



Department of Education

Handbook for Undergraduate Teacher Candidates

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Welcome

Welcome to the Department of Education. We believe that you will find your journey into the teaching profession to be a challenging and rewarding experience. We are pleased that you have selected UAH to prepare you for a career in teaching. We are here to serve you and are committed to preparing you to be a highly qualified teacher.

We have produced this Handbook to assist you as you progress through your chosen certification program in the Teacher Education Program. Included you will find procedures, guidelines, and forms needed to complete specific tasks along the way. Also, you will find deadlines for completion of many of the procedures. It is important that you follow the procedures as outlined in this Handbook. Failure to follow the specified procedures could delay your graduation. Although your faculty advisor, other faculty, and the professional education office staff are available to assist you, you are responsible for meeting the requirements associated with completing your certification program.

Again, welcome to the UAH Department of Education. We look forward to working with you as you begin the first phase in your teacher education program.

The UAH Department of Education Faculty

Department of Education Mission

The Department of Education at The University of Alabama in Huntsville prepares prospective elementary and high school teachers at the graduate and undergraduate levels to assume leadership roles in public and private schools. The faculty in the department is committed to a knowledge base for these programs that reflects the views that educators are reflective decision-makers who facilitate student learning.

Our vision is led by the motto: “*Through Teaching We Lead.*” We believe that professional teaching combines an imaginative and empathic understanding of learners with a rigorous, research-based body of pedagogical knowledge. These components must be enfolded with a substantive preparation from the disciplinary knowledge. We want our teacher candidates to become educators who are reflective leaders committed to the continuing development of dispositions and skills that become manifested in their own practices as an elevated balance of both support and challenge for learners.

The establishment of the theme, “*Through Teaching We Lead,*” codifies the major purpose of our department: to graduate teachers who are exceptionally well-prepared in disciplinary, pedagogical, and professional knowledge; who understand and are prepared to address the needs of all learners; and who are committed to serving as leaders in the educational community to ensure that all students receive a high-quality public or private education. The vision and mission statements of the Department are realized through the goals and outcomes for the program. These goals represent the department’s expectations for all teacher education candidates.

UAH Teacher Candidate Competencies

1. CONTENT. The candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learner in construction of meaning within the discipline.

2. PEDAGOGY.

a. Teaching. Candidate uses multiple teaching and learning strategies to meet the needs of students, creates lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.

b. Assessing Student Learning. Candidate develops and uses a variety of formal and informal assessment strategies to plan instruction, monitor student performance, evaluate student learning and documents impact of instruction on student learning.

c. Managing the Learning Environment. Candidate uses an understanding of individual and group motivation and behavior to create a safe, well-organized, and equitable learning environment that supports positive interactions and active engagement in learning.

3. CRITICAL THINKING. Candidate models effective critical thinking patterns and problem solving approaches and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4. DIVERSITY. Candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and performance skills. Candidate understands how students differ in their approaches to learning and creates instructional opportunities that meet the needs of learners from diverse cultural backgrounds and learners with exceptionalities. The candidate uses this knowledge to promote equitable learning opportunities for *all* students.

5. COMMUNICATION. Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom.

6. PROFESSIONALISM. Candidate evidences leadership capacity and a solid commitment to the teaching profession.

a. Collaboration and Relationships. Candidate communicates and interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well-being.

b. Reflection and Professional Development. Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). Candidate actively seeks out opportunities to grow professionally.

c. Professional Dispositions. Candidate exhibits ethical and professional dispositions and conduct.

Professional Dispositions

Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the candidate’s own professional growth.” The professional dispositions and commitments exhibited by teacher candidates are one of the most critical factors in determining their future success in the classroom. Therefore, UAH teacher candidates are introduced to the dispositions during their first education course *ED 301 - Introduction to Education*. Dispositions continue to be woven into the framework of each course in the UAH Teacher Education Program. Candidates are provided with opportunities to engage in a self-evaluation of these dispositions and to demonstrate these attributes as they progress throughout the program.

1. **Intellectual Curiosity.** The teacher candidate enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, the teacher candidate fosters and encourages students to extend their personal immersion in learning beyond course content.
2. **Respect for all Learners.** The teacher candidate demonstrates respect for and fosters positive rapport with all students.
3. **Multicultural Sensitivity.** The teacher candidate promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.
4. **Self-initiative.** The teacher candidate accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.
5. **Flexibility.** The teacher candidate identifies and positively adapts when unanticipated occurrences arise.
6. **Interaction with Others.** The teacher candidate initiates positive interactions with students, faculty, peers, and others.
7. **Tact and Judgment.** The teacher candidate is diplomatic. The teacher candidate is sensitive to others’ feelings and opinions.
8. **Reliability/Dependability.** The teacher candidate is always responsible. The teacher candidate attends to tasks or duties without prompting.
9. **Oral Communication Skills.** The teacher candidate is articulate, expressive, and conversant. The teacher candidate is able to adapt his or her communicative style to the situation; the teacher candidate listens well and responds appropriately.
10. **Written Expression.** The teacher candidate expresses ideas clearly and concisely. The teacher candidate makes no mechanical errors.
11. **Attendance/Punctuality.** The teacher candidate is punctual and has regular attendance. The candidate provides prior notification and reasonable explanations for absences.
12. **Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

DEPARTMENT OF EDUCATION

Alignment of Standards

UAH Teacher Candidate Competencies	Alabama Quality Teaching Standards (AQTs)	<i>EDUCATE</i> Alabama	INTASC Principles	National Board for Professional Teaching Standards (NBPTS)
Content	1c. Content Knowledge 1 Academic Disciplines 2 Curriculum	#1 – Content Knowledge	#1 – Subject Matter	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
Pedagogy: a. Teaching b. Assessing Student Learning c. Managing the Learning Environment	2c. Teaching and Learning 2 Organization and Management 3 Learning Environment 4 Instructional Strategies 5 Assessment 3c. Literacy 2 Reading 3 Mathematics 4 Technology	#2a – Organization and Management of Learning #2b - Using Instructional Strategies to Engage Learners #2c – Assessment of Learning #3b – Development of Reading Skills & Accessing K-12 Literacy #3d – Utilizes Technology	#2 - Student Learning #5 - Learning Environment #7 – Planning Instruction # 8 - Assessment	#2 Teachers know the subjects they teach and how to teach those subjects to their students. #3 Teachers are responsible for managing and monitoring student learning.
Critical Thinking		#3c – Development and Application of Mathematical Knowledge & Skills Across Content Areas	#4 - Instructional Strategies 4.32 - promotes the development of critical thinking, problem solving and performance.	#2 Teachers know the subjects they teach and how to teach those subjects to their students.
Diversity	2c. Teaching and Learning 1 Human Development 4c. Diversity 1 Cultural, Ethnic, and Social Diversity 2 Language Diversity 3 Special Needs 4 Learning Styles	#4a – Cultural, Ethnic, and Social Diversity #4b – Language Diversity #4c – Special Needs #4d – Learning Styles	#3 - Diverse Learners	#1 Teachers are committed to students and their learning. #5 Teachers are members of learning communities.
Communication	3c. Literacy 1 Oral and Written Communication	#3a – Oral and Written Communication	#6 - Communication	#5 Teachers are members of learning communities.
Professionalism	5c. Professionalism 1 Collaboration 2 Continuous, Lifelong Professional Learning 3 Alabama-Specific Improvement Initiatives 4 School Improvement 5 Ethics 6 Local, State, and Federal Laws and Policies	#5 - Professionalism	#9 – Reflection and Professional Development #10 – Collaboration, Ethics, and Relationships	#4 Teachers think systematically about their practice and learn from experience. #5 Teachers are members of learning communities.

Code of Ethics of the Education Profession

Adopted at the NEA Representative Assembly. July 1975

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a) Exclude any student from participation in any program.
 - b) Deny benefits to any student.
 - c) Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling purpose or is required by law.

Principle II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misinterpret his or her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Alabama Educator Code of Ethics

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:

- Insuring that institutional privileges are not used for personal gain.
- Insuring 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.

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

All teacher education candidates completing the certification programs at The University of Alabama meet the Highly Qualified Teacher requirements established by the Alabama State Department of Education.

Elementary Education – B.A. K-6 Certification

In addition to completing 55 hours of professional education courses, elementary education majors must select a second area for their program of study; hours required for second areas of study vary. Students may select from the following second areas of study. See department website for specific course requirements.

Collaborative Teacher-Special Education	
Communication Arts	Biology
English	Chemistry
Foreign Language	Mathematics
History	
Music	
Philosophy	
Political Science	
Psychology	
Sociology	

Secondary Education - B.A. or B.S. – 6-12 Certification

Secondary candidates receive their degree (major) in their teaching field. In addition candidates complete 40 hours of professional education courses. Certification is available in the following areas. Hour requirements for each major/certification area varies. See department website for specific course requirements.

English Language Arts	Biology
Foreign Language	Chemistry
History	General Science
Social Studies	Mathematics
	Physics

Collaborative Teacher – Special Education – second area of study may be added to either K-6 or 6-12 certification programs

Middle School Endorsement

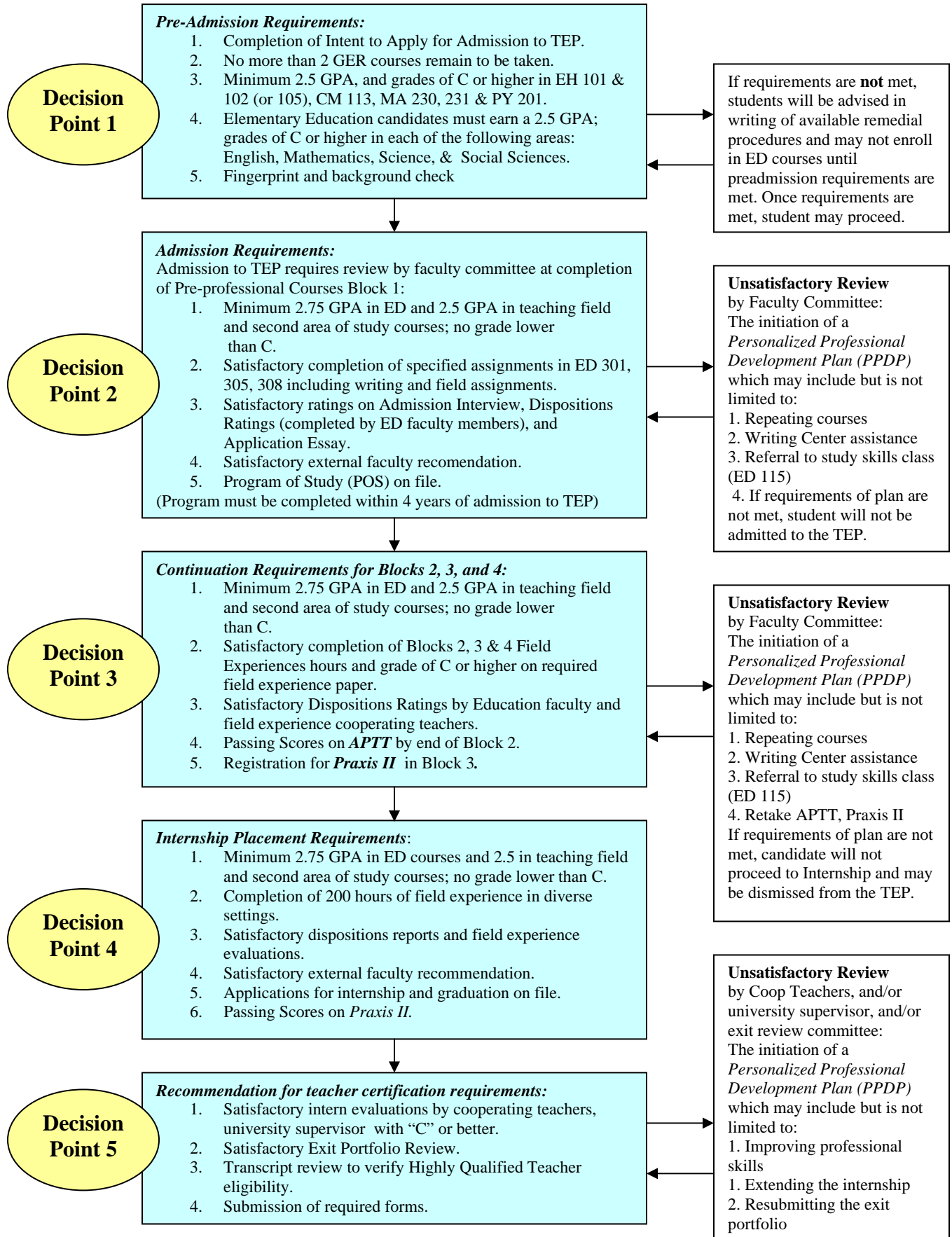
Candidates enrolled in an elementary education or secondary certification program who also want to be certified to teach in a middle school, should complete additional courses in education and all courses required of a major in that teaching field. Candidates must meet the minimum of 32/19 hour requirements for Highly Qualified Teacher.

This endorsement from the Alabama State Department of Education would enable them to be certified to teach grades 4-8 in addition to the elementary K-6 or secondary 6-12 certification.

P-12 Programs

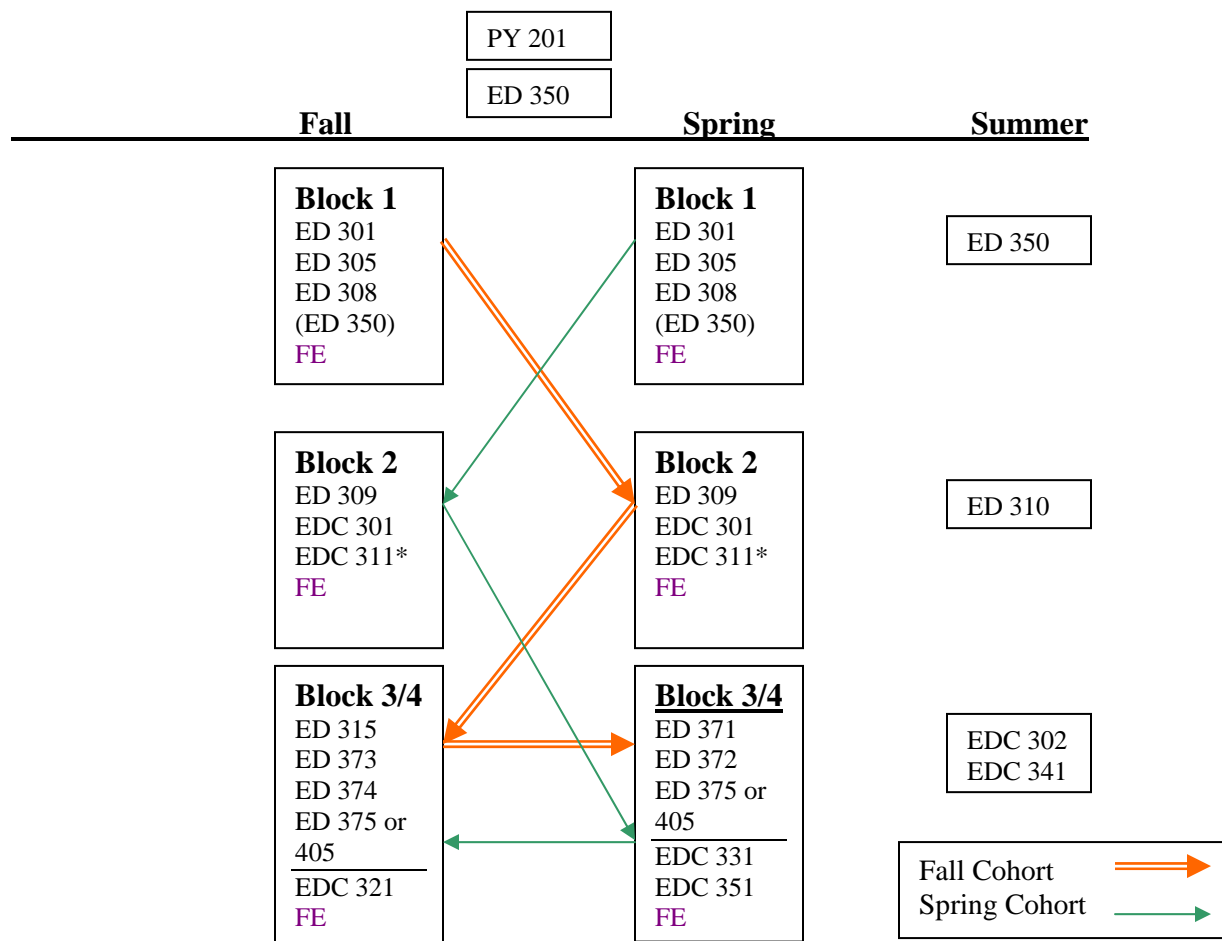
Music B. (Instrumental or Vocal Emphasis) – See catalog or website for information.

Decision Points and Assessments Initial Certification at Bachelor's Level



Sequence of Courses for Elementary Education/ Collaborative Teacher Candidates

Candidates should complete all General Education Requirements. ED 350 may be taken prior to beginning Block 1 pre-professional courses. No more than two (2) Second Area of Study courses should be planned for any of the blocks. A 50-hour field experience (FE) is required during each block.



<p>PY 201 – Life Span Development (taken as part of GER)</p> <p>MA 230, 231 – Required for HQT</p> <p>ED 301 – Intro to Education</p> <p>ED 305 – Foundations of Education</p> <p>ED 308 – Educational Psychology</p> <p>ED 309 – Classroom Management</p> <p>ED 310 – Integrating Creative Arts</p> <p>ED 315 - Educational Evaluation & Measurement</p> <p>ED 350 – Technology in the Classroom</p> <p>ED 371 – Teaching Language Arts</p> <p>ED 372 – Teaching Social Studies</p> <p>ED 373 – Teaching Elementary Science</p> <p>ED 374 – Teaching Elementary Math</p> <p>ED 375 – Teaching Primary Reading</p> <p>ED 405 – Teaching Intermediate Reading</p>	<p><u>Collaborative Cognate</u></p> <p>*EDC 301 – Teaching Exceptional Children</p> <p>EDC 302 – Introduction to Low Incidence Population</p> <p>*EDC 311 – Instructional Strategies for Inclusive Classrooms</p> <p>EDC 321 – Collaborative Consultation</p> <p>EDC 331 – Critical Issues in Education</p> <p>EDC 341 – Transition of K-12 Students</p> <p>EDc 351 – Behavior Analysis and Intervention</p> <p>*Required of all teacher candidates</p> <p>ED 493 - Internship</p> <p>FE Field Experience (minimum of 50 hours per block)</p>
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Block I ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20		ED 301		ED 301	
9:35- 10:55					
11:10- 12:30		ED 308		ED 308	
12:45-2:05		ED 305		ED 305	
2:20-3:40					
3:55-5:15		(ED 350)*		(ED 350)*	
5:30-8:20					

Block II ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55		EDC 301		EDC 301	
11:10- 12:30					
12:45-2:05		ED 309		ED 309	
2:20-3:40		EDC 311		EDC 311	
3:55-5:15					
5:30-8:20					

Block III ED Courses (Fall Offerings)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20		ED 315		ED 315	
9:35- 10:55					
11:10- 12:30		ED 375**		ED 375	
12:45-2:05					
2:20-3:40		ED 373		ED 373	
3:55-5:15		ED 374		ED 374	
5:30-8:20	ED 405**		EDC 321		

Block IV ED Courses (Spring Offerings)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20		ED 372		ED 372	
9:35- 10:55					
11:10- 12:30		ED 375		ED 375	
12:45-2:05					
2:20-3:40	EDC 331	ED 371		ED 37	
3:55-5:15		EDC 351		EDC 351	
5:30-8:20	ED 405				

EDC 302, 321, 331, 341, and 351 are taken by students as part of the Collaborative Program, as a second area of study. Therefore, there should be no conflicts with other departments regarding the scheduling of these 4 classes.

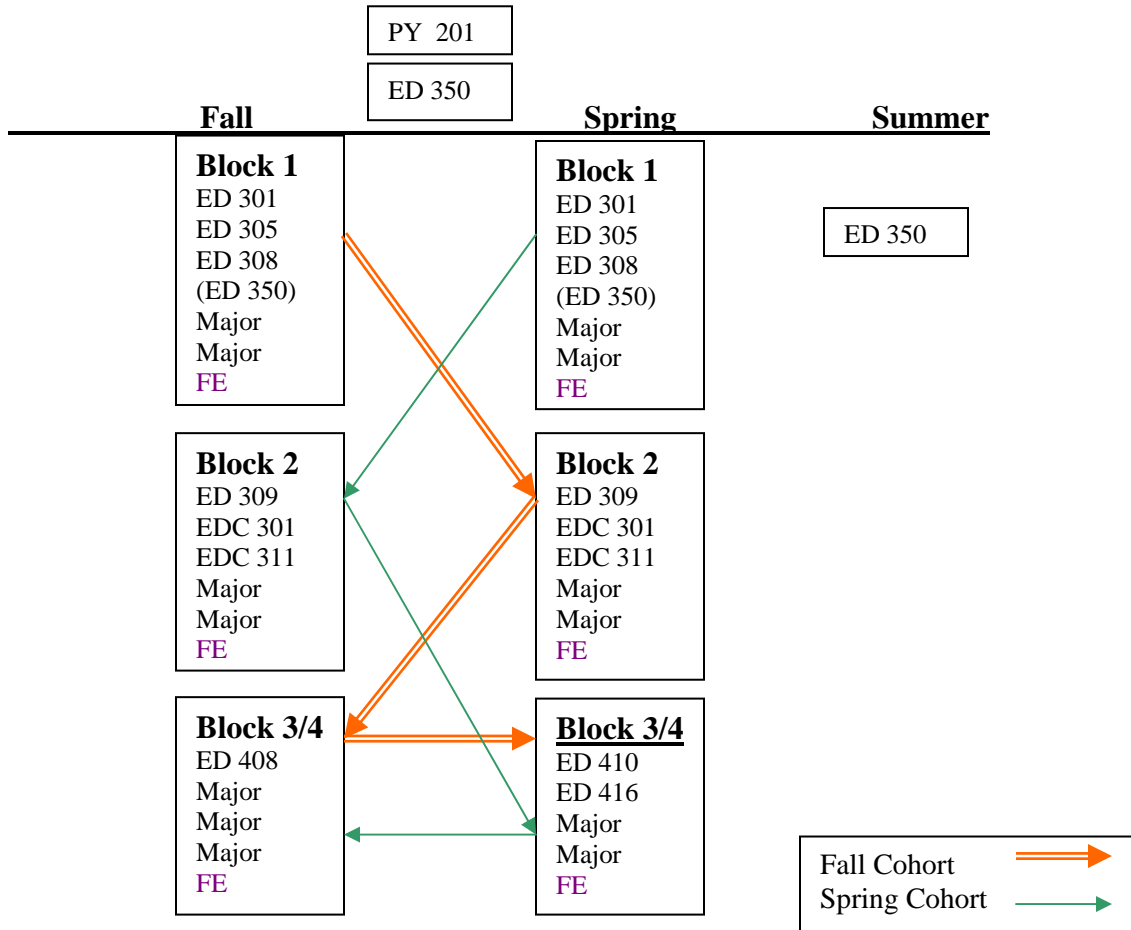
*ED 350 may be taken prior to or during Block 1 courses.

**ED 375 must be taken before ED 405

***EDC 302, 341, and ED 310 are summer course offerings.

Sequence of Courses for Secondary Teacher Candidates

Candidates should complete all General Education Requirements. ED 350 may be taken prior to or during beginning Block 1 Pre-professional courses. A 50-hour Field Experience (FE) is required in each of the 4 blocks.



PY 201 – Life Span Development (taken as part of GER)

ED 301 – Intro to Education	EDC 301 – Teaching Exceptional Children
ED 305 – Foundations of Education	EDC 311 – Instructional Strategies for Inclusive Classrooms
ED 308 – Educational Psychology	
ED 309 – Classroom Management	ED 497 - Internship
ED 350 – Technology in the Classroom	
Ed 408 – Teaching Content Area Reading	
ED 410 - Foundations of Educational Evaluation	
ED 416 – Middle and Secondary Methods Block	FE – Field Experience (minimum of 50 hours per block)

Secondary Education Candidates (2008-2009)

Block I ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20		ED 301		ED 301	
9:35- 10:55					
11:10- 12:30		ED 308		ED 308	
12:45-2:05		ED 305		ED 305	
2:20-3:40					
3:55-5:15		(ED 350)*		(ED 350)*	
5:30-8:20					

Block II ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55		EDC 301		EDC 301	
11:10- 12:30					
12:45-2:05		ED 309		ED 309	
2:20-3:40		EDC 311		ED 311	
3:55-5:15					
5:30-8:20					

Block III ED Courses (Fall Offerings)**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55					
11:10- 12:30					
12:45-2:05		ED 408		ED 408	
2:20-3:40					
3:55-5:15					
5:30-8:20			ED/EH 413**		

Block IV ED Courses (Spring Offerings)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55		ED 416		ED 416	
11:10- 12:30		ED 410		ED 410	
12:45-2:05					
2:20-3:40					
3:55-5:15					
5:30-8:20					

*ED 350 may be taken prior to Block 1 courses.

**ED/EH 413 is an elective for English Language Arts candidates

P-12 Music Education Candidates (2008-2009)

Block I ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20		ED 301		ED 301	
9:35- 10:55					
11:10- 12:30		ED 308		ED 308	
12:45-2:05		ED 305		ED 305	
2:20-3:40					
3:55-5:15					
5:30-8:20					

Block II ED Courses (Offered Spring and Fall)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55		EDC 301		EDC 301	
11:10- 12:30					
12:45-2:05		ED 309		ED 309	
2:20-3:40		EDC 311		ED 311	
3:55-5:15					
5:30-8:20					

Block III ED Courses (Fall Offerings)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55					
11:10- 12:30					
12:45-2:05		ED 408		ED 408	
2:20-3:40					
3:55-5:15					
5:30-8:20					

Block IV ED Courses (Spring Offerings)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 9:20					
9:35- 10:55					
11:10- 12:30		ED 410		ED 410	
12:45-2:05					
2:20-3:40					
3:55-5:15					
5:30-8:20					

MUE (MUE 328, 428, 429) classes are scheduled on alternate years.

Introduction to the Field Experience Program

The Field Experience Program (FEP) is an integral part of the Teacher Education Program at The University of Alabama in Huntsville. It provides candidates with opportunities to become familiar with and participate in a variety of instructional settings. From one semester to the next, candidates are provided with opportunities to become more actively involved in classroom settings. As they gain more knowledge of learners, content, and methodology, they participate in a set of sequential and systematic experiences that enable them to connect the knowledge and skills acquired in campus-based coursework with what they observe and do in public school settings.

The FEP is designed to provide a continuum of experiences that enables candidates acquire the knowledge, skills, and dispositions essential to their growth as professionals. Candidates are expected to complete a minimum of 200 hours of field experiences prior to the internship. Each semester candidates will complete a minimum of 50 hours in a school setting, as they move from simply observing, participating and tutoring students during Block 1 experiences, to teaching small group and whole class lessons during Blocks 3, 4 experiences and finally assuming full responsibility for the classroom during their student teaching.

Each level of field experiences addresses competencies integral to the UAH *Teacher as Leader* model. As candidates progress through the program and become more actively engaged in instructional responsibilities during each level of field experiences, they will be expected to demonstrate novice, then intermediate, and finally expert abilities in each competency area.

Candidates enrolled in Blocks 1 and 2 field experiences will focus primarily on *Diversity*. Candidates enrolled in Blocks III and IV field experiences will focus on developing as *Content* and *Pedagogy*; they will refine their competencies in the area of *Diversity*. Candidates enrolled in the internship—will demonstrate their abilities in all competencies as a high level. At all levels, candidates will demonstrate increasing competency in the areas of *Communications*, *Critical Thinking*, and *Professionalism*.

Field experiences are an integral component of the course requirements and curricula. Failure to successfully complete field experiences will result in incomplete grades and/or course failure and will delay and/or prevent the candidate's admission to the Teacher Education Program or the internship.

See Field Experience Guidelines for Elementary and Secondary Candidates for specific requirements.

Competency Focus for Field Experiences

Level of Field Experiences	Stages of Competencies	Specific Competency Focus	Developing Competencies
<p>Block One – ED 301, 305, 308 Placement: Huntsville City (urban) Elementary. – Grades K-2 Secondary – Middle School P-12 Music - Elementary</p> <p>Block Two – ED 309, EDC 301, and EDC 311 Placement: Madison County (rural) Elementary - Grades 3-5 Secondary – High School P-12 Music – High School</p>	Novice	Diversity	Communications Critical Thinking Professionalism
<p>Fall Methods Block Elementary: ED 315, 373, 374, 375 or 405 Placement (ED 375 – Ridgecrest-Grades K-2) (ED 405 – Madison City Schools – Grades 3-5) Secondary: ED 408 (Middle School) (Placement: Madison City (ARI & AMSTI schools)</p> <p>-----</p> <p>Spring Methods Block Elementary: ED 371, 372, 375, or 405 ED 310 (Summer) Grades K-2 – Ridgecrest Grades 3-5 – Madison City Secondary/P-12: ED 416, 410 (High School) (Placement: Huntsville City ARI and AMSTI school</p>	Intermediate	<p>Content</p> <p>Pedagogy</p> <p><i>a. Teaching</i></p> <p><i>b. Assessing Student Learning</i></p> <p><i>c. Managing the Learning Environment</i></p>	
<p>Internship (Placement: Varied)</p>	Expert	All competencies	

Field Experience Guidelines for Elementary Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Grades K-2 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 2 hours per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day's experiences. 	<p>Block 2: ED 309, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity</i> Grades 3-5 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block: ED 315, 373, 374, 375 or ED 405, EDC 321 Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in reading, math, and science. Intermediate Grades K-2 (ED 375) or 3-5 (ED 405) Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in math, science, and reading • Design assessments, use the data to plan instruction and monitor and measure student learning • Review available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block: ED 371, 372, 375 or 405, EDC 331, 351 Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in reading, language arts, and social studies Primary Grades K-2 (ED 375) or 3-5 (ED 405) Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher • Tutor or assist students in these content areas (individualized or small group instruction) • Develop and teach lessons in language arts and social studies • Develop and teach lesson(s)/units that integrate across the curriculum • Design assessments, use data to plan instruction and monitor and measure student learning • Note available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>ED 493 – Internship Focus: Candidates should demonstrate knowledge, skills, dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

Field Experience Guidelines for Secondary and P-12 Education Candidates

<p>Block 1: ED 301, ED 305, ED 308 Focus: Candidates will observe and assist a teacher in a diverse school setting. They will focus on the school and the community it serves. Competencies: <i>Diversity</i> Secondary - Middle School P-12 Music – K-6 The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field. • Tutor a child at University Place Elementary School as part of the Study Buddy Program (a minimum of 1 hour per week for 10 weeks) • Document the field experiences in a set of field notes or daily journal • Write reflective entries about each day’s experiences. 	<p>Block 2: ED 309, EDC 301, EDC 311 Focus: Candidates will observe and assist a teacher in a rural school setting. They will focus on the learners and creating/managing a safe, supportive classroom environment. Competencies: <i>Diversity</i> Secondary - High School P-12 – Middle or High School The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist a classroom teacher in their teaching field • Tutor or assist learners with disabilities (a minimum of 10-15 hours) • Plan and implement a small group activity • Document the field experiences in daily journal • Write reflective entries about the experiences
<p>Fall Methods Block3: ED 408 Focus: Candidates should observe and assist a teacher in an ARI/AMSTI school setting. They will focus on supporting, teaching, and assessing students in their teaching field. Middle School – Grades 5-8 or 7-9 Competencies: <i>Content, Pedagogy</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Tutor or assist students in their teaching field (individualized or small group instruction) • Develop and teach lessons in their teaching field • Design assessments and use the data to plan instruction and monitor and measure student learning. • Review available materials and resources, including technology • Note professional development resources for teaching in these content areas • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught • Maintain a set of field notes with reflective journal entries 	<p>Spring Methods Block : ED 410, 416 Focus: Candidates should participate in a diverse school setting. They will focus on teaching and assessing learning of students in content areas. Secondary - High School P-12 – Middle or High School Competencies: <i>Content, Pedagogy, Critical Thinking</i> The candidate will:</p> <ul style="list-style-type: none"> • Observe and assist the teacher in their assigned school • Develop and teach lessons (units)in their teaching field, integrating content across the curriculum • Design assessments and use data to plan instruction and monitor and measure student learning • Tutor or assist students in these content areas (individualized or small group instruction) • Note available school and community resources, including technology • Participate in professional development activities • Engage in self-evaluation and reflection on lessons taught. • Maintain a set of field notes with reflective journal entries
<p>ED 497 or ED 499 – Internship Focus: Candidates should demonstrate knowledge, skills, and dispositions of novice teachers. They will be expected to demonstrate proficiency in all competencies.</p>	

APPENDIX

Undergraduate Candidate Responsibilities

Decision Point	Candidate Responsibilities	Date Completed
1 Eligibility to enroll in Block 1 Courses	<ol style="list-style-type: none"> 1. File an <i>Intent to Apply to TEP</i> as early as possible after admission to UAH but prior to end of sophomore year. 2. File a <i>Program of Study (POS)</i> with college advisor prior to end of sophomore year (or during ED 301). 3. Complete all (or all but two) courses in GER 4. Enroll in Pre-professional Block 1 courses (ED 301, ED 305, ED 308, *ED 350). <ul style="list-style-type: none"> • ED 350 may be taken semester prior to Block 1 semester 4. Submit to fingerprint and background check 	_____ _____ _____
2 Admission to Teacher Education Program	<p><u>During Block 1 semester:</u></p> <ol style="list-style-type: none"> 1. File <i>Application to Teacher Education Program</i>. 2. Complete field experience hours, <i>Dispositions Self-Assessment and Application Essays</i> (ED 301). 3. Solicit <i>Dispositions Recommendation to Teacher Education Program</i> (1 from coop teacher, 1 from major or second area of study; ED faculty will submit letters for each course in Block 1). 4. Take <i>Alabama Prospective Teacher Test Basic Skills Assessment</i> 5. Complete Admission Interview with faculty advisor. 6. Enroll in Block 2 Pre-Professional courses (ED 309, EDC 301, and EDC 311) <p style="text-align: right;">Admission Date:</p>	_____ _____ _____ _____ _____ _____
3 Continuation in the Teacher Education Program	<p><u>During Block 2:</u></p> <ol style="list-style-type: none"> 1. Complete any remaining General Education Requirements. 2. Pass <i>Alabama Prospective Teacher Test - Basic Skills Assessment</i> <p><u>During Block 3:</u></p> <ol style="list-style-type: none"> 3. Maintain minimum GPA and meet field experience requirements 4. Submit <i>Application for Internship</i> 5. Pass <i>Praxis II – Content Knowledge Test</i> 6. Request recommendation from external faculty member <p><u>During Block 4:</u></p> <ol style="list-style-type: none"> 7. Request <i>Dispositions Recommendation</i> from field experience cooperating teachers; education faculty will submit <i>Dispositions Recommendation</i> for each course. 8. Complete <i>Dispositions Self-Assessment</i> 9. Submit <i>Application for Graduation</i> 	_____ _____ _____ _____ _____ _____
4 Recommendation for Internship	<ol style="list-style-type: none"> 1. Candidate has met all the above requirements, including the satisfactory completion of 200 hours of field experiences in diverse settings. 	_____
5 Recommendation for Certification	<p><u>During Internship:</u></p> <ol style="list-style-type: none"> 1. Carry out all internship responsibilities according to the Student Teaching Handbook. 2. Compile Exit Portfolio. 3. Initiate all forms for State Certification. 4. Submit <i>Application for Graduation</i> 	_____ _____ _____

(To be signed by Candidate during ED 301 – Introduction to Education)

I have been informed of the requirements and of my responsibilities for matriculation through the Teacher Education Program (TEP) at the University of Alabama in Huntsville. I understand that, in the event I do not carry out my responsibilities or meet the requirements as stated above, I may be dismissed from the TEP or may not receive a recommendation for certification.

Teacher Candidate Name: _____

Teacher Candidate Signature: _____

Date: _____

Signature of Department Chair: _____

One copy of this document is to be kept in the candidate's portfolio and one copy is to be filed in the candidate's file in the UAH Department of Education office.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

Background Check Acknowledgement

According to the current version of the *Alabama Teacher Education Chapter of the Administrative Code*, all individuals who apply for Alabama certification shall be required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation. Essentially this applies to all persons seeking INITIAL teacher certification, to persons changing school systems, and to persons whose certificates have lapsed for more than 90 days.

UAH requires all teacher candidates to be fingerprinted prior to beginning Block 1 classes. Students must provide the Certification Officer a copy of the verification of background clearance letter; letter will remain confidential. **Students who do not pass the background check are not eligible to continue in the Teacher Education Program.**

The Alabama State Department of Education has contracted to have *Cogent Systems* provide fingerprinting services for all teacher education candidates. Candidates should consult the website (www.cogentid.com/AL) for information about registration and scheduling their fingerprinting at a site near their residence. Current cost for fingerprinting is \$54.15.

Date of Fingerprinting: _____

Date of Clearance Letter: _____

Date Letter submitted to Certification Officer: _____

Field Experience Time Log

Instructions: Save the **Time Log** to your computer or travel drive. Type the required information in the green shaded area into your saved file. Then, print out a copy of the form for each school and teacher to whom you are assigned. Take the form with you when you go to your field experience. Fill in the yellow shaded areas **each time you go**; ask the teacher to initial **each time you visit**. **Electronically** enter the information in your Excel file. When entering the TIME IN and TIME OUT, you must use the format shown in the examples. When you have completed the field assignment, print out a copy of the **electronically** entered data. Submit this copy AND the signed paper copy with your field experience paper.

Course(s) Semester:

Teacher Candidate:
Last Name First Name

School Assignment:

Teacher:

Grade: Subject:

Activity Key: **O**bservation, **P**articipation, **I**ndividual **T**utoring, **W**hole **C**lass **I**nstruction, **S**mall **G**roup **I**nstruction, **C**lerical **A**ssistance

	Date	Time In	Time Out	Duration	Activity (use key)	Field Experience Teacher Initials
Example	9/15/2005	7:30 AM	11:45 AM	4:15	O, P, CA	
Example	9/16/2005	8:30 AM	3:15 PM	6:45	O, IT, SG	
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
				0:00		
			Total Time	0:00		

I have engaged in the Field Experience Activities as described above for the stated times.

Candidate Signature: **Date:**

The teacher candidate has completed the field experience as described in the above log.

Teacher Signature: **Date:**

\Department of Education
The University of Alabama in Huntsville

Field Experience Summary Report

Name: _____ A#: _____

Classification: _____ Elementary Education _____ Secondary Education _____ P-12 Education _____ 5th Year Graduate
 _____ Elementary/Collaborative

Major/Teaching Field(s): _____

Block & Course #'s	Semester	School	School System	Cooperating Teacher	Grade(s) & Subject(s)	Hours Completed	
						Regular Ed.	At Risk or Special Ed.

Note: Complete at the end of each semester. Attach all signed Field Experience Logs to the summary report and submit with application for Student Teaching.

SAMPLE PERMISSION LETTER FOR PHOTOGRAPHS AND VIDEOTAPES

Date _____

Dear Parent/Guardian

My name is _____. I am a student teacher candidate from The University of Alabama in Huntsville. Throughout the next (provide time span) weeks, I will be working with _____. I will be taking pictures and/or videos of a variety of classroom activities to represent teaching experiences during my internship. As part of my teacher education program requirements, I am expected to develop an electronic teaching portfolio. I would like to be able to include these pictures and/or videos of classroom activities in my electronic portfolio. I would appreciate your permission to use items that may have your child in them.

These pictures and/or videos would be included in my electronic portfolio to provide evidence of my ability to meet state and university standards and would “bring to life” the documents I present in my professional portfolio. All students will remain anonymous and all documentation would remain my personal property only to be used for educational purposes associated with the teacher education program and my professional teaching portfolio.

Please check the appropriate statement, sign, and return the letter to:
cooperating teacher’s name.

_____ I grant permission for my child to be photographed and/or videotaped for educational purposes and for the photographs to be included in the candidate’s electronic portfolio. I understand that the photos may be posted on the UAH Department of Education’s website. Access to the candidate’s electronic portfolio will be available only on the UAH campus.

_____ I do not give permission for my child to be photographed for any reason.

_____ I do not give permission for my child to be videotaped for any reason.

Student’s Name _____

School _____

Teacher’s Name _____

Signature of parent/guardian _____ Date _____

Sincerely,

Name: _____

UAH Student Teacher

The University of Alabama in Huntsville
Department of Education

Professional Development Activities

Activity Points (5% of Final Grade – for each course)

In each Block teacher candidates will participate in **a minimum of two** professional development activities from **two** different categories. These activities include:

School-Related Meetings (i.e. Faculty Meetings, IEP Meetings, Parent/Teacher Conferences, Open House, PTO/PTA Meetings, School Board Meetings),

Organizational Workshops (i.e. KDPI/SCEC/SAEA, District/School Workshops, UAH Sponsored Workshops),

Conferences (Local/State/Regional/National Content Area Conferences),

Organization Meetings (must attend at least 3 meetings-KDPI/SCEC/SAEA or other content area organization meetings),

Special Events (i.e. Special Olympics, Office of Multicultural Affairs Events, Distinguished Speaker Series, Department Events, School/District Events).

UAH Competencies: 2. Pedagogical Expert, 3. Reflective Practitioner, 4. Developmental Professional, 5. Critical Thinker, 6. Effective Communicator, 7. Student Enabler, 8. Leader and Professional; ASDE (2)(a)1.(viii) and 2.(a); (2)(c)1.(vi), (vii) and 2.(iii); (1)(b)(14) and (15)]
--

Check syllabus for due dates.

The University of Alabama in Huntsville
 Department of Education

PROFESSIONAL DEVELOPMENT ACTIVITY LOG SHEET

Student's Name _____ Date Due _____

Block # _____ Semester _____ Year _____

Activity	Category	Signature
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		
Name: Data and Time: Place/Contact:		

****Completion of Professional Development Activities is part of your course grade.**

Candidate Signature _____

Professor Signature _____

Self-Evaluation of Teacher Candidate Dispositions

Teacher Candidate's Name: _____ Semester: _____
Last First Middle

Please rate yourself on each of the 12 dispositions listed.

Target Behavior: Consistently displays the disposition at an exemplary level. Behavior is proactive in initiatory and productive ways.

Acceptable Behavior: Consistently displays disposition at an acceptable level, but growth is possible for taking greater initiative in this area.

Improvement Needed: Sometimes displays acceptable behavior, but needs to become more consistent in displaying it at the acceptable or target level.

Unsatisfactory: Displays behavior counter to target behavior; improvement must be demonstrated immediately and consistently in displaying the disposition at the acceptable or target level.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
1. Intellectual Curiosity	___ I enliven the role of researcher and express a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, I foster and encourage students to extend their personal immersion in learning beyond course content.	___ I am conscientious and thorough in engaging students with course content. Often, I enrich lessons with supplementary materials. I use students' curiosity to extend the lessons whenever I can.	___ I do a thorough job conveying course content. I am most comfortable when dealing with a defined body of knowledge that I can help students master. I am uncomfortable when students ask questions that I cannot answer.	___ I undermine intellectual curiosity and engagement through practices that discourage inquiry and limit interest that extends beyond the minimal course content. I discourage student questions.
2. Respect for all learners	___ I demonstrate respect for and foster positive rapport with all students.	___ I demonstrate respect for all students.	___ I may interact positively with some learners, but I do not relate well to all learners.	___ I sometimes show lack of respect for, or disinterest in, some students.
3. Multicultural Sensitivity	___ I promote the development of an awareness and understanding of cultural, ethnic, and economic differences and understand their impacts on learning.	___ I accept cultural, ethnic, and economic differences and understand their impacts on learning.	___ I am unaware of the cultural, ethnic, and economic differences that impact learning.	___ I am openly antagonistic toward people from cultural, ethnic, or economic backgrounds that differ from mine.
4. Self-initiative/ Independence	___ I accurately assess needs and independently implement plans to address student needs in creative and resourceful ways.	___ I am creative and resourceful. With only a little guidance, I can usually assess student needs and independently implement my plans	___ I may have good ideas, but I am more comfortable following someone else's assessment of student needs and their plans for meeting the needs.	___ I have difficulty assessing student needs and making plans to meet the needs. I work best under the direction of others.
5. Flexibility	___ I identify and positively adapt when unanticipated occurrences arise.	___ I identify and adapt to unanticipated occurrences.	___ I identify unanticipated occurrences, but I prefer to stay with the pre-planned schedule.	___ I tend to ignore occurrences if they were not part of the pre-planned schedule.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
6. Interaction with Others	___ I initiate positive interactions with students, faculty, peers, and others.	___ I relate well to students, faculty, peers, and others when the opportunity presents itself.	___ I prefer it when others initiate the interaction.	___ I often prefer not to interact with others, and I let my feelings be known.
7. Tact and Judgment	___ I am diplomatic. I am sensitive to others' feelings and opinions.	___ I perceive what to do in order to maintain good relations with others, and I act accordingly.	___ I sometimes have difficulty understanding others' feelings and opinions. Sometimes, I am unsure of how to respond.	___ I often have difficulty understanding others' feelings and opinions. Often, I am unsure of how to respond.
8. Reliability/ Dependability	___ I am always responsible; I attend to tasks or duties without prompting.	___ I am usually responsible; I attend to assigned tasks or duties without prompting.	___ I sometimes need to be reminded to attend to assigned tasks or duties.	___ I often fail to complete assigned tasks and duties.
9. Oral Communication Skills	___ I am articulate, expressive, and conversant. I am able to adjust my communicative style to the situation. I listen well and respond appropriately.	___ I am well-spoken. I am able to adjust my communicative style to the situation. Usually, I listen well and respond appropriately.	___ I sometimes have difficulty expressing myself. I sometimes have difficulty processing what others are saying. Sometimes, communication breakdowns occur.	___ I often have difficulty expressing myself. I often have difficulty processing what others are saying. Often, communication breakdowns occur.
10. Written Expression	___ I express my ideas clearly and concisely. I make no mechanical errors.	___ My ideas would benefit from greater clarity. I make occasional mechanical errors.	___ My writing is adequate. I realize that I make frequent mechanical errors.	___ My writing lacks focus and is disorganized. Mechanical errors impact communication.
11. Attendance/Punctuality	___ I have perfect attendance. I am always on time.	___ I am rarely absent or late. I provide a reasonable justification for these situations.	___ I am frequently absent or late. Sometimes, I provide prior notification and reasonable explanation.	___ I am frequently absent or late. I do not provide prior notification or reasonable explanation.
12. Professional Appearance	___ I always follow the appropriate dress code for the situation.	___ I usually follow the appropriate dress code for the situation.	___ Concerns have been expressed to me regarding my appearance. I have tried to respond appropriately.	___ Concerns have been expressed about my appearance more than once. I have chosen not to make any changes.

Based upon my self-evaluation, I plan to take the following specific actions to maintain my current status and/or to improve my dispositions:

Signature of Teacher Candidate _____

Date _____

Coop Teacher Evaluation of Teacher Candidate Dispositions

Teacher Candidate's Name: _____
Last
First
Middle

Coop Teacher's Name: _____

UAH Professor's Name: _____ Course # _____

Semester during which observation occurred: _____

Please rate the Teacher Candidate (TC) on each of the 12 dispositions listed.

Target Behavior: Consistently displays the disposition at an exemplary level. Behavior is proactive in initiatory and productive ways.

Acceptable Behavior: Consistently displays disposition at an acceptable level, but growth is possible for taking greater initiative in this area.

Improvement Needed: Sometimes displays acceptable behavior, but needs to become more consistent in displaying it at the acceptable or target level.

Unsatisfactory: Displays behavior counter to target behavior; improvement must be demonstrated immediately and consistently in displaying the disposition at the acceptable or target level.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
1. Intellectual Curiosity	___ TC enlivens the role of researcher and expresses a genuine love for learning by consistently modeling behavior that exemplifies intellectual curiosity and engagement. In the classroom, TC fosters and encourages students to extend their personal immersion in learning beyond course content.	___ TC is conscientious and thorough in engaging students with course content. Often, TC enriches lessons with supplementary materials. TC uses students' curiosity to extend the lessons whenever possible.	___ TC does a thorough job conveying course content. TC is most comfortable when dealing with a defined body of knowledge that TC can help students master. TC is uncomfortable when students ask questions that TC cannot answer.	___ TC undermines intellectual curiosity and engagement through practices that discourage inquiry and limit interest that extends beyond the minimal course content. TC discourages student questions.
2. Respect for all learners	___ TC demonstrates respect for and fosters positive rapport with all students.	___ TC demonstrates respect for all students.	___ TC may interact positively with some learners, but does not relate well to all learners.	___ TC sometimes shows lack of respect for, or disinterest in, some students.
3. Multicultural Sensitivity	___ TC promotes the development of an awareness and understanding of cultural, ethnic, and economic differences and understands their impacts on learning.	___ TC accepts cultural, ethnic, and economic differences and understand their impacts on learning.	___ TC is unaware of the cultural, ethnic, and economic differences that impact learning.	___ TC is openly antagonistic toward people from cultural, ethnic, or economic backgrounds that differ from his or her own.
4. Self-initiative/ Independence	___ TC accurately assesses needs and independently implements plans to address student needs in creative and resourceful ways.	___ TC is creative and resourceful. With only a little guidance, TC can usually assess student needs and independently implement plans.	___ TC may have good ideas, but is more comfortable following someone else's assessment of student needs and someone else's plans for meeting the needs.	___ TC has difficulty assessing student needs and making plans to meet the needs. TC works best under the direction of others.

Disposition	Target Behavior	Acceptable Behavior	Improvement Needed	Unsatisfactory
5. Flexibility	___ TC identifies and positively adapts when unanticipated occurrences arise.	___ TC identifies and adapts to unanticipated occurrences.	___ TC identifies unanticipated occurrences, but prefers to stay with the pre-planned schedule.	___ TC tends to ignore occurrences if they were not part of the pre-planned schedule.
6. Interaction with Others	___ TC initiates positive interactions with students, faculty, peers, and others.	___ TC relates well to students, faculty, peers, and others when the opportunity presents itself.	___ TC prefers it when others initiate the interaction.	___ TC often prefers not to interact with others, and lets his or her feelings be known.
7. Tact and Judgment	___ TC is diplomatic. TC is sensitive to others' feelings and opinions.	___ TC perceives what to do in order to maintain good relations with others, and acts accordingly.	___ TC sometimes has difficulty understanding others' feelings and opinions. Sometimes, TC is unsure of how to respond.	___ TC often has difficulty understanding others' feelings and opinions. Often, TC is unsure of how to respond.
8. Reliability/ Dependability	___ TC is always responsible; TC attends to tasks or duties without prompting.	___ TC is usually responsible; TC attends to assigned tasks or duties without prompting.	___ TC sometimes needs to be reminded to attend to assigned tasks or duties.	___ TC often fails to complete assigned tasks and duties.
9. Oral Communication Skills	___ TC is articulate, expressive, and conversant. TC is able to her or his communicative style to the situation. TC listens well and responds appropriately.	___ TC is well-spoken. TC is able to adjust his or her communicative style to the situation. Usually, TC listens well and responds appropriately.	___ TC sometimes has difficulty expressing his or her self. TC sometimes has difficulty processing what others are saying. Sometimes, communication breakdowns occur.	___ TC often has difficulty expressing self. TC often has difficulty processing what others are saying. Often, communication breakdowns occur.
10. Written Expression	___ TC expresses ideas clearly and concisely. TC makes no mechanical errors.	___ TC's ideas would benefit from greater clarity. TC makes occasional mechanical errors.	___ TC's writing is adequate. TC realizes that he or she makes frequent mechanical errors.	___ TC's writing lacks focus and is disorganized. Mechanical errors impact communication.
11. Attendance/Punctuality	___ TC has perfect attendance. TC is always on time.	___ TC is rarely absent or late. TC provides prior notification and reasonable explanations for these situations.	___ TC is frequently absent or late. Sometimes, TC provides prior notification and reasonable explanation.	___ TC is frequently absent or late. TC does not provide prior notification or reasonable explanation.
12. Professional Appearance	___ TC always follow the appropriate dress code for the situation.	___ TC usually follow the appropriate dress code for the situation.	___ Concerns have been expressed to TC regarding her/his appearance. TC has tried to respond appropriately.	___ Concerns have been expressed about TC's appearance more than once. TC has not made any changes.

ADDITIONAL COMMENTS:

Signature of Evaluator _____

Date _____

Please return this form to: Dr. Mary L. Piersma; Department of Education; MH 243; UAH; Huntsville, AL 35899

UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

External Faculty Recommendation for: _____ Admission to the Teacher Education Program
 _____ Admission to the Internship

Candidate: Fill in shaded area and give to faculty member.

I hereby waive any rights I may have by law, to include those rights granted me by the Family Educational and Privacy Rights Act, to review the contents of this recommendation.

Candidate Signature: _____ **Date:** _____

Please Print Name: _____ **ID# :** _____

Major or Second Area of Study: _____

Faculty: Based upon your observations of and interactions with the above named candidate, complete the following:
 Rating Scale: 4 – Exceptional 3 – Proficient 2 – Basic 1 – Unacceptable NO – Not Observed

Scholarship:	4	3	2	1	NO
Knowledge of Subject:	4	3	2	1	NO
Comments:					
<hr/>					
Communication:	4	3	2	1	NO
Written Expression:	4	3	2	1	NO
Oral Communication	4	3	2	1	NO
Comments:					
<hr/>					
Dispositions:	4	3	2	1	NO
Intellectual Curiosity:	4	3	2	1	NO
Respect for others:	4	3	2	1	NO
Interactions with others:	4	3	2	1	NO
Tact/judgment:	4	3	2	1	NO
Reliability/Dependability:	4	3	2	1	NO
Multicultural Sensitivity	4	3	2	1	NO
Attendance/Punctuality:	4	3	2	1	NO

Comments: _____
 _____ strongly recommend _____ recommend _____ recommend with reservations _____ do not recommend

this candidate for: _____ admission to the Teacher Education Program.
 _____ admission to the Internship.

Faculty Print Name: _____ Faculty Signature: _____

Department: _____ Date: _____

Please return this form to Dr. Mary L. Piersma, Chair, Department of Education, MH 243, UAH , Huntsville, AL 35899

UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education

Interview for Admission to the Teacher Education Program

Name: _____ **ID:** _____

Address: _____

E-Mail: _____ **Phone:** _____

Major: _____

Interviewed by: _____ **Date:** _____

The Educational Autobiography essay and completed interview form become part of your candidate file in the Education Department.

I. Candidate will respond orally to the following questions:

- A. Tell us about the kind of learning community you observed in your field experience. How did the teacher facilitate this community?

- B. Tell us about your Study/Buddy experience. What did you learn about yourself and your study buddy.

Quality of Responses. Identify the statement best describing the teacher candidate's responses:

- _____ The responses consistently indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.
- _____ Some of the responses indicate thoughtful reflection regarding the learning community and the Study/Buddy experience.
- _____ The responses consistently indicate little or no reflection regarding the learning community and the Study/Buddy experience.
- _____ The responses indicate an insensitivity toward the learning community and the Study/Buddy experience.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
DEPARTMENT OF EDUCATION
Dispositions Development Plan

Teacher Candidate's Name _____

Advisor: _____ Date: _____

Evaluated by Faculty: Block I Block II Block III Block IV

Evaluated by Coop Teacher: Block 1 Block II Block III Block IV

Semester during which plan was developed: _____

Semester for re-evaluation of Dispositions: _____

Advisor/Interviewer: Circle the number(s) of the disposition(s) for any in which the candidate needs to show improvement based on faculty and field teacher evaluations.

- Dispositions Expected of UAH Teacher Candidates
- | | |
|---------------------------------|------------------------------|
| 1. Intellectual Curiosity | 7. Tact and Judgment |
| 2. Respect for all learners | 8. Reliability/Dependability |
| 3. Multicultural Sensitivity | 9. Oral Communication Skills |
| 4. Self-initiative/Independence | 10. Written Expression |
| 5. Flexibility | 11. Attendance/Punctuality |
| 6. Interaction with Others | 12. Professional Appearance |

Candidate: I plan to take the following specific actions to improve my dispositions. I understand that one copy of this plan will be placed in my file and a copy will be mailed to me. I also understand that I will need to initiate an appointment with my advisor next semester to evaluate my progress with regard to the plan of action stated here.

Signature: _____ Date: _____
Teacher Candidate

Signature _____ Date: _____
Advisor/Interviewer

Note to Faculty Member: Turn this form into Staff Assistant (SA) in Education Office. SA will generate a list of candidates who will need a follow-up appointment in the designated semester. List will go to department chair who will notify appropriate advisors.

RELEASE AND INDEMNIFICATION FORM

1. I hereby affirm that I am age 19, or older, and that, either on my own or as a part of a group project for an assignment in the Education Department of the University of Alabama in Huntsville (UAH), I created the course document(s) listed in paragraph 2, below, in front of which I have placed my initials, as well as any additional documents listed.

_____ Candidate Portfolios

_____ Student Work Samples

Additional Document(s) _____
(Fill in additional documents in the space above. If there are none, write "None.")

2. I hereby authorize the UAH Education Department to use, for so long as it may wish to do so, the above-listed document(s) (or my portion of them) in its course materials (in whatever form published) and/or Web sites for any classes the Department currently is offering or will offer in the future. I understand that such Web sites may be freely accessible by anyone with Internet access.
3. Further, I authorize the Department to edit the above listed document(s) (or my portion of them) as it may deem appropriate if the documents are published as a part of course materials (in whatever form published) or published on any Web site. deleted rest of sentence.
4. I hereby represent and warrant that (a) I created the documents set out in paragraphs 2, above; (b) that to the best of my knowledge these documents (or my contribution to any jointly produced document) do not violate the copyright of text, photographs, graphic elements, audio, video, or other intellectual property interests of any party; and (c) that I have the authority to grant this authorization.
5. I further hereby release absolutely, forever discharge, and covenant not to sue The Board of Trustees of the University of Alabama and its officers, employees, and agents of the said Board and/or any of its constituent institutions from and concerning all liability, losses, claims, demands, actions, debts, and expenses of every name and nature for any damages arising out of the use of the above-listed documents whether such use is in course materials or incident to the electronic archival, storage, and publication on the Internet of those documents.
6. Finally, I understand that I will receive no payment of any kind in exchange for the use of my document(s).

(Date)

Print Name _____

(Phone Number)

Address _____

Signature _____

Please initial one of the following:

_____ I *would like* for my real name (as it is printed above) to appear on the published version of the document(s).

_____ I *do not want* my real name to appear in the published document and request that a fictitious name to be used.

ALABAMA PROSPECTIVE TEACHING TESTING PROGRAM PART 1- Basic Skills Assessment

All students who apply to the Alabama Department of Education, Teacher Education and Certification Office, for Alabama professional educator certificates must meet the requirements for the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification.

2009-2010 Basic Skills Test Dates

REGISTRATION DEADLINE (FRIDAY)	TEST DATE (SATURDAY)	SCORE REPORT RECEIPT DATE (SATURDAY)
July 3, 2009	August 1, 2009	September 12, 2009
September 18, 2009	October 10, 2009	November 14, 2009
November 20, 2009	December 19, 2009	February 6, 2010
February 12, 2010	March 6, 2010	April 17, 2010
April 23, 2010	May 15, 2010	June 26, 2010
July 2, 2010	July 31, 2010	September 11, 2010

Which tests do I take?

- Students must take three tests: Reading for Understanding; Mathematics; and Writing.

When do I take the Basic Skills Test?

- UAH Candidates undergraduate and nontraditional fifth year graduate candidates must take the APTTP - Basic Skills Assessments during Block 1 of their program.

How do I register?

- Online registration: <http://www.act.org/alabamaptt>
- Telephone registration: 1-800-294-2105 or 1-319-341-2500

How much will it cost?

- Cost: \$93.00

Where do I send my scores?

- Alabama State Department of Education - Scores are automatically sent to the ALSDE
- UAH – Scores sent to UAH only if you list UAH on the application form
- **PHOTO COPIES OF SCORE REPORTS WILL NOT BE ACCEPTED.**

ALABAMA PROSPECTIVE TEACHING TESTING PROGRAM PART 2 – Praxis II Subject Assessments

All students who apply to the Alabama Department of Education, Teacher Education and Certification Office, for Alabama professional educator certificates must meet the requirements for the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification.

Praxis II Testing Schedule 2009-2010

Test Date	Registration Deadline	Late Registration Deadline*	Emergency Registration Deadline**	Approximate Score Report Mailing Date
July 25, 2009	June 25, 2009	July 2, 2009	July 17, 2009	August 25, 2009
September 12, 2009	August 13, 2009	August 20, 2009	September 4, 2009	October 13, 2009
November 14, 2009	October 15, 2009	October 22, 2009	November 6, 2009	December 15, 2009
January 9, 2010	December 10, 2009	December 17, 2009	January 1, 2010	February 9, 2009
March 13, 2010	February 11, 2010	February 18, 2010	March 5, 2010	April 13, 2010
April 24, 2010	March 25, 2010	April 1, 2010	April 16, 2010	May 25, 2010
June 12, 2010	May 13, 2010	May 20, 2010	June 4, 2010	July 13, 2010
July 24, 2010	June 24, 2010	July 1, 2010	July 16, 2010	August 24, 2010

(Note: *late fee of \$45 ** late fee of \$75)

Which test should I take?

- Students should register for the test for their teaching field (Elementary Education; English Language Arts, Mathematics, etc.)
- Be sure to select the correct test code(s) (refer to listing of tests and passing scores)

When do I take the Praxis II Test?

- Undergraduate candidates must take the APPTP – Praxis II Subject Assessments no later than Block 3 of their program.
- Graduate fifth year candidates may take APTTP – Praxis II Subject Assessments as soon as they have passed the Basic Skills Test and have been formally admitted to the Teacher Education Program.

How do I register for Praxis II?

- Online registration: <http://www.ets.org/praxis>
- Telephone registration: 1-800-772-9476; 1-866-387-8602 (for Disability Services) or 1-800-771-7714 (for test-takers who are deaf or hard-of-hearing).

How much will it cost to take the test(s)

Cost: \$50 - registration
\$80 – per test

Where do I send my test scores?

- **Alabama State Department of Education Code - 7020**
- **UAH Code – 1854**
- **PHOTO COPIES OF TEST SCORE REPORTS WILL NOT BE ACCEPTED**

PRAXIS II TESTS AND SCORES

Test Name	Test Code	New Passing Score
Art: Content Knowledge	0133	150
Biology: Content Knowledge	0235	143
Chemistry: Content Knowledge	0245	150
Chemistry, Physics, and General Science	0070	560
Earth & Space Sciences: Content Knowledge	0571	150
Economics	0910	520
Elementary Education: Content Knowledge	0014	137
English Language, Literature, and Composition: Content Knowledge	0041	151
French: Content Knowledge	0173	148
General Science: Content Knowledge	0435	147
Geography	0920	560
German: Content Knowledge	0181	142
Government/Political Science	0930	570
Latin	0600	590
Mathematics: Content Knowledge	0061	126
Middle-School: Content Knowledge	0146	141
Middle-School English Language Arts	0049	148
Middle-School Mathematics	0069	149
Middle-School Science	0439	142
Middle-School Social Studies	0089	149
Music: Content Knowledge	0113	150
Physics: Content Knowledge	0265	138
Psychology	0390	550
Reading Specialist	0300	530
Social Studies: Content Knowledge	0081	153
Sociology	0950	550
Spanish: Content Knowledge	0191	147
Speech Communication	0220	580
Theatre	0640	510
World & U.S. History: Content Knowledge	0941	143

***If you are earning a master's degree in a different field than your bachelor's level certificate, you must take Praxis II prior to a recommendation for certification.

OTHER IMPORTANT DATES AND DEADLINES

Application for Student Teaching

January 31 - student teaching for following fall
 June 30 – student teaching for following spring

Application for Graduation

October 1, 2009 Spring 2010 graduation
 Feb. 1, 2010 December 2010 graduation

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Department of Education Advisors

Dr. Carla Confer	Elementary Education Collaborative Teacher NCATE Coordinator	824-2330	conferc@uah.edu
Dr. Monica Dillihunt	Elementary Education Elementary Education	824-2328	dillihm@uah.edu
Dr. Sandra Enger	Secondary Education Math and Science	824-6671 824-2329	engers@uah.edu
Dr. Philip Kovacs	Secondary Education English Language Arts	824-2331	philip.kovacs@uah.edu
Dr. Jason O'Brien	Education History/Social Studies	824-6181	jason.obrien@uah.edu
Dr. Mary Piersma	Reading Specialists Graduate 5 th Year Students Music	824-2325	piersmam@uah.edu
Dr. Gail Pritchard	Elementary Education Foreign Language	824-2326	pritcht@uah.edu
Dr. Derrick Smith	Special Education Collaborative Teacher	824-3048	derrick.smith@uah.edu
Ms. Pam C. Patrick	First year teacher liaison	824-2973	pam.patrick@uah.edu
Mr. Matt Dean	Technology		mdean@madison.k12-al.us
Ms. Chantaye Robinson-Jones	Staff Assistant Coordinator of Field Experience Placements	824-6180	robinsc1@uah.edu
Ms. Susan Gill	Certification Officer	824-6220	gills@uah.edu

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Teaching Field Advisors:

College of Liberal Arts:

Art	Dr. Lillian Joyce	824-2588	joycel@uah.edu
Communications	Dr. Sonja Brown-Givens	824-2305	givenssb@uah.edu
English/Language Arts	Dr. Holly Flint (U)	824-2372	holly.flint@uah.edu
	Dr. Daniel Schenker (G)	824-2383	schenkd@uah.edu
Foreign Language			
Spanish	Dr. Linda Maier	824-2346	maierl@.uah.edu
French	Dr. Kwaku Gyaski	824-2345	gyasik@.uah.edu
German	Dr. Rolf Goebel	824-2344	goebelr@.uah.edu
	Dr. Peter Meister	824-2347	meisterp@uah.edu
History/Social Science	Dr. Andrew Dunar	824-6312	dunara@uah.edu
Music	Dr. Donald Bowyer	824-2382	bowyerd@uah.edu
Philosophy	Dr. Andy Cling	824-2334	clinga@uah.edu
Political Science	Dr. Kathy Hawk	824-2315	hawkk@uah.edu
Psychology	Dr. Jeff Neuschatz	824-2321	neuschaj@ua.edu
Sociology	Dr. Mitch Berbrier	824-2301	berbrim@uah.edu

College of Science:

Biology/General Science	Dr. Adriel Johnson (G)	824-6235	johnson@.uah.edu
Chemistry	Dr. William Setzer	824-2416	wsetzer@matsci.uah.edu
Mathematics	Ms. Elizabeth Bowman	824-2230	bowman@math.uah.edu
Physics	Dr. James Miller	824-2390	james.miller@uah.edu

Writing Center

Heather Cross 824-2381
crossh@uah.edu

Math Tutoring

Ms. Tami Lang 824-6400
lang@math.uah.edu

Liberal Arts Advisement

Frank Bell 824-2867
bellf@.uah.edu

College of Science Advisement

Morgan Lewis 824-6290
lewism@uah.edu

Student Affairs Office

Scott Walter 824-6770
scott.walter@uah.edu

Student Health Center

824-6775

Student Success Center

Diana Bell 824-3142
belldc@uah.edu

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
Chairs of Teaching Fields Departments

College of Liberal Arts

Professor Glenn Dasher, Interim Dean

Art	Dr. Lillian Joyce
Communication Arts	Dr. Sonja Brown-Givens
English	Dr. Rose Norman
Foreign Language	Dr. Linda Maier
History	Dr. Andrew Dunar
Music	Dr. Donald Bowyer
Philosophy	Dr. Andrew Cling
Political Science	Dr. Kathy Hawk
Psychology	Dr. Jeff Neuschatz
Sociology	Dr. Mitch Berbrier

College of Science

Dr. Jack Fix, Dean

Dr. Dan Rochowiak, Associate Dean

Biology	Dr. Gopi Podila
Chemistry	Dr. William Setzer
Mathematics	Dr. Jai Li
Physics	Dr. James Miller

WEB RESOURCES

UAH Resources

Salmon Library	www.uah.edu/library
Writing Center	www.uah.edu/writing
Undergraduate Student Handbook	www.uah.edu/student_life/handbook

Public School Websites:

Huntsville City School System	www.hsv.k12.al.us .
Madison City School System	www.madisoncity.k12.al.us .
Madison County School System	www.madison.k12.al.us

Alabama State Department of Education

www.alsde.edu

Additional Resources

Alabama Virtual Library	www.avl.lib.al.us
Marco Polo	www.marcopolo-education.org
Alabama Learning Exchange (ALEX)	http://alex.state.al.us

Professional Organizations

Interstate New Teacher Assessment and Support Consortium (INTASC)	www.ccsso.org/intasc.html
National Board for Professional Teaching Standards (NBPTS)	www.nbpts.org
International Reading Association	www.ira.org
National Council for Teachers of Mathematics	www.nctm.org
National Council for Teachers of English	www.ncte.org
National Science Teachers Association	www.nsta.org
National Council for Social Studies	www.ncss.org
National Association of Schools of Music	www.nasm.org
Council for Exceptional Children	www.cec.org
National Association for Education of Young Children	www.nayed.org

STUDENT ORGANIZATIONS

SAEA

Student Alabama Education Association

The Student Alabama Education Association SAEA is a pre-professional organization that is influencing the future of education. It is composed of tomorrow's teachers who are interesting in learning about and preparing themselves for the teaching profession. SAEA is open to any student who is an education major.

The organization's purpose is to make preservice teachers more aware of their role, issues, and problems in education. It also provides an opportunity to interact with other students at UAH and students from other Alabama institutions who are interesting in learning more about the profession they have chosen.

The UAH chapter of SAEA has been very active and successful. Students have hosted guest speakers who are leaders in education, have attended state conferences with other education students, and have participated in other professional seminars. The chapter was recognized as outstanding state SAEA chapter in 1995, 1998, and 2002.

SCEC

Student Council for Exceptional Children

The Student Council for Exceptional Children was chartered in the spring of 2002. The mission of the SCEC correlates to that of the national Council for Exceptional Children: improving educational outcomes for individuals with diverse learning needs. It is supported by the belief that quality education is a collaborative effort and therefore open to all education students who advocate equitable access to and meaningful participation in quality educational opportunities for all students.

Members of the UAH chapter of the SCEC participated in a number of fundraising activities during the year. Several members attended the Alabama Federation Council for Exceptional Children at Auburn University and the National Council for Exceptional Children convention in Seattle, Washington and Baltimore, and represented UAH at the Alabama State Department of Education booth at the national convention. Plans are already underway to attend the national conference next year.

KDPi

Kappa Delta Pi

Kappa Delta Pi is an International Honor Society in Education that is dedicated to scholarship and excellence in education. The mission of Kappa Delta Pi is to "recognize scholarship and excellence in Education, promote the development and dissemination of worthy educational ideals and practices, enhance the continuous professional growth and leadership of diverse membership, foster inquiry and reflection on significant educational issues, and maintain a high degree of professional fellowship.

Qualified students are invited to join the UAH chapter of Kappa Delta Pi in the spring of each year. Members in Kappa Delta Pi participated in professional development activities, honored graduating student teachers, and participated in several fund raising activities.