

**Clinical Practice Handbook**  
**2023-2024**  
**Department of Education**  
**Birmingham-Southern College**

## Table of Contents

|  |    |
|--|----|
| Clinical Practice Overview.....  | 3  |
| Clinical Practice Terminology.....   | 4  |
| Contact Information for BSC Faculty and Clinical Supervisor.....             | 5  |
| Emergency Information for Intern.....  | 6  |
| BSC Internship Calendar Fall.....  | 7  |
| BSC Internship Calendar January.....   | 8  |
| BSC Internship Calendar Spring.....  | 9  |
| ALSDE Requirements for Bachelor’s Level Internships.....                     | 10 |
| Clinical Practice Policies.....  | 11 |
| The Cooperating Teacher.....   | 14 |
| The College Supervisor.....  | 17 |
| Overview of BSC Education Department and the Liberal Arts.....               | 18 |
| BSC Education Department Conceptual Framework.....                           | 19 |
| Mission and Philosophy of the BSC Teacher Education Program.....             | 21 |
| BSC Quality Assurance.....   | 22 |
| Alabama Educator Code of Ethics.....   | 23 |
| Appendix A: Candidate Preservice Assessment of Student Teaching (CPAST)..... | 28 |
| Appendix B: Educators Disposition Assessment (EDA).....                      | 29 |
| Appendix C: edTPA.....   | 30 |

## **Clinical Practice Overview**

Appropriate field-based and clinical experiences are an essential component in preparing the student to become a professional. Teacher candidates participate in three major categories of field experiences at Birmingham-Southern: exploratory teaching, observation/participation during methods and professional courses, and clinical practice. Teacher candidates are assigned throughout their course of study to observe, plan, and practice in different settings to provide a diversity of experiences. They are required to experience a variety of grade/subject levels, inclusive environments, rural/urban settings, large/small schools, and differing socio-economic levels of schools. Each candidate's field experiences are reviewed before the clinical practice placements are made so he/she can be assigned to the most appropriate setting relative to his/her personal program and previous fieldwork.

Clinical Practice offers teacher candidates the opportunity to put into practice the skills, knowledge, and dispositions learned from their study at BSC. Through full time supervised teaching, they receive guidance in a realistic setting where they may combine all facets of teaching. Candidates skills, knowledge, and professional dispositions are assessed during their internship through the use of the Candidate Preservice Assessment of Student Teaching (CPAST/Appendix A), the Educators Disposition Assessment (EDA/Appendix B), edTPA (Appendix C) and the Final Internship Competency Assessment (additional information for program specific FICAs are provided via the digital Cooperating Teacher Training Module through Canvas).

During the clinical experience, the teacher candidates are expected to progress gradually in assuming full responsibilities for the classroom. These requirements meet or exceed Alabama State Department of Education and CAEP guidelines. Additionally, teacher candidates are evaluated

Clinical Practice is unique and distinct for cooperating teachers and administrators as well. Assignment of teacher candidates to schools and individual cooperating teachers is a collaborative effort involving the school system, principals, Birmingham-Southern Education faculty, cooperating teachers and the teacher candidate. Each teacher candidate is placed with a qualified and approved cooperating teacher(s). As cooperating teachers know, each teacher candidate is different and requires a separate set of nudges and support. Cooperating teachers are selected for their ability to mentor and guide teacher candidates in best practices for the classroom.

## Clinical Practice Terminology

The following ALSDE and CAEP terms are used in this handbook.

**Candidates.** 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. The term “student” is reserved for references to persons enrolled in P-12 schools.

**Clinical Practice.** Internship that provides candidates with an intensive and extensive culminating experience. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Alabama uses the word “internship” in lieu of student teaching.

**College Supervisor.** A person assigned by the college or university to supervise

**Cooperating Teacher.** P-12 clinical faculty who supervises intern shall be accomplished school professionals who are If no teacher with Class A certification in the intern’s area(s) of properly certificated at the Class A 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. specialization is available in the institution’s service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern’s area of specialization.

**Conceptual Framework.** An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, assessment, and unit accountability.

**Dispositions.** The commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, dispositions might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

**Field Experiences.** Prior to the internship, a variety of early and ongoing field-based contacts in P-12 schools which are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and supervised teaching which contribute to the understanding and competence of the teacher education candidate.

**Intern/Internship.** Experiences of a candidate in schools culminating in the exercise of responsibility for the teaching or instructional support role for which the candidate is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institution of higher education in which the candidate is enrolled.

## **Contact Information for BSC Faculty and Clinical Supervisors**

If you have any problems or special activities, you want to share please feel free to call or e-mail. This will be a very rewarding experience for you, your cooperating teacher, and the students. Your supervisor will enjoy sharing it with you!

Collaborative/Elementary Program College Supervisors

Secondary/Program College Supervisors

Dr. Gay F. Barnes

(O) 226-4813

(cell) 256-651-5864

[gfbarnes@bsc.edu](mailto:gfbarnes@bsc.edu)

Dr. Amelia G. Spencer

(O) 226-7789

(cell) 205-746-1976

[aspencer@bsc.edu](mailto:aspencer@bsc.edu)

**Emergency Information for Interns**

Full Name \_\_\_\_\_

Medications \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hospital Preferred \_\_\_\_\_

Emergency Contact \_\_\_\_\_

Name \_\_\_\_\_

Home Number \_\_\_\_\_

Cell Number \_\_\_\_\_

Name \_\_\_\_\_

Home Number \_\_\_\_\_

Cell Number \_\_\_\_\_

Copy of Insurance Card

## BSC Internship Calendar/Fall 2023 – August 22-November 29

| DATES                 | PURPOSE/LOCATION   | DAYS OF INTERNSHIP                                 |
|-----------------------|--|--|
|                       | Placement #1   |  |
| August 23             | Internship Orientation<br>Education Studio<br>9:45-11:00 Schools<br>afterwards | 1/2  |
| August 24-25          | Placement #1   | 2  |
| August 28-September   | Placement #1   | 5  |
| September 4           | Labor Day-Holiday  |  |
| September 5-8         | Placement #1   | 4  |
| September 11-15       | Placement #1   | 5  |
| September 18-22       | Placement #1   | 5  |
| September 25-29       | Placement #1   | 5  |
| October 2-6           | Placement #1   | 5  |
| October 9-13          | Placement #1   | 4 1/2  |
| Wednesday, October 11 | Schools until NOON<br>edTPA Submission 12:30-<br>5:00<br>(lunch provided)      | Mandatory  |
|                       |  | Total Days in Placement<br>#1:<br>36 Days          |
| October 16-20         | Placement #2   | 5  |
| October 23-27         | Placement #2   | 5  |
| October 30-November 3 | Placement #2   | 5  |
| November 6-10         | Placement #2   | 4<br>(Veteran's Day Nov 10-No<br>School)           |
| November 13-17        | Placement #2   | 5  |
| November 20-21        | Placement #2   | 2<br>(Thanksgiving Break)                          |
| November 21-22        | Placement #2   | 2  |
| November 28-30        | Placement #2   | 3  |
| November 30           | Program Exit Interviews<br>Individual Interviews- TBA<br>Secondary ONLY        |  |
|                       |  | TOTAL Days in<br>Placement #2:<br>31 Days          |
|                       |  | TOTAL Days in<br>Internship:<br>67 Days – 14 Weeks |

## BSC Internship Calendar/January Term 2024

| DATES         | PURPOSE/LOCATION   | DAYS  |
|---------------|--|---|
| January 3     | Internship Orientation-<br>Education Department ½<br>Day-Report to Schools at<br>11:00                         | 1/2   |
| January 4-5   | Collaborative Classroom  | 2   |
| January 8-12  | Collaborative Classroom  | 5   |
| January 16-19 | Collaborative Classroom<br>January 15-Dr. King<br>Holiday  | 4   |
| January 22-26 | Collaborative Classroom  | 5   |
| January 29-31 | Collaborative Classroom<br>Program Exit Interviews<br>Individual Interviews-TBA<br>Collaborative and Secondary | 3   |
|               |  | Total Days in<br>Collaborative Placement:<br>19.5 Days- 4 Weeks |

- Weekly Meetings: Every Wednesday after school at Education Lab unless otherwise scheduled and Mondays as needed. Interns are required to be in the school on Teacher Work Days and Parent Conference Days.
- Interns must make up the days they are absent from school.



## BSC Internship Calendar – Spring 2024

| <b>Dates</b>        | <b>Purpose/Location</b>  | <b>Days of Internship</b>   |
|---------------------|--|---|
| February 6          | Internship Orientation and<br>edTPA Education Studio<br>8:30 until 3:00              |   |
| February 7-9        | Placement #1   | 3   |
| February 12-16      | Placement #1   | 5   |
| February 19-23      | Placement #1<br>President's Day Feb. 19  | 4   |
| February 26-March 1 | Placement #1   | 5   |
| March 4-8           | Placement #1   | 5   |
| March 11-15         | Placement #1   | 5   |
| March 18-22         | Placement #1   | 4 ½   |
| March 20            | Schools until NOON<br>edTPA Submission 12:30-<br>5:00<br>(lunch provided)            | Mandatory   |
| March 25-29         | Spring Break**   |   |
|                     |  | Total Days in Placement<br>#1:<br>31 1/2 Days (Secondary<br>and Collaborative |
| April 1-5           | Placement #2   | 5   |
| April 8-12          | Placement #2   | 5   |
| April 15-19         | Placement #2   | 5   |
| April 22-26         | Placement #2   | 5   |
| April 29-May 3      | Placement #2   | 5   |
| May 6-10            | Placement #2   | 4   |
| May 7               | Honors Day   | Mandatory   |
| May 13              | Placement #2   | 1   |
| May 9               | Program Exit Interviews<br>Individual Interviews- TBA<br>Collaborative and Secondary | Total Days in Placement<br>#2:<br>30 Days                                     |
|                     |  | TOTAL Days in<br>Internship: 62 1/2 days<br>14 weeks                          |

- \*Intern will take Spring Break Holiday with the school in which he/she is placed. NOT with B-SC.
- Highlighted dates are important dates for intern. They will not be in placement these dates.

## **Alabama State Department of Education Requirements for Bachelor's Level Internships**

### *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.

\*Birmingham-Southern College requires 10 consecutive days in each placement.

(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.

6. For collaborative (K-6) programs, the internship shall include a special education placement, a lower elementary (grades K-3) and an upper elementary (grades 4-6) placement.

7. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics), the internship may be divided between the two teaching fields.

## **Clinical Practice Policies**

*The teacher candidate is prohibited by law and/or college policy from:*

1. **Substitute Teaching:** Teacher candidates cannot serve as substitute teachers. This does not mean that the teacher candidate should not take over the class in an emergency or when the teacher is absent; however, there must be someone assigned by the school to the classroom who is legally responsible for the classroom and the students. This policy protects the cooperating teacher, the college, and the teacher candidate.
2. **Unsupervised Teaching:** Teacher candidates cannot be left unsupervised with students. There must be someone assigned by the school to the classroom who is legally responsible.
3. **Corporal Punishment:** Teacher candidates may not participate in administering corporal punishment to students, nor may they serve as witnesses while staff members administer corporal punishment.
4. **Grades:** Teacher candidates are not legal employees of a system and should not assign grades. However, this does not mean that they should not work with the cooperating teacher in the assignment of grades or that they should not construct, administer, and grade examinations.
5. **IEP Development/Implementation:** The teacher candidate should not be assigned primary responsibility for IEP development. This does not preclude his/her involvement in the IEP process under supervision of certified personnel.

### ***Professionalism and Technology***

Teacher candidates have a responsibility to students as examples of how to behave responsibly, both personally and professionally, when it comes to technology. As a teacher candidate's professional image and reputation as well as the image and reputation of their students and schools will be directly related to their example, it is essential that they be mindful always of that responsibility. Teacher candidates must adhere to their school district's guidelines and policies for technology use. Below are BSC guidelines for technology use by teacher candidates.

### ***Cell Phone Usage***

Teacher candidates will:

- Not access/use cell phone in classrooms or hallways when students or staff are present except in cases of professional purpose and with the express permission of the cooperating teacher, clinical instructor, and/or school administrator.
- Manage personal calls or business privately and only during a prep period, before/after school, or during lunch hour.
- Not exchange phone numbers with or use cell phones to contact students or parents.
- Seek permission to communicate via text with clinical instructor or cooperating teacher and, if permitted to text CS/CT, use appropriate grammar, spelling, tone, etc.
- Be mindful of appropriate grammar, spelling, tone, etc. if using cell phone to email.
- Ensure that phone is placed on silent mode when in the classroom.

- Ensure permission to use cell phone camera for BSC projects is permitted by the cooperating teacher and/or school administrator.
- Ensure that ‘media clearance/release’ form is on file for all students in any classroom where recording of any kind, by cell phone camera or other means, for BSC projects.

### ***Computers and Internet use on School Grounds***

Teacher candidates will:

- Understand that classroom computers and school internet services are for school purposes only.
- Not use the school’s internet for any purpose other than lesson planning or professional communication related to the classroom or school.
- Not use school computers to write personal, non-teaching related emails.
- Not share passwords for school computers that are in place for securing information/usage for professional personnel.
- Download any unauthorized software without the permission of the cooperating teacher or school’s technology support staff.

### ***Social Media Activity***

Teacher candidates will:

- Not accept students as friends on personal social networking sites.
- Decline any student-initiated requests.
- Not initiate online friendships with students.
- Not discuss students or publicly criticize school policies or personnel.
- Consider what is posted to their accounts, either by the candidate themselves or by friends/followers, in terms of what might be viewable by students, parents, administrators, cooperating teachers, or future employers and how any previous and future pictures, comments, etc. might affect professional image.
- Consider who has access to their social media accounts and review security and privacy settings to ensure appropriate protections are in place.

### ***Video Recording and Photo Documentation***

Teacher candidates will:

- Not record any school event or classroom, school personnel or student without express written permission from that individual (and/or their parent/guardian) or appropriate administrative office for the recording.

- Not publicly or privately share, post, or otherwise use any video recording of students, staff, or school for any purpose outside of their BSC seminar requirements.
- Ensure that any, and all, recordings of students, staff, or school are kept secure and confidential.
- Understand that capturing or sharing of any photo or recording of a school event or classroom, school personnel or student without permission and outside of BSC seminar requirements may result in adverse action including termination of the candidate's student teaching assignment, termination from the program, or rejection of the candidate's application for certification with the State of Alabama.

### ***Classroom Management***

Teacher candidates have responsibility for classroom management to the extent expected/allowed by the cooperating teacher. It is a good experience for teacher candidates to deal with common, everyday problems of student control. Severe classroom management problems should be handled under the guidance of the cooperating teacher. Under no circumstances should a teacher candidate administer corporal punishment.

### ***Cooperating Teacher's Intervention***

Intervention may be necessary in some cases, but it should occur only in extreme situations and as a last resort. When at all possible, corrections of an intern's teaching errors should be done privately. Previewing and discussing lesson plans before they are presented should prevent glaring problems and errors.

### ***Absences and Attendance***

Teacher candidates are expected to be in attendance every day throughout the entire student teaching internship and to observe the same school hours as the cooperating teacher at their school. Teacher candidates may not leave school without permission of the cooperating teacher and with consultation of the college supervisor. Teacher candidates are required to be present at all school-related functions at which their cooperating teachers are required to attend, including but not limited to, faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, etc. Tardiness arriving for the school day, school meetings, etc. is considered a lack of professionalism and will be reflected in evaluations of the teacher candidate.

Teacher candidates are expected to make up all absences. In case of illness, the intern should contact the cooperating teacher as soon as possible and no later than 7:15 of the day to be absent. If the teacher candidate is unable to reach the cooperating teacher, the intern should call the school office and leave a message with the appropriate school staff personnel. Additionally, the teacher candidate should notify the college supervisor of the absence.

# **The Cooperating Teacher**

## **Selection**

The cooperating teacher is a highly competent professional skilled in interpersonal relationships and interested in guiding the teacher candidate. Cooperating teachers are recommended by the school principal. According to the Alabama State Department of Education Administrative Code, only teachers who meet the following minimum criteria shall supervise teacher interns:

1. Hold at least a master's degree and a Class A certificate with an endorsement in the teaching field(s) of the teacher candidate or hold National Board for Professional Teaching Standards (NBPTS) Certification in the appropriate field (may be waived under certain conditions).
2. Be a highly competent teacher who is properly certified by the Alabama State Board of Education in the area of specialization of the teacher candidate to be supervised as determined by criteria approved by the State Board of Education.
3. Have at least three years of educational experience in their field of teaching.
4. Understand the program of each teacher candidate supervised and the levels of achievement of each.
5. Be competent to provide superior professional supervision of teacher candidate as determined by criteria applicable to each institution and approved by the State Board of Education.
6. Be approved, in writing, by the appropriate superintendent and dean or director of teacher education.
7. Be currently teaching classes in the intern's area of specialization.

## **Role of the Cooperating Teacher**

Cooperating teachers undertake definite responsibilities in the program of educating beginning teachers. The cooperating serves as a model and mentor during the culminating internship experience.

## **Responsibilities of the Cooperating Teacher**

The responsibilities of the cooperating teacher can be categorized under four major headings: 1) orientation and provision for initial observations; 2) gradual incorporation of teacher candidate into the teaching program; 3) supervision of teacher candidate activities; and 4) on-going evaluations of the teacher candidate.

Supplementary responsibilities of special education cooperating teachers include the following: 1) IEP process (i.e. planning, implementing, and re-using individualized education programs), 2) collaboration (working with teachers, parents, and other professionals in developing and implementing IEP's, 3) identification of resources and strategies for modifying/adapting educational programs.

## **Orientation**

At the first meeting, it is strongly suggested that the cooperating teacher(s) and the teacher candidate confer informally. If possible, the conference should be held at a time when the cooperating teacher(s) will not be easily distracted or interrupted by normal teaching duties and can devote full attention to the establishment of an amiable working relationship with the teacher candidate. The first conference provides an opportunity for the cooperating teacher(s) to:

1. Become acquainted with the intern's interests, abilities, and educational background, including areas of strengths and weaknesses.
2. Explain the daily class schedule to the teacher candidate.
3. Inform the teacher candidate of school policies and regulations concerning:
  - a. time for arrival and departure from schools
  - b. procedure for fire drills
  - c. method of reporting absences
  - d. procedures for students leaving school or arriving tardy
  - e. grading and reporting system
  - f. penalties for student misbehavior
  - g. permanent records and confidential materials (including special education records)
  - h. faculty, PTA, in-service meetings, etc.
  - i. medical services provided by the school for students
  - j. school handbook
4. Discuss the nature and content of the courses being taught.
5. Provide the teacher candidate with textbooks and other necessary instructional material.
6. Discuss the students enrolled in classes to which the teacher candidate has been assigned and help the teacher candidate recognize each pupil as a unique individual.
7. Discuss the appropriate mode of dress and grooming.
8. Discuss the relationship of the teacher candidate to other members of the school staff.
9. Develop tentative plans concerning the length of orientation and observation and the commencement of instructional duties.
10. Conduct or have a student assistant conduct a short tour of the school.
11. Provide a desk or other appropriate work and storage space. It is recommended that prior to the teacher candidate's arrival, the cooperating teacher(s) announce to the pupils in his/her classes that they will soon have a teacher candidate with them. The cooperating teacher should convey in this announcement that the teacher candidate has teacher status. Experience has shown that pupil response to the teacher candidate is affected by the degree of acceptance and support the teacher candidate receives from the regular classroom teacher. The teacher candidate should be considered a colleague and receive the respect accorded other faculty members.

### **Observation**

The teacher candidate, clinical practice supervisor, and cooperating teacher(s) should cooperatively determine the amount of observation needed. However, the initial days of the clinical practice should consist of thoughtful, planned, thorough observation. These observations are extremely valuable to successful teaching, and the wise teacher candidate makes the most of all opportunities to observe.

### **Gradual Release of Responsibility for the Internship**

It is the joint responsibility of the cooperating teacher(s), unit supervisor, and collaborative teacher (when appropriate) to plan a series of experiences designed to introduce the candidate gradually into the teaching process. The length of time devoted to each preparatory experience depends on the teacher candidate's level of readiness.

## **Supervision and Direction**

The responsibilities involved in this function include observing the candidate, providing feedback, and directing his/her efforts. Some suggestions include:

1. Have follow-up discussions after each lesson to inform the teacher candidate of the strengths and weaknesses of the lesson.
2. Offer suggestions to the candidate concerning possible teaching strategies, resources, and technology.
3. Regularly review and reflect on lesson designs prepared by candidates.
4. Encourage the teacher candidate to develop his/her own individual style of teaching.

## **Evaluation**

The clinical practice experience at Birmingham-Southern College is designed to promote continuing growth and independence in the prospective teacher. Evaluation, therefore, is a continuing process shared by the teacher candidate, cooperating teacher(s), and unit supervisor.

To assist in this process and to provide information that is pertinent to the assigning of a grade the cooperating teacher will:

1. Confer with the teacher candidate after each lesson is presented.
2. Complete weekly evaluation forms provided by the college supervisor via the Cooperating Teacher Training Module.
3. Meet jointly with college supervisor and intern as appropriate.
4. Complete a FICA – Final Intern Competency Assessment provided by the college supervisor via the Cooperating Teacher Training Module.
5. Assess the candidate's skills, knowledge, and dispositions using the CPAST assessment tool at the end of the clinical practice placement.

## **Grading**

The College Supervisor will assign the final grade in the internship. A passing score on the edTPA is required for state certification.



## **The College Supervisor**

College supervisors are the main link between the college and the local school. According to the Alabama State Board of Education Administrative Code, college supervisor shall hold at minimum a Master's Degree and have a minimum of clock hours of on-going structured real-world experiences in P-12 school settings to complement and add to their past educational experiences. They are responsible for guiding the learning experiences of teacher candidates and evaluating their progress. Effective supervision requires frequent observation and feedback. Three-way conferences involving the teacher candidate, cooperating teacher and supervisor are important to ensure the success of the intern.

1. The college supervisor visits the teacher candidate during the teacher candidate's assignment once a week and twice during the week of full-time teaching.
2. The college supervisor facilitates adequate communication among the persons directly involved in the clinical practice: The teacher candidate, the site administrator, the cooperating teacher(s), and the college supervisor.
3. The college supervisor confers with the cooperating teacher(s) regarding the teacher candidate's progress.
4. The college supervisor should plan and lead a three-way conference utilizing the CFAST assessment tool.
5. The final school visit should include a conference with the cooperating teacher(s), the candidate, and the college supervisor. This conference involves a final evaluation of the teacher candidate.

### **Evaluation**

The college supervisor is responsible for assigning a grade to the intern. Interns must achieve at least a B- level of performance to be recommended for certification.

## **Overview of Birmingham-Southern College**

### **Birmingham Southern College: Education and the Liberal Arts**

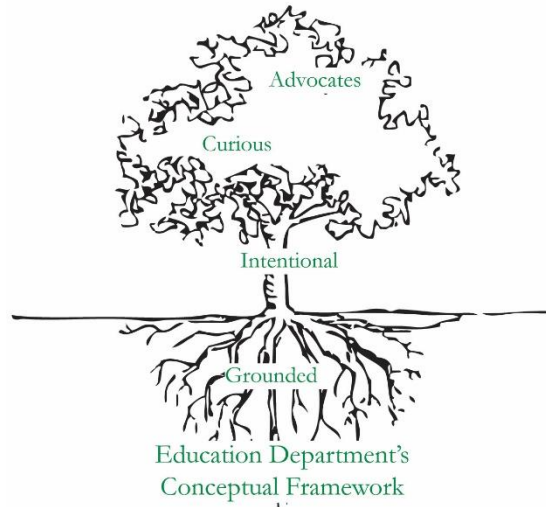
Birmingham-Southern College has been a leader of excellence and innovation in liberal arts education in the State of Alabama and in the South for almost a century and a half. The Education Department operates within this liberal arts context to produce graduates who embody William Cronin's 10 distinguishing attributes of a liberally educated person:

1. The ability to listen and hear;
2. The ability to read and understand;
3. The ability to talk with anyone;
4. The ability to write clearly and persuasively and movingly;
5. The ability to solve a wide variety of puzzles and problems;
6. The ability to respect rigor not so much for its own sake but as a way of seeking truth;
7. The ability to practice humility, tolerance, and self-criticism;
8. The ability to understand how to get things done in the world;
9. The ability to nurture and empower the people around them; and
10. The ability to follow E. M. Forster's injunction: "Only connect . . ."

BSC's is accredited by the Alabama State Department of Education.

# Birmingham-Southern College Education Department Conceptual Framework

Birmingham-Southern College



Purposeful and intentional teaching focused through a liberal arts lens

The Conceptual Framework articulates a vision of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

## 1. Demonstrate Intellectual Curiosity

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

## 2. Demonstrate Philosophical, Pedagogical, and Academic Grounding

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

### 3. Practice Reflective and Intentional Teaching

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process, and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

### 4. Practice Advocacy for the Community, the Profession, and for All Children

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

## **Mission and Philosophy of the BSC Teacher Education Program**

It is the Mission of Birmingham-Southern College to provide a liberal arts education of distinctive quality. The College challenges students to think independently, to examine the arts and sciences aesthetically and critically, and to communicate clearly. It fosters the advancement of scholarship, personal and resourceful learning, and comprehensive advising.

The Education Department seeks to complement the Mission of the College by providing an academically rigorous, intellectually stimulating program of experiences. Our Mission is to produce purposeful and intentional teachers who know, know why, and know how.

The Education Department is philosophically grounded by the tenets of Social Constructivism and Critical Theory. Our teaching is grounded in the work of educational researchers, philosophers, and theorists such as Piaget, Vygotsky, Cambourne, Bruner, Dewey, and Freire.

## **Birmingham-Southern College Education Department Quality Assurance Program**

The Birmingham-Southern College Quality Assurance Program guarantees the success of candidates who complete the approved program of study in the teacher education program and who are employed in the program areas of specialization. Upon completion of the program, candidates will demonstrate an understanding of the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Alabama Educator Code of Ethics and the B-SC Education Department Conceptual Framework. Remediation is provided at no cost to individuals who are recommended by the department and deemed unsatisfactory by the State Board of Education within two years after program completion. Candidates completing the program are given a letter indicating the willingness of BSC to support this policy. This guarantee, however, does not apply in cases of out-of-field assignments.

Requests for this assistance are made through the school principal or central office supervisor or by contacting the chair of Birmingham-Southern College's Department of Education. The chair or his/her designee visits the school to gather additional information relative to the request and determine an appropriate course of action. It is necessary for the principal or supervisor to share all information pertinent to the teacher's performance.

### **Alabama Administrative Code Reference**

290-3-3 (h) Education Preparation Provider (EPP) Accountability

1. Support for program completers. The EPP shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization in Alabama. The EPP shall provide remediation at no cost to such individuals whose performance indicates the need for additional support within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the EPP. Assistance may be requested by the new employee, the employee's principal, or the employing superintendent. In no case, shall the EPP be required to provide remediation for more than the first two years of employment. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals:

## **Alabama Educator Code of Ethics**

The following was adopted by the Alabama State Board of Education 7/12/05. The Alabama State Board of Education voted to include this document in the *Alabama Administrative Code* on July 14, 2009.

### **Introduction**

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

### **Code of Ethics Standards**

#### **Standard 1: Professional Conduct**

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

#### **Standard 2: Trustworthiness**

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

### **Standard 3: Unlawful Acts**

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

### **Standard 4: Teacher/Student Relationship**

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

### **Standard 5: Alcohol, Drug and Tobacco Use or Possession**

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:



- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

### **Standard 6: Public Funds and Property**

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

### **Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Ensuring that institutional privileges are not used for personal gain.
- Ensuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

### **Standard 8: Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

### **Standard 9: Abandonment of Contract**

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

### **Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05

(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

#### **Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

### **Alabama Administrative Code 290-3-2-.05**

(1) Authority of the State Superintendent of Education

- (a) The Superintendent shall have the authority under existing legal standards to:
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).

2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

**Appendix A: Candidate Preservice Assessment of Student Teaching (CPAST)**

## **Appendix B: Educators Disposition Assessment (EDA)**

## Appendix C: edTPA

