangements with a school district for a clinical experience placement. All placements come through the OCE.

c. Diverse Placements

The CEPS is committed to providing candidates opportunities to observe and practice in diverse settings. Diversity is found in all school districts and programs with which the CEPS has partnerships for placement, in terms of location (rural, urban, suburban, city, town), grade levels, language, ethnic groups, socio-economic, gender, English language learners, disabilities and exceptionalities. Note: Candidates may not directly ask students about ethnicity or socio-economic status.

d. Conflicts of Interest

- i. In order to minimize role confusion and conflict-of-interest issues that can undermine professional growth, performance and evaluation, candidates may not practice in schools where family members work or study. Established partnerships and professional relationships between JSU CEPS, specific schools and school districts may be jeopardized if direct candidate contacts occur. "Family" is defined as, but not limited to, the following: spouse, child, grandchild, brother/sister, aunt/uncle, grandparents, niece/nephew, cousins, sister-in-law/brother-in-law, mother/father. This information must be disclosed on the application for internship.

- ii. You may not complete a clinical experience where you attended high school unless it has been more than ten years since your graduation. Do not list this as a requested choice for placement on your application for internship.

e. Placement Preferences

- i. The OCE may ask for candidate preferences in the location of clinical experiences, but preferred placement is not guaranteed.
- ii. Due to the large number of placements made each term and the needs of other candidates, a candidate who refuses an assigned placement will not be able to be reassigned until all other candidates are placed for that term and may not have a placement until the following term.

C. Placements are made in select Alabama P-12 schools within JSU's 70-mile radius.

f. Employed Candidates

- i. Employed Alternative A interns (teachers of record) who hold a valid Interim Educator Certificate (IEC) endorsed for the teaching field appropriate to the candidate's teaching assignment *may* be allowed to complete internship within his/her classroom. See the Coordinator of Clinical Placements and School Partnerships for further information.

The following requirements are based on *Alabama Educator*

Preparation Code

Chapter 290-3-3-.02(6)(e)(f)

Adopted 09-13-2018

Effective 06-01-2019

Internships in Class B and Alternative Class A Programs

1. The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least *five consecutive days. (*JSU requirement: The teacher candidate will gradually assume lead-teaching and lead-planning responsibilities for a minimum of twenty (20) days, with at least five (5) of those being consecutive.)

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).

3. **Health Education (6-12) and Physical Education (P-12)** combined program: internship shall be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education.

4. **P-12 Programs: Music Education (P-12) and Physical Education (P-12) and Special Education Collaborative Teacher at both the K-6 and 6-12 levels:** internship shall be divided between early childhood/elementary and middle/secondary grades.

5. For pre-kindergarten education programs, the internship must span birth through age 4 in both child care and Office of School Readiness programs.

6. **Early Childhood Education (P-3) AND Early Childhood Special Education (P-3)** programs: internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

7. **Elementary Education (K-6) or Special Education Collaborative (K-6)** programs: internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

8. A candidate who has met all State requirements for unconditional admission to an **Alternative Class A program and is EMPLOYED in an Alabama school** *may* complete the internship in the candidate's classroom if **BOTH** of the following requirements are met:

a. The candidate holds a valid Interim Employment Certificate endorsed for the teaching field appropriate to the candidate's teaching assignment, **AND**

b. On-the job internship placements are permitted by EPP written policy. See Faculty Qualifications and P-12 Clinical Faculty (Cooperating Teachers) for Interns section below for CT credentials.

Internships in Class A and AA Programs

Class A and Class AA programs may require an internship. Refer to the specific Code rules for each program.

Faculty Qualifications and P-12 Clinical Faculty (Cooperating Teachers) for Interns 290-3-3-.02(6)(f)3

1. Faculty who teach professional education courses or supervise interns for teaching field programs should be thoroughly familiar with the current professional responsibilities of the P-12 practitioners in that teaching field.

2. P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are

a. properly certified at the Class A level for their present assignment **OR** hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment,

b. have at least three years of professional educational work experience in their field of specialization, **AND are**

c. currently teaching classes in the intern's area(s) of specialization.

3. For candidates in Class B programs and candidates in Alternative Class A programs who are **not employed** on the basis of holding an Interim Employment Certificate, if no acceptable teacher with

Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

4. For a candidate in an Alternative Class A program who is **employed full-time as a teacher** in the area of the candidate's Alternative Class A program, if no acceptable teacher with Class A certification in the intern's area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization. In addition, an intern in a Pre-K, early childhood education, elementary education, or collaborative special education program (K-6 or 6-12) may be supervised by a cooperating teacher who holds a Class A certificate endorsed for reading specialist.

5. An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP's service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Department of Early Childhood Education and employed in a setting accredited by the National Association for the Education of Young Children.

6. P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.