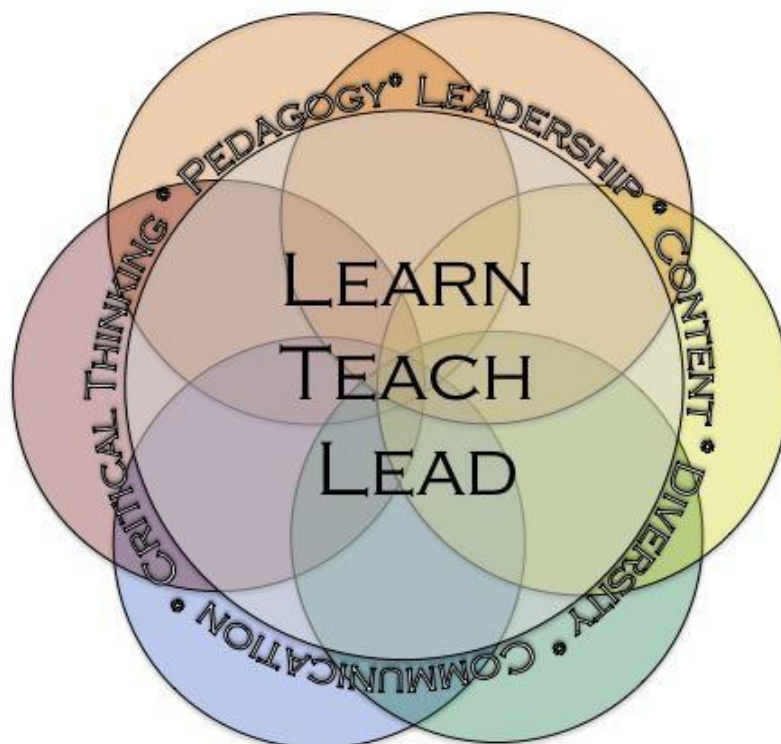


# Department of Education

## Advanced Graduate Candidate Handbook



### THE TEACHER EDUCATION PROGRAM AT UAH

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## **Welcome**

Welcome to the Department of Education. We commend you on your decision to seek an advanced degree as you continue your journey as a professional educator. We are pleased that you have selected UAH for your graduate work. We are here to serve you and are committed to supporting you as you complete your master's degree.

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 for you to 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 your advanced study.

*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.

## **Mission Statement**

***The mission of the Department of Education is to prepare knowledgeable, caring, and reflective teachers who are committed as leaders to serving the needs of all learners. As a faculty we accomplish our mission through outstanding teaching, cutting-edge research, and meaningful service.***

## 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.

## Candidate 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 are often the most critical factor in determining their success in the classroom. Dispositions are woven into the framework of all programs and courses in the 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 teacher candidate provides prior notification and reasonable explanations for absences.
- Professional Appearance.** The teacher candidate follows the appropriate dress code for the situation.

**Alignment of UAH Candidate Competencies with  
EDUCATE Alabama: Alabama Continuum for Teacher Development &  
National Board for Professional Teaching Standards**

UAH Candidate Competencies	EDUCATE Alabama Continuum for Teacher Development	National Board for Professional Teaching Standards
<p><b>Diversity</b> Candidates understand how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and performance skills. Candidates understand how students differ in their approaches to learning and create 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</p> <p><b>Critical Thinking</b> 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.</p>	<p><b>Standard 4: Diversity</b> To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities,; and learning styles affect student motivation, cognitive processing, and academic performance.</p>	<p><b>Proposition 1: Teachers are Committed to Students and Their Learning</b></p> <ul style="list-style-type: none"> <li>➤ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</li> <li>➤ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</li> <li>➤ NBCTs understand how students develop and learn.</li> <li>➤ They respect the cultural and family differences students bring to their classroom.</li> <li>➤ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</li> <li>➤ NBCTs are also concerned with the development of character and civic responsibility.</li> </ul>
<p><b>Content</b> Candidate knows the subject and structure of the discipline, organizes and creates learning opportunities that link the subject with other disciplines, and engages the learning in construction of meaning within the discipline.</p> <p><b>Pedagogy:</b> <b>Teaching:</b> 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.</p>	<p><b>Standard 1: Content Knowledge</b> To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry: they anchor content in learning experiences that make the subject matter meaningful for all students.</p> <p><b>Standard 3: Literacy</b> To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.</p>	<p><b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b></p> <ul style="list-style-type: none"> <li>➤ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</li> <li>➤ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</li> <li>➤ They are able to use diverse instructional strategies to teach for understanding.</li> </ul>
<p><b>Pedagogy:</b> <b>Teaching:</b> Candidate uses multiple teaching and learning strategies to meet the needs of students, creates</p>	<p><b>Standard 2: Teaching and Learning</b> To increase the achievement of every student, teachers draw upon a thorough understanding of learning</p>	<p><b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b></p> <ul style="list-style-type: none"> <li>➤ NBCTs deliver effective</li> </ul>

<p>lessons and activities that are aligned with state and local curricular goals, and uses technology to increase student engagement.</p> <p><b>Assessing:</b> 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.</p> <p><b>Managing the Learning Environment:</b> 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.</p>	<p>and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional strategies that motivate, engage, and maximize the learning of all students.</p>	<p>instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</p> <ul style="list-style-type: none"> <li>➤ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</li> <li>➤ NBCTs know how to assess the progress of individual students as well as the class as a whole.</li> <li>➤ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents</li> </ul>
<p><b>Pedagogy:</b> <b>Teaching:</b> 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.</p> <p><b>Assessing:</b> 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.</p> <p><b>Managing the Learning Environment:</b> 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.</p>	<p><b>Standard 5: Professionalism</b> To increase the achievement of all students, teachers engage in continual learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator code of Ethics and federal, state, and local laws and policies</p>	<p><b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b></p> <ul style="list-style-type: none"> <li>➤ NBPTs model what it means to be an educated person-they read, they question, they create and they are willing to try new things.</li> <li>➤ They are familiar with learning theories and instructional strategies and say abreast of current issues in American Education.</li> <li>➤ They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice</li> </ul>
<p><b>Communication:</b> Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive instruction in the classroom</p> <p><b>Professionalism:</b> Candidate evidences leadership capacity and a solid commitment to the teaching profession.</p> <p><b>Collaboration &amp; Relationships:</b> Candidate communicates and</p>		<p><b>Proposition 5: Teachers are Members of Learning Communities.</b></p> <ul style="list-style-type: none"> <li>➤ NBCTs collaborate with others to improve student learning.</li> <li>➤ They are leaders and actively know how to seek and build partnerships with community groups and businesses.</li> <li>➤ They work with other professionals on instructional policy, curriculum development and staff development.</li> </ul>



<p>interacts with parents/ guardians, families, school colleagues, and the community to support students' learning and well -being.</p> <p><b>Reflection &amp; Professional Development:</b> 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.</p> <p><b>Professional Dispositions:</b> Candidate exhibits ethical and professional dispositions and conduct.</p>		<ul style="list-style-type: none"> <li>➤ They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</li> <li>➤ They know how to work collaboratively with parents to engage them productively in the work of the school.</li> </ul>
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## Alignment of UAH Competencies with NBPTS Standards for Graduate Candidates - Initial and Advanced

NBPTS PROPOSITIONS AND UAH TEACHER COMPETENCIES	Alternative and Advanced Graduate Candidates									Reading Specialist Candidates		
	ED 520, 620, 650 I & A	**ED 593 I	ED 530 I & A	ED 521, 522, 523, or 524 I	ED 604 or ED 540 I & A	ED 607 or ED 635 I & A	ED 608 I & A - Read.	ED 609 I	*Internship I & A	ED 605 A-Read.	ED 513 A-Read.	ED 612 A- Read.
<b>NBPTS #1 - Teachers are committed to students and their learning.</b>												
Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.(Comp #4)	X		X		X	X	X	X	X	X	X	X
Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.(Comp #4)	X		X		X	X	X	X	X	X	X	X
Uses knowledge of students' families, languages, cultures, and communities as a basis for connecting instruction to students' learning experiences and enriching the learning environment. (Comp #4)		X	X	X		X	X	X	X	X	X	X
Provides appropriate positive reinforcement and feedback to all students. (Comp #2c)		X	X	X	X	X	X	X	X	X	X	X
Demonstrates fairness, supportiveness, and consistency in order to achieve a positive learning environment (Comp #2c)	X	X	X	X	X	X	X	X	X	X	X	X
<b>NBPTS #2 - Teachers know the subjects they teach and how to teach those subjects to their students.</b>												
Demonstrates a clear understanding of the content being taught. (Comp #1).	X			X		X	X		X		X	X
Selects curricular materials that are accurate, in-depth, comprehensive, and appealing to the students. (Comp. #1)	X			X		X	X		X		X	X
Implements developmentally appropriate curricular materials and activities; elicits students' prior knowledge and makes connections to												

new concepts; Uses a variety of instructional models to promote higher-order thinking; creates and implements instructional units that promote critical thinking, problem-solving, and inquiry (Comp #1, #2a, #3)	X		X	X	X	X	X	X	X		X	X
<b>NBPTS # 3 - Teachers are Responsible for Managing and Monitoring Student Learning.</b>												
Uses assessment data to plan instruction (Comp. 2b)				X		X			X			X
Uses Identifies students' learning styles and plans accordingly (Comp. #2b)		X	X			X			X			X
Uses assessment data to document impact on whole class and individual student learning. (Comp #2c)		X		X		X			X			X
Develops and implements procedures and routines to enhance a positive learning environment (Comp #2c)		X			X			X				
Organizes space, materials, and activities to maximize teaching and learning (Comp. #2c)		X		X				X	X			
<b>NBPTS #4 - Teachers think systematically about their practice and learn from experience.</b>												
Seeks out and uses other resources/research to develop own expertise.(Comp #1)		X	X	X		X						
Think systematically about practice and uses reflection to improve teaching and learning. (Comp #6b)		X	X	X		X			X			X
<b>NBPTS #5 - Teachers are members of learning communities.</b>												
Collaborates with appropriate school personnel to support student learning and well-being. (Comp #6a)		X					X		X	X		X
Participates in professional development activities; sets goals for personal and professional growth. (Comp #6b)		X							X	X		X

\* Internship – Required of Initial, reading, and individuals changing fields.

\* \*Required of candidates who have not previously met the special education requirement

**Traditional Graduate Programs for Advanced Candidates**  
(Designed for individuals who hold valid Alabama teaching certificates)

Upon completion of all prerequisites, candidates may apply for admission to the Teacher Education Program. Prospective candidates may begin Professional Education coursework in either the fall or spring semester of the academic year.

**Traditional Programs for 6-12 Secondary Certification**

(Biology, Chemistry, English Language Arts, History, Mathematics, and Physics)

**Strengthened Subject Matter Option**

<b>Education Courses – 12-15 hours</b>	<b>Semester Offered</b>
ED 535 - Introduction to Applied Educational Research	Offered Annually
ED 530 – Applied Multiculturalism	Summer
ED 635 – Using Assessment to Guide Differentiated Instruction	Offered Annually
ED 620 – Using Technology to Reach Diverse Populations	Offered Annually
ED 593 – Teaching Exceptional Children and Youth (Required for candidates who have not previously satisfied the Special Education requirement)	Spring
<b>Teaching Field Courses</b>	
24 hours of coursework in Biology, Chemistry, English, History, Math, or Physics	Fall, Spring, or Summer

**Technology Option for 6-12 Certification** (Individuals may elect the Technology Option by adding the following education courses to the Strengthened Subject Matter Option:

ED 520 – Computer-Based Instructional Technologies	Offered as needed
ED 560 – Current and Emerging Instructional Technology	Offered as needed

\*\*\*An internship is required of all graduate candidates who are seeking certification in a field that is different than the initial certificate.

**Collaborative Teacher – Special Education** –The Collaborative Teacher-Special Education area of study may be added to the 6-12 certification programs. Graduate secondary candidates who pursue this option must meet all requirements for their program and the Collaborative Teacher Program. Upon successful completion of courses and an internship in the Collaborative Teacher – Special Education (6-12) Program, candidates will be eligible to be recommended for a Class A (graduate) certificate in their teaching field and a Class B certificate in Collaborative Teacher-Special Education.

## **Traditional Programs for P-12 Certification (Reading)**

Upon completion of all prerequisites, candidates may apply for admission to the Teacher Education Program. Prospective candidates may begin Professional Education coursework in either the fall or spring semester of the academic year.

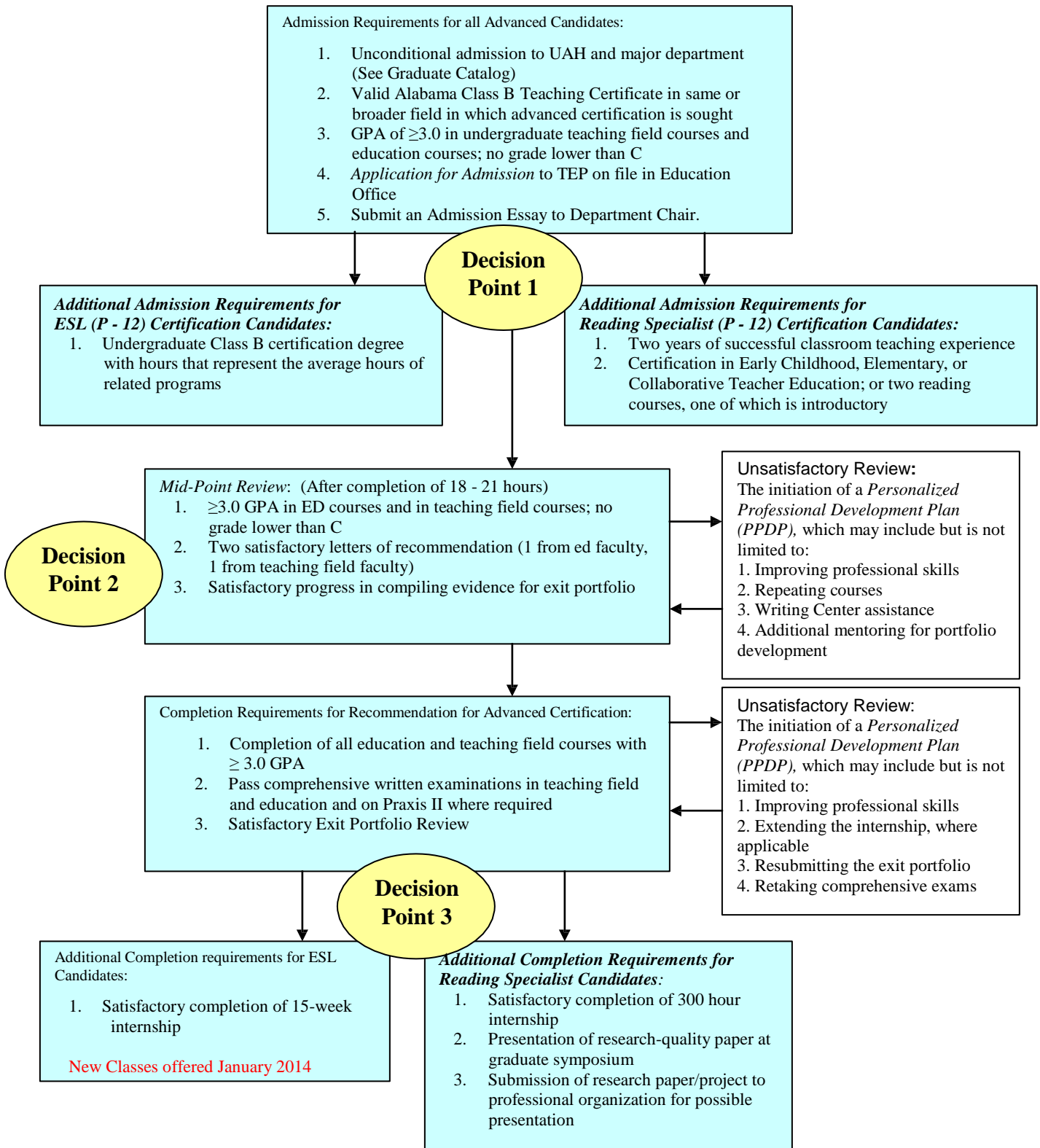
### **Admission Requirements:**

In addition to meeting the general requirements for graduate admission to the UAH School of Graduate Studies, reading specialist candidates must meet the following prerequisite requirements for admission into the Teacher Education Program

1. A baccalaureate level certification in an area of education;
2. Two years of successful classroom teaching experience; and
3. Certification in Early Childhood Education, Elementary Education, or Collaborative Teacher (K-6 or 6-12); or completion of two reading courses including an introductory reading course.

<b>Professional Education Courses:</b>	<b>Semester Offered</b>
ED 535 - Introduction to Applied Educational Research	Offered Annually
ED 530 - Applied Multiculturalism	Summer
ED 56 - Using Technology to Reach Diverse Populations	Offered Annually
ED 635 – Using Assessment to Guide Differentiated Instruction	Offered Annually
<b>Teaching Field Courses:</b>	
ED 605 – Reading Research and Instruction	Summer
ED 608 – Expanding Reading Ability through Content Area Instruction	Fall
ED 612 – Reading Diagnosis and Acceleration	Spring
ED/EH 513 - Children’s and Adolescent Literature	Spring
EH 500 – Composition Studies for Teachers	Fall
EH 601 – Writing Pedagogy	Fall
EHL 505 – Survey of General Linguistics: Applied English Linguistics I OR EHL 507 – Advanced English Grammar Studies: Applied English Linguistics II	Fall Spring
<b>Capstone Courses:</b>	
ED 691 – Seminar and Symposium	Fall or Spring
ED 699 – Internship (300 hours)	Fall or Spring
<b>TOTAL HOURS</b>	<b>40</b>

## Decision Points and Assessments -Advanced Class A Certification at Master's Level



## Introduction to the Field Experience Program for Advanced Candidates

The Field Experience Program (FEP) is an integral element in both initial and advanced Teacher Education Programs at The University of Alabama in Huntsville. Faculty work with teachers, administrators, and candidates in the schools to ensure that the field experiences support the development of candidate competencies articulated in the UAH *Teacher as Leader* model, state, and national professional organizations. The field experience program for advanced candidates is shaped by the five core propositions of the National Board of Professional Teaching Standards (NBPTS) and aligned with the eight UAH competencies (p. 5).

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring their student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning COMMUNITIES

Advanced candidates are experienced, accomplished teachers. They have already demonstrated their competence and commitment to teaching. Therefore, the field experience requirements are designed to provide opportunities for further development of the experienced teacher's knowledge, skills and abilities.

Advanced candidates will complete the field experience assignments by 1) working with students and colleagues in their own classrooms, schools, and school systems and 2) spending at least one day a semester, observing and/or participating in a classroom whose student population is different from their own in order to broaden their perspectives regarding diversity.

The number of field experience hours expected each semester will depend upon the number of courses candidates are enrolled in; however, candidates should expect to spend approximately 20-30 hours meeting the field experience requirements for each course.

Field experiences are a critical component of the course requirements and curricula. Failure to successfully complete the field experience assignments will result in an incomplete grade and/or course failure and may delay the candidate's progress toward the advanced degree.

# **APPENDIX**



## Advanced Certification Candidate Responsibilities

Decision Point	Candidate Responsibilities	Date Completed
<b>1</b>  Admission Requirements for all Advanced Candidates	1. Unconditional admission to UAH and major department (2005-2007 Graduate Catalog, pp. 44-45). 2. Valid Alabama Class B Teaching Certificate in same or broader field in which advanced certification is sought. 3. GPA of $\geq 3.0$ in undergraduate teaching field courses and education courses; no grade lower than C. 4. Application for Admission to the TEP on file in the Education Department 5. File a <i>Program of Study (POS)</i> with college advisor and submit a copy to the Certification Officer. 6. Submit an Admission Essay to the Department Chair	_____ _____ _____ _____ _____ _____
Additional Admission Requirements for P-12 ESL and Reading Specialist Candidates	<p><u>P-12 ESL Candidates (New classes beginning January 2-14)</u></p> 1. Undergraduate Class B certification degree with hours that represent the average of related programs.	_____ _____ _____
	<p><u>P-12 Reading Specialist Candidates</u></p> 1. Two years of successful classroom teaching experience; and 2. Certification in Early Childhood, Elementary, or Collaborative Teacher Education; or two reading courses, one of which is introductory	_____ _____ _____
<b>2</b>  Mid-Point Review (after 18-21 hours)	1. $\geq 3.0$ GPA in Education courses and in teaching field courses; no grade lower than C. 2. Two satisfactory letters of recommendation (1 from education faculty, 1 from teaching field faculty, 3. Satisfactory progress in compiling evidence for exit portfolio	_____ _____ _____
<b>3</b>  Completion Requirements	1. Completion of all education and teaching field courses with $\geq 3.0$ GPA 2. Pass comprehensive written examination in teaching field and education, and on Praxis II where required	_____ _____ _____
Additional Completion Requirements For ESL and Reading Candidates	<p>P-12 Reading Specialist Requirements</p> 1. Satisfactory completion of 300 hour internship 2. Presentation of research-quality paper at graduate symposium 3. Submission of research paper/project to professional organization for possible presentation	_____ _____ _____

**UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Department of Education**  
**External and Education Faculty Evaluation of Candidate Dispositions**

**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:**  
 Knowledge of Subject:            4                            3                            2                            1                            NO  
 Comments:

**Communication:**  
 Written Expression:            4                            3                            2                            1                            NO  
 Oral Communication            4                            3                            2                            1                            NO  
 Comments:

**Dispositions:**  
 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  
 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.  
     \_\_\_\_\_ continuation in the Teacher Education Program

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.

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Department of Education**

**PROFESSIONAL DEVELOPMENT PLAN**

Teacher Candidate: _____	ID: _____
Advanced Graduate: _____	Certification: 6-12 _____ P-12
Major: _____	Advisor: _____
School: _____	Grade/Subject: _____

Areas of Concern: \_\_\_\_\_

Professional Development Plan: deficiencies in the following areas of performance were noted by Education faculty and/or reported by my field experience cooperating teacher. Specific objectives and timelines designed to allow for growth and improvement in these areas must be **observed** and **documented** in order for the student teacher to continue with her student teaching.

Objective/Responsibility	Desired Outcome	Responsible for Review	Frequency of Review/Checkpoint

**Candidate:** I plan to take the following actions. I understand that one copy of this plan will be placed in my file and a copy will be given to me. I understand that my continuation in this program rests on my showing growth and improvement in the areas outlined by the Professional Development Plan. I understand that if I fail to meet the outcomes at the designated checkpoints, I may be removed from the Teacher Education Program.

Date for Progress Review: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher Candidate

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Education Faculty Member

## 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 2013-2014

Test Date	Registration Deadline	Extended Registration Deadline*	Emergency Registration Deadline**	Approximate Score Report Mailing Date
September 22, 2012	August 16, 2012	August 23, 2012	September 14, 2012	October 16, 2012
November 3, 2012	October 4, 2012	October 11, 2012	October 26, 2012	November 27, 2012
January 26, 2013	December 27, 2012	January 3, 2013	January 18, 2013	February 19, 2013
April 13, 2013	March 14, 2013	March 21, 2013	April 5, 2013	May 7, 2013
June 8, 2013	May 19, 2013	May 16, 2013	May 31, 2013	July 2, 2013
July 20, 2013	June 20, 2013	June 27, 2013	July 12, 2013	August 13, 2013

(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 candidates in Alternative Master’s Program 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?

- For paper version
  - 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).
- For computer-delivered tests
  - Online registration: <http://securereg3.prometric.com/professionalhome.aspx>.
  - Telephone registration: 1-800-853-6773

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

\$115 for Praxis II Subject Area Tests - Multiple Choice  
 \$130 for Praxis II Subject Area Tests - Multiple Choice and Constructed Response  
 \$150 for Praxis II - World Language Tests

Where do I send my test scores?

- **Alabama State Department of Education Code - 7020**
- **UAH Code – 1854**
  - **It is my responsibility to list UAH (1854) as a recipient of my test scores.**
- **PHOTO COPIES OF TEST SCORE REPORTS WILL NOT BE ACCEPTED**

## REQUIRED PRAXIS II TESTS AND SCORES

Test Name	Test Code Paper Version	Test Code Computer -Delivered Version	New Passing Score
Art: Content Knowledge	0133		150
Biology: Content Knowledge	0235	5235	143
Chemistry: Content Knowledge	0245	5245	150
Chemistry, Physics, and General Science	0070		560
Earth & Space Sciences: Content Knowledge	0571		150
Economics	0910		520
Elementary Education: Content Knowledge	0014	5014	137
Elementary Education: Reading	0204	5204	
Special Education: Core Knowledge & Application	0354	5354	
English Language, Literature, and Composition: Content Knowledge	0041	5041	151
French: World Language		5174	162
General Science: Content Knowledge	0435	5435	147
Geography	0920		560
German: World Language		5183	161
Government/Political Science	0930		570
Latin	0600		590
Mathematics: Content Knowledge	0061	5061	126
Middle-School: Content Knowledge	0146		141
Middle-School English Language Arts	0049	5049	148
Middle-School Mathematics	0069		149
Middle-School Science	0439		142
Middle-School Social Studies	0089	5089	149
Music: Content Knowledge	0113	5113	150
Physics: Content Knowledge	0265	5254	138
Psychology	0390		550
Reading Specialist	0300		530
Social Studies: Content Knowledge	0081	5081	153
Sociology	0950		550
Spanish: World Language		5195	158
Speech Communication	0220		580
Theatre	0640		510
World & U.S. History: Content Knowledge	0941	5941	143

\*These tests will become available between June 2012 and February 2013

\*\*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.

**\*\*\*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.**

**Additional information about APTT and Praxis II is available at: [www.alsde.edu](http://www.alsde.edu)**

## OTHER IMPORTANT DATES AND DEADLINES

### Application for Graduation

October 1, 2013      Spring 2014 graduation  
Feb. 1, 2014        December 2014 graduation

### Comprehensive Examinations for Major (Dates are set annually)

Thesis Option – must be completed at least 8 weeks before the end of the semester  
Non-thesis Option – must be completed at least 6 weeks before the end of the semester

### Thesis/Non-Thesis Deadlines

#### Fall

Thesis Option – M.A. Thesis Defense	Oct. 15
Non-Thesis Option – M.A. Oral Exam	Nov. 15

#### Spring

Thesis Option - M.A. Thesis Defense	March 1
Non-Thesis Option – M.A. Oral Exam	April 15

#### Summer

Thesis Option - M.A. thesis Defense	June 15
Non-thesis Option - M.A. Oral Exam	July 15

### Comprehensive Exams for Major – by Department

#### Biology

Master's Report (written)  
Oral Presentation of Master's Report  
Comprehensive Final Examination

#### Chemistry

Thesis Option: Oral Defense of Thesis and Content in Curriculum  
Non-Thesis Option: American Chemical Society Standardized Examination

#### English Language Arts

Written Proposal based on curriculum  
Oral Comprehensive Examination based on Proposal and Content of Curriculum (description on English Dept. website)

#### History

Thesis Option: Oral Defense of Thesis and Content in Curriculum  
Non-Thesis Option: Oral and Written Comprehensive Examination on the Coursework (demonstrate competency over at least two fields of history)

#### Mathematics

Oral Comprehensive Examination covering Coursework in the Program

#### Physics

Thesis Option: Defense of Thesis  
Non-Thesis Option: Department Comprehension Examination

### Education - Comprehensive Written Examination

Candidates are required to take a written comprehensive examination covering the content of the professional education courses in the curriculum. Candidates should schedule their comprehensive written education examination during the semester preceding the internship (if required).

**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 portfolio and webpage. 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 professional portfolio. I understand that the photos selected will be posted on my website at the UAH Department of Education’s website. Access to the candidate’s electronic portfolio is limited to 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 Candidate

## 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.
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)

\_\_\_\_\_  
(Phone Number)

Print Name \_\_\_\_\_

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.



**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE**  
**Department of Education Advisors**

Dr. Monica Dillihunt	Elementary Education ElementaryEducation/Collaborative Teacher	824-2328	<a href="mailto:dillihm@uah.edu">dillihm@uah.edu</a>
Dr. Sandra Enger	Secondary Education - Math and Science	824-6671 824-2329	<a href="mailto:engers@uah.edu">engers@uah.edu</a>
Dr. Philip Kovacs	Secondary Education English Language Arts	824-2331	<a href="mailto:philip.kovacs@uah.edu">philip.kovacs@uah.edu</a>
Dr. Jason O'Brien	Education History/Social Studies	824-6181	<a href="mailto:jason.obrien@uah.edu">jason.obrien@uah.edu</a>
Dr. Beth Quick	Elementary Education Music Graduate Students	824-2325	_____
Dr. Wolvram Verlaan	Reading Specialists Foreign Language	824-2326	<a href="mailto:wev0001@uah.edu">wev0001@uah.edu</a>
Dr. Erica Slate-Young	Mathematic Education NCATE Director	824-2330	<a href="mailto:erica.slate@uah.edu">erica.slate@uah.edu</a>
Dr. Derrick Smith	Special Education Collaborative Teacher	824-3048	<a href="mailto:derrick.smith@uah.edu">derrick.smith@uah.edu</a>
Dr. Whitney Meade	Special Education Autism	824-5443	<a href="mailto:wwm0004@uah.edu">wwm0004@uah.edu</a>
Ms. Pam C. Patrick	First year teacher liaison	824-2973	<a href="mailto:pam.patrick@uah.edu">pam.patrick@uah.edu</a>
Mr. Matt Dean	Technology		<a href="mailto:mdean@madison.k12-al.us">mdean@madison.k12-al.us</a>
Ms. Kathleen Sobai	Staff Assistant	824-6180	<a href="mailto:kcs0004@uah.edu">kcs0004@uah.edu</a>
Ms. Chantaye Robinson-Jones	Certification Officer	824-6180	<a href="mailto:robinsc1@uah.edu">robinsc1@uah.edu</a>

## Teaching Field Advisors:

### *College of Liberal Arts:*

Art	Dr. Lillian Joyce	824-2588	<a href="mailto:joycel@uah.edu">joycel@uah.edu</a>
Communications	Dr. Clarke Rountree	824-6646	<a href="mailto:rountrkj@uah.edu">rountrkj@uah.edu</a>
English/Language Arts	Dr. Laurel Bollinger	824-2380	<a href="mailto:laurel.bollinger@uah.edu">laurel.bollinger@uah.edu</a>
Foreign Languages			
Spanish	Dr. Linda Maier	824-2346	<a href="mailto:maierl@uah.edu">maierl@uah.edu</a>
French	Kwaku Gyaski	824-2345	<a href="mailto:gyasik@uah.edu">gyasik@uah.edu</a>
German	Rolf Goebel	824-2344	<a href="mailto:goebelr@uah.edu">goebelr@uah.edu</a>
History/Social Science	Dr. Stephen Waring	824-2565	<a href="mailto:warings@uah.edu">warings@uah.edu</a>
Music	Dr. David Ragsdale	824-2382	<a href="mailto:dave.ragsdale@uah.edu">dave.ragsdale@uah.edu</a>
Philosophy	Dr. Andy Cling	824-2334	<a href="mailto:clinga@uah.edu">clinga@uah.edu</a>
Political Science	Dr. John Pottenger	824-6192	<a href="mailto:pottenj@uah.edu">pottenj@uah.edu</a>
Psychology	Dr. Jeff Neuschatz	824-2321	<a href="mailto:neuschaj@uah.edu">neuschaj@uah.edu</a>
Sociology	Dr. Mitch Berbrier	824-2301	<a href="mailto:berbri@uah.edu">berbri@uah.edu</a>

### *College of Science:*

Biology	Dr. Debra Moriarity	824-6045	<a href="mailto:moriard@uah.edu">moriard@uah.edu</a>
Chemistry	Dr. William Setzer	824-2416	<a href="mailto:w.setzer@matsci.edu">w.setzer@matsci.edu</a>
Mathematics	Dr. Kenneth Howell	824-6470	<a href="mailto:howell@math.uah.edu">howell@math.uah.edu</a>
Physics	Dr. Gary Zank	824-2833	<a href="mailto:Gary.Zank@gmail.com">Gary.Zank@gmail.com</a>

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## Chairs of Teaching Fields Departments

### **College of Liberal Arts**

Professor Glenn Dasher, Dean

#### **Departments**

Art	Dr. Lillian Joyce
Communication Arts	Dr. Clarke Rountree
English	Dr. Daniel Schenker
Foreign Language	Dr. Linda Maier
History	Dr. Stephen Waring
Music	Dr. David Ragsdale
Philosophy	Dr. Andrew Cling
Political Science	Dr. John Pottenger
Psychology	Dr. Jeff Neuschatz
Sociology	Dr. Mitch Berbrier

### **College of Science**

Dr. Jack Fix, Dean

Dr. Dan Rochowiak, Associate Dean

#### **Departments**

Biology	Dr. Debra Moriarity
Chemistry	Dr. William Setzer
Mathematics	Dr. Jai Li
Physics	Dr. Gary Zank

## WEB RESOURCES

### **Department of Education**

[www.uah.edu/colleges/liberal/education](http://www.uah.edu/colleges/liberal/education)

### **UAH Resources**

Salmon Library

[www.uah.edu/library](http://www.uah.edu/library)

Writing Center

[www.uah.edu/writing.home.html](http://www.uah.edu/writing.home.html)

Graduate Student Handbook

[www.uah.edu/main/gradStudies](http://www.uah.edu/main/gradStudies)

### **Public School Websites:**

Huntsville City School System

[www.hsv-k12.org](http://www.hsv-k12.org)

Madison City School System

[www.madisoncity.k12.al.us](http://www.madisoncity.k12.al.us)

Madison County School System

[www.madison.k12.al.us](http://www.madison.k12.al.us)

### **Alabama State Department of Education**

[www.alsde.edu](http://www.alsde.edu)

### **Additional Resources**

Alabama Virtual Library

[www.avl.lib.al.us](http://www.avl.lib.al.us)

Marco Polo

[www.marcopolo-education.org](http://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](http://www.ccsso.org/intasc.html)

National Board of Professional Teaching Standards (NBPTS)

[www.nbpts.org](http://www.nbpts.org)

International Reading Association

[www.ira.org](http://www.ira.org)

National Council for Teachers of Mathematics

[www.nctm.org](http://www.nctm.org)

National Council for Teachers of English

[www.ncte.org](http://www.ncte.org)

National Science Teachers Association

[www.nsta.org](http://www.nsta.org)

National Council for Social Studies

[www.ncss.org](http://www.ncss.org)

National Association of Schools of Music

[www.nasm.org](http://www.nasm.org)

Council for Exceptional Children

[www.cec.org](http://www.cec.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, 2002, and 2005.

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### **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 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.

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### **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.

## **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.

